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 Rubric:
-2 = one or more critical item(s) Missing
-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

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

___ ___ ______ 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

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- 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

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

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)

Video introductions are provided for each section by the course developer

Assignments, Assessments, and Projects:

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
Within the course to online library resources and other content repositories
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