



BEST PRACTICES FOR TEACHING ONLINE FACULTY CHECKLIST

As part of a continuous effort to ensure quality in online course design, the best practices below have been identified to support faculty teaching college courses. For more information, visit: www.mountainviewcollege.edu/bpto

1. COURSE INTRODUCTION		YES	NO
1.1	Is a clear starting point present, such as "Start Here" which introduces the subject, defines course structure, details first steps, and links to the syllabus?	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Is an instructor introduction present and are students asked to introduce themselves to other classmates?	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Does the syllabus detail (or link to) required materials, communication expectations and response time, institutional policies, support resources, and grading policy?	<input type="checkbox"/>	<input type="checkbox"/>
2. DESIGN AND LAYOUT		YES	NO
2.1	Are links to institutional policies and technology and campus support resources present?	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Does the grade center accurately reflect calculated totals, as mentioned in the syllabus, so that students can continually track progress?	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Is course navigation clear and easily understood and have less utilized links and tools been hidden to minimize confusion?	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Is text separated into clearly understood sections (headers, lists, etc.), versus long format material?	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Are a variety of current instructional materials (graphics, videos, articles, simulations) utilized throughout the course?	<input type="checkbox"/>	<input type="checkbox"/>
3. COURSE ALIGNMENT		YES	NO
3.1	Are learning objectives present, within content areas, that are consistent with student learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Are detailed explanations of assignments, including instructions, submission requirements, and grading criteria provided?	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Do assessments and grading rubrics measure the stated learning objectives?	<input type="checkbox"/>	<input type="checkbox"/>
4. LEARNER ENGAGEMENT		YES	NO
4.1	Are instructor announcements and discussions utilized on a weekly basis?	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Are students routinely asked to share and respond to other student discussions?	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Is instructor feedback provided on graded discussions and assignments?	<input type="checkbox"/>	<input type="checkbox"/>
5. UNIVERSAL DESIGN AND ACCESSIBILITY		YES	NO
5.1	Are course documents provided in an accessible format so that students can access them on any device?	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Is text formatting throughout the course consistent and readable (similar font, color, size)?	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Are alternative formats accessible for rich-media content (such as videos with closed captioning)?	<input type="checkbox"/>	<input type="checkbox"/>

Best Practices for Teaching Online is a nationally recognized faculty professional development program. This checklist has been developed via an eLearning Work Group at Mountain View College, part of the Dallas County Community College District (DCCCD), in partnership with the National Institute for Staff and Organizational Development (NISOD). Updated 08/22/19.

