

## **A Draft Checklist for Updating an Online Curriculum**

This basic template for considering ways to update and revise an online course can be tailored to various course revision situations by adding questions.

### **1. Legal Guidelines and Relevant Policies**

\_\_\_\_\_ A. Do the course materials adhere to intellectual property (IP) laws and university/college guidelines? Do the teaching and learning practices in the course adhere to IP laws and organizational guidelines?

\_\_\_\_\_ B. Do the course materials and learning events adhere to accessibility requirements?

\_\_\_\_\_ C. Do the course materials and online teaching practices support learner privacy rights? Is there a formal course policy about student privacy rights?

\_\_\_\_\_ D. Is there a formal course policy about copyright? Is this policy made widely, transparently, and equitably available?

\_\_\_\_\_ E. Is there a formal course policy about academic honesty and an honor code? Is this policy made widely, transparently, and equitably available?

\_\_\_\_\_ F. Are the course policies transparent? Are they aligned with federal laws and university policies? Are these legal guidelines and policies applied fairly and equitably?

### **2. Progress/Change in the Domain Field**

\_\_\_\_\_ A. Has there been a paradigm shift in the domain field? If so, has this been captured in the course curriculum and student learning?

\_\_\_\_\_ B. Have there been changes in the way that research is done? Are there new ways that fresh information is vetted and integrated into the field?

\_\_\_\_\_ C. Are there innovative methods of applied work in the field? Do practitioners in the field have to use new skill sets?

\_\_\_\_\_ D. Are there modern thoughts on ethical practices in the field? Has the definition of professionalism evolved?

\_\_\_\_\_ E. Have there been changes in related fields that have impacts on the learning?

\_\_\_\_\_ F. Does the curriculum include all relevant information for students in the particular field? If not, what is missing?

\_\_\_\_\_ G. What are some strategies to create effective learning for novice and amateur learners? What are some strategies to create value-added learning for “experts” from the field taking the course?

### **3. The Course Curricular Strategies/Teaching and Learning Methodologies**

- \_\_\_\_\_ A. Have visual aids been integrated with the learning?
- \_\_\_\_\_ B. Have some multimedia-rich methods been applied to make the learning more engaging?
- \_\_\_\_\_ C. Is the e-learning trajectory or path sensible? Is this path adaptable to changing circumstances, resources, and instructor and learner needs?
- \_\_\_\_\_ D. Is the learning paced appropriately?
- \_\_\_\_\_ E. Is there sufficient flexibility in the curriculum to accommodate a range of learners with differing and unique learning and professional needs?
- \_\_\_\_\_ F. Is the curriculum tailored for the particular developmental levels of the learners? Are there ways to be more inclusive and supportive of learners?
- \_\_\_\_\_ G. Is the curriculum sufficiently flexible to accommodate the various needs of online learners?
- \_\_\_\_\_ H. Is the curriculum tailored to the particular learner group and its unique needs and characteristics? (if applicable)
- \_\_\_\_\_ I. Is the learning tailored to a particular context — whether cultural, geographical, social, political, technological, or domain field?
- \_\_\_\_\_ J. Are there sufficient opt-in help resources for students who engage in help-seeking? Are there sufficient resources for self-learners who pursue self-discovery learning?

### **4. Relevant Updated Technologies**

- \_\_\_\_\_ A. Are the digital learning contents engaging? Are there engaging types of interactivity for the learners?
- \_\_\_\_\_ B. Are the core learning contents accessible to all learners (regardless of visual acuity, hearing loss, mobility, and symbolic processing challenges)?
- \_\_\_\_\_ C. Are the core digital contents portable between technological systems (learning/course management systems, digital repositories, websites, and socio-technical systems)? Do these deploy well on different systems and platforms?
- \_\_\_\_\_ D. Do the digital labs, simulations, and 3-D immersive experiences (if included) work as scripted (on various platforms and operating systems, with various browsers, alongside various software technologies)?
- \_\_\_\_\_ E. Are there value-added high-tech elements? Is the curriculum deployable on mobile devices (such as podcasts)? Do websites display well on mobile devices and other types of small-screens?