

Distance Education - Course Design Review Checklist

Course:				
Reviewer:				
Review Date:		Iteration #		Next Review Date:
Resources:				

Quality Standards		Yes	No	Un	Comments
Overall Course					
1	Syllabus Approval Complete based on at a minimum the standards set for Spring 2010	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	The course home page makes it clear within which course the student has entered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	The organization of the course is easy to understand and is segmented into manageable units/lessons/weeks for effective learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Students can complete the course without physically visiting the institution offering the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	The Blackboard calendar and/or Other calendar (i.e. MyIT Lab) has due dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	The course acknowledges the importance of ADA requirements. Link to contact information for gaining ADA accommodations is on the "MyBlackboard" screen under "Campus Bookmarks"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Students are given the opportunity to evaluate the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Course Orientation					
8	The course provides activities for the student to familiarize themselves with the learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	One of the activities – assignments is for the student to review the netiquette expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	The self-introduction by the instructor is appropriate. o Credentials o Personal Hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Students are requested to introduce themselves to the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Quality Standards		Yes	No	Un	Comments
12	The instructor has provided guidance on availability and response times. <ul style="list-style-type: none"> ○ Accessibility (when, how, where) ○ Response time to student (min. of 48 hours except weekends) ○ Grading Response Time (min. of 2 weeks) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Student expectations for logging onto class are clear. (typically min. of 4 to 5 times a week)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Course Content					
14	The course contains materials to meet multiple learning styles: <ul style="list-style-type: none"> ○ Visual Learner ○ Auditory Learner ○ Hands-on Learner 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	All videos – audio clips are segmented in a fashion to make them downloadable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	All technology utilized is standard and/or tested on multiple platforms with multiple browsers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	A “community” for learning is created. (i.e. DiscussionThreads, chat rooms, facebook) encouraging student-to-student interaction and instructor-to-student interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	Student learning online is comparable to student learning offered at the campus where the program or course originates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	All resources and materials used in the online course are appropriate and cited if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional Design Alignment					
20	The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	The overall goals / objectives are well written. <ul style="list-style-type: none"> ○ Include all components <ul style="list-style-type: none"> ○ Action verb ○ Condition ○ Criteria (Measurable) ○ Chunked at a good level 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Quality Standards		Yes	No	Un	Comments
22	The learning objectives of the course are articulated and specified on the module/unit level .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23	“Self-check” or practice types of assignments are provided for quick student feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24	The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The course developer should complete the first 3 columns: Objective, Course Content and Course Assessment Method prior to the review.

Objective	Course Content	Course Assessment Method	Comments

Comments:

Upon completion of the review and implementation of all changes, please sign the approval form, attach to the top of all interation feedback forms and route to the Director of Distance Education.