

Course Development Guide Checklist

Instructor Name:
Course Number:
Course Name:
Date Reviewed:
Reviewed By:
General Comments:

SECTION 1:
⇒ COURSE OVERVIEW AND INTRODUCTION

Summary:

To help insure student success and keep attrition to a minimum, the overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course within the Syllabus and/or Course Orientation.

Specific Standards:

Standard	Yes	No	Comments / Suggestions
1.1 Navigational instructions make the organization of the course easy to understand. This includes clear instructions on where to begin, a course banner on the homepage, and, if applicable, homepage icons match the left-hand navigation links.			
1.2 There is a statement introducing the student to the course and to how student learning is structured in the online environment. Included in this should be a statement about how students will submit assignments.			
1.3 Netiquette expectations with regard to discussions and email communication are clarified.			

1.4 The self-introduction by the instructor is posted to the Discussion Board.			
1.5 Students are requested to introduce themselves to the class on the Discussion Board.			
1.6 Minimum technology and software requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.			
1.7 Weekly expectations are clearly outlined for the student. This can take the form of a comprehensive course calendar or a general guide to what is expected from week to week.			
1.8 Course Syllabus is present and adheres to PCC's syllabus requirements.			

SECTION 2:

⇒ LEARNING OBJECTIVES (COMPETENCIES)

Summary:

Learning objectives are clearly defined and explained in the Syllabus or at the module/unit level. They assist the learner to focus on learning activities.

Specific Standards:

Standard	Yes	No	Comments / Suggestions
2.1 The learning outcomes of the course describe outcomes that are measurable			
2.2 The learning outcomes address content mastery as well as critical thinking ability and increased learning skills			
2.3 Instructions to the students on how to meet the learning objectives are adequate and easy to understand			
2.4 The learning objectives of the course are clearly stated and understandable to the learner.			
2.5 The learning objectives of the course are articulated and specified on the module/unit level.			

SECTION 3:
 ⇒ **ASSESSMENT AND MEASUREMENT**

Summary:

Assessment strategies use established ways to measure effective learning, assess learner progress by reference to stated learning objectives, and are designed as essential to the learning process.

Specific Standards:

Standard	Yes	No	Comments / Suggestions
3.1 The types of assessments selected are consistent with course activities and measure the achievement of stated objectives and learning outcomes			
3.2 The grading policy is transparent and easy to understand.			
3.3 Assessment and measurement strategies are designed to provide feedback to the learner.			
3.4 The types of assessments selected and the methods used for submitting assessments are appropriate for the distance learning environment.			
3.5 "Self-check" or practice types of assignments are provided for quick learner feedback.			

SECTION 4:
 ⇒ **LEARNING RESOURCES AND MATERIALS**

Summary:

Instructional materials are designed to be sufficiently comprehensive to achieve announced objectives and learning outcomes. Materials, other than standard textbook resources produced by recognized publishers, are prepared by the instructor and suitable for the online environment.

Specific Standards:

Standard	Yes	No	Comments / Suggestions
4.1 The instructional materials have sufficient depth in content and			

are sufficiently comprehensive for the student to learn the subject			
4.2 Resources and materials are easily accessible to and usable by the learners.			
4.3 The instructional function of the course elements (learning content, instructional methods, technologies, and course materials) is evident.			
4.4 The instructional materials, including supporting materials -- such as manuals, videos, CD ROMs, and computer software -- are consistent in organization, and level of detail throughout.			
4.5 All instructional materials are presented in a visual format appropriate to the online environment.			

SECTION 5:
⇒ **LEARNER INTERACTION**

Summary:

The effective design of instructor-student interaction, student-student interaction, meaningful learner cooperation, and student-content interaction is essential to learner motivation, intellectual commitment and personal development.

Specific Standards:

Standard	Yes	No	Comments / Suggestions
5.1 The types of activities selected are consistent with the achievement of stated learning outcomes			
5.2 The course design provides learning activities to foster instructor-student, content-student, and if appropriate, student-student interaction.			
5.3 Clear standards are set for instructor response and availability (turn-around time for email, grades posted, etc.)			
5.4 The requirements for course interaction are clearly articulated.			
5.5 The course design provides a variety of opportunities for interaction between instructor and learner.			

SECTION 6:
⇒ **COURSE TECHNOLOGY**

Summary:

To enhance student learning, course technology should function well, enrich instruction and foster learner interactivity.

Specific Standards:

Standard	Yes	No	Comments / Suggestions
6.1 The selection and use of tools and media supports the learning objectives of the course and is integrated with text and lesson assignments			
6.2 The selection and use of tools and media enhances learner interactivity and guides the student to become a more active learner.			
6.3 All technologies required for this course are either provided or easily downloadable.			
6.4 The selection and use of tools and media are compatible with existing standards of delivery modes.			
6.5 Instructions on how to access resources at a distance are sufficient and easy to understand.			
6.6 The course technologies take advantage of existing economies and efficiencies of delivery.			

SECTION 7:
⇒ **LEARNER SUPPORT**

Summary:

Courses are effectively supported for learners through fully accessible modes of delivery, resources, and learner support.

Specific Standards:

Standard	Yes	No	Comments / Suggestions
7.1 The course instructions articulate or link to a clear description of the technical support offered. This standard is met by including the			

"Student Resources" dynamic footer on the homepage.			
7.2 Course instructions articulate or link to an explanation as to how the College's academic support system can assist the learner in effectively using the resources provided.			
7.3 Course instructions articulate or link to an explanation of how the College's student support services can assist the learner in effectively using the resources provided.			
7.4 Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology etc...			

SECTION 8:
⇒ **ADA COMPLIANCE**

Summary:

Access to course resources is in accordance with Section 508 of the American with Disabilities Act.

Specific Standards:

Standard	Yes	No	Comments / Suggestions
8.1 ADA statement and link to Students with Disabilities Office			
8.2 Web pages provide equivalent alternatives to auditory or visual content.			
8.3 Web pages have links that are self-describing and meaningful.			
8.4 Information conveyed on Web pages in color is also available without color.			
8.5 There is evidence of some effort to recognize the importance of ADA requirements			

* Note: shaded standards are considered "essential" for a quality online course according to the Quality Matters standards. A check in the "No" column signifies that it doesn't meet the 85% standard.

