

DRAFT

Course Readiness Evaluation Tool

The following is a suggested checklist for the comprehensive review of online course readiness. The list is extensive and exhaustive; a scaled down version may be more useful for evaluative purposes. Hybrid or distributed courses may require that the list be edited where appropriate given the individual circumstances of that particular course (number of face-to-face sessions, nature of content online, etc).

Instructors can use this checklist as a self-assessment or they may want to work through it in collaboration with the curriculum designer or a peer-reviewer/mentor. For each item within these categories, instructors can check off a simple Yes or No to indicate the course readiness status. A space for explanation or comments is provided at the end of each section; comments are particularly useful for explaining any No course readiness items.

This tool may also be used to evaluate a course for completeness (and payment of development monies), but again a scaled down version may be more useful for these purposes.

Course Content Organization		
Y	N	Is there a sequence or hierarchy to the organization of the course content?
Y	N	Is the course content organized into learning modules or some other type of unit?
Y	N	Is there a template or consistent progression within the learning modules or units?
Y	N	Does the entry page for each learning module or unit contain an introduction, overview, learning objectives, steps for successful completion, and grading criteria?
Y	N	Do the learning modules include pre- and post-assessments that measure the achievement of the learning objectives for the module?
Y	N	Where appropriate, do the learning modules include assigned readings that include chapters or page numbers, files, or websites?
Y	N	Do assignments include instructions about how to submit the assignment?
Y	N	Does the course include exercises/activities that are interactive for the entire class or for groups?
Y	N	Do the learning modules include resources to engage students in further study?
		<i>Comments about the course organization:</i>
Navigation		
Y	N	Is the navigational system consistent throughout the pages?
Y	N	Can the students find their way easily back and forth throughout the course?
Y	N	Are learning materials and course resources available within 3 clicks?
Y	N	Do all of the web links work?
		<i>Comments about course navigation</i>

		Course Overview & Information
Y	N	Does the course include a current syllabus?
Y	N	Does the course introduction include information about the instructor?
Y	N	Does the syllabus include a detailed course description?
Y	N	Does the syllabus include detailed course objectives and/or expected student learning outcomes?
Y	N	Does the syllabus include course policies and procedures?
Y	N	Does the syllabus include a detailed grading policy?
Y	N	Is the plan for prompt instructor feedback apparent and explicit?
Y	N	Does the course include virtual office hours, or provide information for contacting the instructor for advising or counseling?
Y	N	Does the course encourage students to manage their time and avoid procrastination by setting clear timelines and goals?
Y	N	Are all due dates clearly noted and consistent throughout the course?
Y	N	Is a Welcome announcement posted?
Y	N	Does the course clearly explain and provide links to support services for students, including information for receiving assistance with course-related technical problems, as well as accessing academic, advising and other institutional student services?
		<i>Comments about the course overview and information:</i>
		Pedagogical Effectiveness
Y	N	Does the course create a student-centered learning environment?
Y	N	Are students presented with opportunities to learn by doing rather than “reading about”?
Y	N	Does the course design include frequent student-student communication and interaction?

Y	N	Does the course design include frequent instructor-student communication and interaction?
Y	N	Does the course create an online learning community?
Y	N	Does the course promote critical thinking and problem-solving skills?
Y	N	Are materials presented in a variety of formats to meet the needs of visual/nonverbal, tactile/kinesthetic, and auditory/visual learners?
Y	N	Does the course include opportunities for learning by inquiry?
		<i>Comments about course pedagogy:</i>
Accessibility and Usability		
Y	N	ADA: Are text links available for navigation in addition to graphical links?
Y	N	ADA: Are all icons, buttons, and graphics tagged with text tags (ALT tags)?
Y	N	ADA: If audio and/or video files are used, are they captioned or are transcripts available?
Y	N	ADA: Do the PowerPoint slides have text versions available?
Y	N	Is the course accessible on both PC and MAC platforms?
Y	N	Do the web pages work in different browsers and on different screen resolutions?
Y	N	Are most content pages viewable online rather than requiring the files be downloaded and opened in order to be viewed?
Y	N	Are web pages kept to a minimum of scrolling?
Y	N	Are file sizes kept to a minimum to enable faster access and for students with slower Internet connection speeds?
Y	N	Do the pages print well?

	<i>Comments about course accessibility and usability:</i>
Copyright Compliance	
Y	N Does the use of educational materials and multimedia adhere to Fair Use Guidelines?
Y	N Has the permission of the copyright holder been secured in writing?
	<i>Comments about copyright clearance:</i>
Images, Text and Multimedia	
Y	N Do all e-Pack or Course Cartridge components work correctly?
Y	N Is there a consistent style for formatting fonts and font colors?
Y	N Is the use of ALL CAPS eliminated?
Y	N Are images viewable within a standard browser window without scrolling (or displayed as thumbnails which can be enlarged for closer examination)?
Y	N Are special software or plug-ins for viewing files required ONLY when more common alternatives do not exist or are not feasible?
Y	N Is any special software or plug-ins required for the course either provided or are instructions provided for download and installation of necessary technologies?
Y	N If animated GIFS are used, do they have a specific educational purpose that can only be demonstrated through animation?
Y	N Do video, audio and animations have controls that allow the student to stop, pause, or replay?
Y	N Is any audio and video clear and audible?

Y	N If streaming audio or video files are used, are they hosted on a streaming media server designed for the purpose?
	<i>Comments about media use:</i>
	Additional Overall Comments