

<i>Instructor</i>	<i>Course Title</i>	<i>Dept</i>	<i>Course #</i>	<i>College</i>	<i>Semester to Be Offered</i>

The standards contained in the online checklist below will be utilized in developing and scheduling all online courses.

Faculty Course Developer / Date **Online and Summer Academic Programs (OSAP) Staff
Endorsement / Date**

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

- Course level learning objectives are stated clearly and describe outcomes that are measurable.
- The course level learning objectives describe what you want your students to be able to do by the end of the course.
- The course will be developed in modules that align with the course level learning objectives.

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 contribute to the achievement of learning objectives.
- A variety of instructional materials are 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, participation requirements, and timelines for feedback are clearly articulated.

Course Technology and Accessibility

Technical requirements are clearly stated.
Technologies in the course support the learning objectives and are readily obtainable.
Information about accessibility of course technology are clearly stated.

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.