# BGSU Online and Blended Course Development Checklist

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<tr>
<th>Instructor</th>
<th>Course Title</th>
<th>Dept</th>
<th>Course #</th>
<th>College</th>
<th>Semester to Be Offered</th>
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The standards contained in the online checklist below will be utilized in developing and scheduling all online courses.

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<tr>
<th>Faculty Course Developer / Date</th>
<th>Online and Summer Academic Programs (OSAP) Staff Endorsement / Date</th>
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### ONLINE AND BLENDED COURSE DEVELOPMENT SEQUENCE

- Consultation with Department Chair/Program Director, College Office.
- Blue or green sheet approval in process.
- Consultation with CFE (cfe@bgsu.edu) if needed for instructional design support.
- Online Syllabus reviewed and approved by OSAP (osap@bgsu.edu) using the Checklist below.

### ONLINE AND BLENDED COURSE SYLLABUS REQUIREMENTS

#### Course Overview
- A statement introduces the student to the purpose of the course and its components.
- Instructor contact information is clear.
- Communication policy is clearly stated such as email response time and virtual office hours.

#### Learning Objectives
- The course learning objectives describe outcomes that are measurable.
- All learning objectives are stated clearly and written from the students’ perspective.
- The course is developed in modules with stated learning objectives for each module.

#### Assessment and Grading
- The grading policy is clearly stated.
- Assessments measure the stated learning objectives.
- Clear instructions are provided for the evaluation of work and are tied to the grading policy.

#### Instructional Materials
- Required instructional materials are listed and coordinated with the bookstore or other sources.
- Instructional materials are current and contribute to the achievement of learning objectives.
- A variety of instructional materials is used in the course.

#### Learner Engagement
- Learning activities promote achievement of learning objectives and foster student-instructor, student-content, and where appropriate, student-student interaction.
- Interaction, communication, timelines for feedback, and participation requirements are clearly articulated.
- Tools and media used support learning objectives and learner engagement.

#### Technology and Accessibility
- Technical requirements are clearly stated.
- Technologies in the course are readily obtainable.
- The course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility in online and blended courses.

#### Learner Support
- Instructions articulate or link to a clear description of the technical support offered.
- Additional instructions are included if needed that answer questions related to research, writing, technology, etc or link to other tutorials/resources that provide the information.