

3b. DISTANCE EDUCATION COURSE READINESS CHECKLIST

Faculty Name: _____ Course: _____

Evaluator(s) Name: _____ Date: _____

This evaluation will be based on no less than two weeks of online content.

<i>Description</i>	<i>Location (completed by instructor)</i>	√
Course Design		
Syllabus (including all required components) is posted in a prominent location		
Course includes a “Start Here” menu item with clearly labeled tutorial materials including a class welcome and an orientation on how to navigate the LMS and the specific course (video tour and/or written tour)		
Course content is arranged or “chunked” in manageable and distinct learning units or modules grouped inside a single menu item.		
Content is presented using a variety of teaching techniques and learning styles (videos, discussions, projects, simulations, external resources/links, and/or multimedia, etc.)		
Navigation is intuitive and content flows in a logical progression		
Links to supplemental software products are located within the course where learners will use the software (i.e. near the materials requiring its use)		
The course includes a clear link to the CHC DE course evaluation		
Interaction and Collaboration - A variety of instructor-initiated contact and interaction is provided which establishes the instructor’s active presence in the class		
Contact information for the instructor is easy to find and includes multiple methods of contact (e.g. email, phone, chat, virtual office hours)		
Discussion forums providing a variety of opportunities for interaction, including replies as appropriate. Recommend weekly at minimum - could include any of the following: <ul style="list-style-type: none"> • Instructor-Learner (self-introduction, discussion postings with responses; project feedback, etc.) • Learner-Learner (group discussion postings, group projects, peer evals, etc) • Learner-Content: (essays, term papers, videos, self-assessments, readings, etc.) 		
Announcements are used to communicate course events, dues dates, etc.		
Expectations regarding the quality of communications (e.g., what constitutes a “good” discussion post) are clearly defined		
Assessment		
Multiple types of assessments are included and occur frequently throughout the duration of the course (research project, objective test, discussions, etc.)		
Assessment guidelines/criteria (rubrics) are provided (models of “good work” may be shown, for example)		
Learners have an opportunity to provide feedback on course design and course content (at least one anonymous opportunity - could be a discussion board forum)		

Learner Support - including ADA and DSP&S considerations		
The course includes a menu item called “Support Services” that includes clearly labeled and easy to find links to CHC student support services including: DSPS, Tutoring, Library, Counseling, Bookstore, etc.		
<p>All learning activities and/or instructional media are accessible:</p> <ul style="list-style-type: none"> • Videos are accurately captioned • Audio files are transcribed • Objects (images, tables and charts) have alternative text. • Course materials are readable in term of effective font, color contrast and spacing • Readable fonts (Times New Roman, Arial, Verdana, Helvetica) are used throughout the LMS and all instructional materials • Hyperlink text is meaningful and all links work and open the identified webpage. • All documents have been tested for accessibility and screen reader compatibility. (If MS Word: File - Info - Check for Issues - Check Accessibility) 		
All documents and other instructional materials (such as PPTs) are also posted as PDFs, can be opened via free and accessible programs or applications, and links are provided to download the applications. Additionally information on how to use the programs or applications is included		
Links to LMS technical support are consistently provided and easy to find, and accompanied by a module within the LMS explaining how to request services or report a problem		

ETC Course Approval Date

Signature of ETC Chair