

Quality Assurance Checklist for Online Course Design and Development

The Quality Assurance Checklist is a guide for faculty to utilize when beginning online course development. This guide will ensure that your course meets the minimum requirements and standards (although the expectation is that your course will meet higher levels of quality).

Faculty Name:

Course:

Course Introduction & Navigation	<ol style="list-style-type: none"> 1. Includes the approved CMS template 2. Provides information/instructions in the Getting Started area. 3. Includes Instructor contacts page with his/her office hours, etc. listed 4. Lists general education competencies, course competencies, and grading criteria in syllabus. 5. Includes basic Blackboard instructions (<i>tutorials</i>) and/or web resources 6. States class expectations clearly (log-ins, check-ins, etc) <i>*Exceptions are different for classes using external sites such as Pearson's MyLabs. Instructors will still include Announcements, Syllabus, Getting Started, and Instructor Contact information in Blackboard and made available to students no later than one week prior to the first day the course begins.</i> 	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	Instructor Comments:	
	Reviewer Comments:	
Course Design & Organization	<ol style="list-style-type: none"> 1. Navigates easily and is user-friendly 2. Organizes content into logical folders, units and/or lessons 3. Organizes Grade Center logically (<i>such as by category or progression</i>) 4. Includes learner engagement through instructional strategies, guidance on using content and learning activities 5. Includes a variety of technologies (<i>at least 3 are required</i>) 	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	Instructor Comments:	
	Reviewer Comments:	
Course and Learning Outcomes (<i>Content</i>)	<ol style="list-style-type: none"> 1. Follows local college syllabus approval guidelines and procedures 2. Includes course schedule in the Syllabus and Calendar area 3. Clearly states measurable student learning outcomes 4. Includes learning activities and content that support course competencies and learning outcomes 	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	<u>Instructor Comments:</u>	
	<u>Reviewer Comments:</u>	

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Instructional Design & Delivery (Content)	1. Includes clear instructions about delivery (self-paced, group paced, semester, etc.)	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	2. Promotes frequent interaction and ways to communicate with peers and facilitator (<i>instructor</i>)	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	3. Includes activities to enhance student learning and involvement as well as addresses critical thinking & problem-solving	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	4. Organizes content for ease of management	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
<u>Instructor Comments:</u>		
<u>Reviewer Comments:</u>		
Tech Support, Resources & Compliance	1. Separates and identifies support and academic resources	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	2. Provides Bb Technology Help Desk information	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	3. Includes explanation for using individual college IT Help Desk	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	4. Follows ADA guidelines	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	5. Follows copyright laws	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	<u>Instructor Comments:</u>	
<u>Reviewer Comments:</u>		
Assessment, Evaluation, & Feedback	1. Provides opportunity for students to assess their eLearning readiness	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	2. Aligns multiple assessment activities to learning outcomes	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	3. Provides students with regular feedback (can include automated feedback in the testing area)	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	4. Utilizes Early Warning System or some type of early alert	Yes <input type="checkbox"/> Needs work <input type="checkbox"/> No <input type="checkbox"/>
	<u>Instructor Comments:</u>	
<u>Reviewer Comments:</u>		

INSTRUCTORS: This checksheet will serve as a guide during course development. If your course is approved, it will be added to the schedule. If your course needs work, you will be asked to make necessary adjustments (help is available through your distance learning department or your division). Once your adjustments have been made, please re-submit your course for a second QA review. If your course earns a No, you will work through the DL procedure at your college for assistance to re-design your course.