Certification Checklist for New Faculty/Courses

Part 1 – Prepare to meet with Tammy Cupples, executive director of online learning, to certify your online course. Please make sure the following items are complete before this meeting:

1. Course Information documents are complete, including:
   a. Contact information and bio
   b. Syllabus (outline) with clear course objectives
   c. Instructions about grading policy
   d. Other clarifying details (from a student perspective, is this clear? Does it work?)

2. Course Content is complete and organized, including:
   a. All course content for the first two modules must be complete at the time of certification. Each module must contain three components:
      i. Presentation of content (e.g. lecture notes, readings, etc.)
      ii. Engagement opportunities for students (e.g. discussions, group work, etc.)
      iii. Assessment (e.g. assignments, quizzes, etc.)
   b. Proper structure (rather than a run-on list), logical organization
   c. Proper amount of modules (7 is ideal, with 2 weeks of content in each module)
   d. Weeks covered in coursework equals a minimum of 15 weeks

3. Various types of content are working:
   a. Quizzes look ok
   b. Links work
   c. Content pieces make sense
   d. Copyrighted material is not used (except for reasonable and limited clips); Proper sources are used when using works with permission.
4. Discussions
   a. Expectations are clear and links work
   b. Appropriate number of discussions (3 per module is ideal)

5. By Live Date
   a. Content and Syllabus Match
   b. The course structure is worked out for entire semester
   c. Content is labeled correctly (e.g. Module 1, Discussion 2)

Part 2 – Meet with executive director (1-2 hours). During this meeting:

1. Tammy will discuss her notes on the course with the faculty member. These notes are based on the above. Tammy will request necessary changes by a set date; then set appointment for follow-up.

2. If there are too many modules, Tammy will advise to sort into a smaller number of modules

3. The faculty member should identify content which still needs to be added.

4. Any problems with the course will be discussed, and a plan will be made for resolving them.

5. Resources for ongoing faculty support are identified.

6. Gradebook will be discussed (if faculty member is using it).
   a. Is the gradebook set up properly?
   b. Are assignments linked to categories?
   c. Where will the instructor provide feedback to students?
   d. Are general questions answered?