Form D:
BLACKBOARD GUIDELINES FOR ONLINE COURSE DESIGN

Date:
Course ID & Title:
Course Developer:
Design Assistant (if employed):

Location of Course (check 1):   __Development site   __Production site

Is this course a Core Course?   _____ Yes   _____ No

Course content was reviewed by:

Likert Score Evaluation Key
Missing (M), Needs Improvement (NI), Adequate (A), Not Applicable (N/A)

Sectional Likert	-2 = one or more critical item(s) Missing
Rubric:	-1 = one or more item(s) Needs Improvement
	0 = overall section is adequate
	+1 = overall section is more than adequate
	+2 = overall section is exceptional

Please use this checklist as you construct your course. The Review Committee will consider each of these items during review process. Failure to include any of these items may result in a delay of your course approval and/or remittance.

Section 1: Syllabus and Course Design
M   NI   A   N/A
___ ___ ___ ___   Goals are clearly explained to students.

Syllabus Requirements:
___ ___ ___ ___   A generic syllabus (no names, no dates) has been emailed to the Online Learning Center for placement on the OLC webpage (See the generic syllabus template located under Menu > Resources and Documents on the Online Learning Webpage)

___ ___ ___ ___   A complete, downloadable syllabus is included in the Bb shell under the category Syllabus (for students to download for personal use outside the shell). We recommend you use "Units" rather than "Weeks" or "dates" to minimize syllabus maintenance. Also, adjunct instructors who teach your class later, will only need to fill in the working semester dates

___ ___ ___ ___   The complete syllabus follows the approved form in the Faculty Manual (follows the form which includes Purpose, Core Values, Curriculum competencies, catalog course description,

objectives in 3 learning domains, required readings, recommended readings, teaching methodology, assignments, course policies, course schedule, selected bibliography; See Menu > Resources and Documents on the Online Learning Center webpage)

Syllabus Objectives/learning outcomes:

___ ___ ___ ___   Are stated in the 3 domains of learning: cognitive (knowledge), affective (attitudes), & psychomotor (skills)

___ ___ ___ ___   Reflect desired learning outcomes

___ ___ ___ ___   Are written at the appropriate level

___ ___ ___ ___   Are clearly stated as part of the syllabus

___ ___ ___ ___   Are clearly stated as part of each learning module

Course Content:

___ ___ ___ ___   The use of third party tools is relevant to learning outcomes

___ ___ ___ ___   Content is presented in manageable segments

___ ___ ___ ___   Content is easily navigated

___ ___ ___ ___   Content is made available via a variety of appropriate mechanisms

___ ___ ___ ___   Appropriate tools are used to enhance content

___ ___ ___ ___   Visual and auditory stimuli are used to motivate students

___ ___ ___ ___   Supplementary resources are made available as part of the course content

___ ___ __x_ ___   Students are given an opportunity to provide feedback and an evaluation about this course and instructor

___ ___ ___ ___   The use of technology enables critical reflection and analysis of content

___ ___ ___ ___   Assignments/activities requiring the use of technology clearly explain how technology is to be used by students

___ ___ ___ ___   Accessibility issues are addressed

___ ___ ___ ___   If this course is a blended learning environment, the online
                         component enhances the face-to-face elements of the course

Section 1 Likert Score: **circle one -2 -1 0 +1 +2**

Section 2: Interaction and Collaboration
M   NI   A   N/A

___ ___ ___ ___   Student participation requirements are clearly stated
                         and expectations/protocols are defined and/or explained

___ ___ ___ ___   Internal communication tools are provided for students and the
                         instructor to elaborate on course content (email, blogs, etc.)

Learning Community:

There is a deliberate attempt in this course to create a learning community through
the use of or through:

___ ___ ___ ___   Asynchronous tools such as Discussion Boards and email

___ ___ ___ ___   Real-time tools such as chat rooms, whiteboards, videoconferencing,
                         etc. (May be optional, but not required)

___ ___ ___ ___   Frequent instances where the instructor takes an active role in
                         moderating discussions, providing feedback, and participating in
                         other interactive components

___ ___ ___ ___   Opportunities for students to interact with the instructor to
                         communicate about course content

___ ___ ___ ___   Opportunities for students to interact with each other to
                         communicate about course content (Discussion Boards, WebX, etc.)

___ ___ ___ ___   The use of such strategies as group projects, teamwork, or
                         other collaborative activities
___ ___ ___ ___   Student-initiated interactions that are encouraged and
                         facilitated

Communication:
___ ___ ___ ___   Communication protocols are provided to or collaboratively
                         developed with students

___ ___ ___ ___   Communication protocols explain good or acceptable responses and protocols refer to or explain Netiquette expectations **(Netiquette statement is included in syllabus)**

___ ___ ___ ___   Clearly defined statements inform students what to expect in terms of instructor role, course participation, and response time (answer email within 24 hours and grade assignments within 72 hours)

___ ___ ___ ___   If this course is a blended learning environment, requirements exist for interaction beyond face-to-face sessions

Section 2 Likert Score: circle one -2 -1 0 +1 +2

Section 3: Assessment

___ Yes ___ No   Grading rubrics are provided for *each* assignment (so students will know what and how they will be graded for the assignment). Strongly Recommended, not required

___ Yes ___ No   Embedded grading rubric is included in the course syllabus clearly stating how the student's accomplishment of goals and objectives for the course will be assessed (Core Courses ONLY)

___ Yes ___ No   Video introductions are provided for each section by the course developer

Assignments, Assessments, and Projects:

M   NI   A   N/A

___ ___ ___ ___   Are aligned with stated objectives/learning outcomes

___ ___ ___ ___   Assess performance in authentic contexts

___ ___ ___ ___   Encourage students to employ critical thinking strategies

___ ___ ___ ___   Clearly communicate assignments and include expectations and deliverables (i.e., rubrics/performance criteria are made available to students)

___ ___ ___ ___   Provide students with ample opportunities to practice and apply concepts and skills

___ ___ ___ ___   Require students to make appropriate and effective use of external resources, including print, library, Web-based, and other electronic resources

___ ___ ___ ___   Are constructed in scaffolding activities that promote higher cognitive development

___ ___ ___ ___   Show how the Web may be used in completing assignments is clearly stated (e.g., directing students to specific sites to use/avoid; providing hints for searching the Web or evaluating and validating Web-based information)

Tests, Quizzes, and Assignments:

___ ___ ___ ___   Grade book is totally functional and aligned with the syllabus grading percentages and assignment items

___ ___ ___ ___   Are all provided in the Bb shell so they may be activated at a later time (tests & quizzes must be placed in the Blackboard shell for adjunct instructors who may teach the course)

___ ___ ___ ___   Are built-in and utilized where appropriate

___ ___ ___ ___   Explanation about how courses will be proctored and honesty policies and/or statements are provided

___ ___ ___ ___   Are tied to course objectives/learning outcomes

___ ___ ___ ___   Students are provided with ample opportunities for self-assessment

___ ___ ___ ___   Constructive feedback on all assessments is included or is explained how instructor will provide this feedback

___ ___ ___ ___   If this is a blended learning environment, the use of technology contributes to assessing learning outcomes

Section 3 Likert Score: circle one -2 -1 0 +1 +2

Section 4: Learner Support
M   NI   A   N/A

Links are provided:

___ ___ ___ ___   Within the course such as tutorials covering such topics as the use of email, the Internet, html, browser settings, and other required applications such as PowerPoint

___ ___ __x_ ___   Within the course to online library resources and other content repositories

___ ___ _x__ ___   Within the course to tools required for viewing course content (RealPlayer, Acrobat Reader and other plug-ins), including instructions on how to use such tools

Access is provided to:

___ ___ ___ ___   Learner support materials from within the course site

___ ___ ___ ___   Learner support materials from links to an institutional portal

___ ___ ___ ___   Learner support materials from other sources

___ ___ ___ ___   Learner orientation either online or face-to-face

___ ___ ___ ___   There is appropriate instructor (and instructional support staff, if applicable) contact information

___ ___ ___ ___   Student connectivity issues are considered: content (i.e., HTML, .pdf, .doc files) and media files are available in a variety of formats (i.e., video/audio transcripts); and/or content/media are available on CD-ROM or similar device

___ ___ ___ ___   If this is a blended learning environment, additional learner support information is provided to students (i.e., handouts, face-to-face tutorials, etc.).

Blackboard Shell Size

___ ___ ___ ___   Course shell is under 500 megabytes total size.

Section 4 Likert Score: circle one -2 -1 0 +1 +2

Recommendations to the:

  1) Course Developer

  2) Review Committee

Form Revised 1-1-18