Winthrop University Course Review Checklist

Based on Blackboard Exemplary Course Program Rubric

Reviewer Information

Date	
Reviewer Name	Winthrop Office of Online Learning
Title/Rank	Instructional Designer
Institution	Winthrop University
Email Address	instructionaldesign@winthrop.edu
Daytime Telephone	803 323 2212

Course Information

Course Title	
Course Number	
Course Instructor	

Alternative Skills Evaluation Summary

Nominating Chair or Dean	
Nominating Chair or Dean Email	
Course Exemption Status	

This checklist is divided into four main categories: Course Design, Interaction & Collaboration, Assessment, and Learner Support. The ratios in each header indicate met/total criteria for each

category. Checkmarks indicate the criteria has been met. Unmet criteria will remain empty. N/A indicates the criteria is not applicable.

Recommended revisions for each criteria are detailed in the comments column and summarized at the end of the checklist. All of the suggested revisions are based on Exemplary Course Standards from the Blackboard Exemplary Course Rubric and from best practices in online teaching and learning.

Should your course not meet the requirements for the Alternative Skills Evaluation, the Office of Online Learning will assist you in making the necessary revisions to your course while you are enrolled in WOTC 101.

I. Course Design		Score: /14
Course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.		
Goals and Objectives	✔	**Comments**
Goals and objectives are easily located within the course.		
Goals and objectives are clearly written at the appropriate level, are measurable, and reflect desired outcomes. Students know what they should be able to do.		
Students are reminded of goals and objectives throughout the course (i.e. within the syllabus and each individual learning unit).		
Content Presentation		
Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules) and is sequenced logically.		

Navigation is intuitive.		
Content is presented using multiple means of representation including auditory and visual elements.		
Content adheres to Winthrop University's copyright policies or utilizes e-reserves.		

Learner Engagement

It is clear how the instructional strategies will enable students to reach course goals and objectives.		
Course design includes guidance for learners to work with content in meaningful ways.		
Higher order thinking (e.g., analysis, problem solving, or critical reflection) is expected of learners and explained with examples or models.		
Individualized instruction, remedial activities, or resources for advanced learning activities, such as integrated publisher resources or other supplementary material, are provided.		

Technology Use

Tools available within the LMS are used to facilitate learning by engaging students with course content and transcending traditional teacher-centered instruction.		

LMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials).		
An effort has been made to use low-cost or no-cost materials when available.		

II. Interaction & Collaboration

Score: /9

Interaction denotes communication between and among learners and instructors, synchronously or asynchronously. Collaboration refers specifically to those activities in which groups are working interdependently toward a shared result.

Communication Strategies	✔	Comments
There are opportunities for asynchronous interaction. Synchronous interaction is included when appropriate. At minimum, online synchronous office hours are offered.		.
Asynchronous communication strategies promote critical reflection or other higher order thinking aligned with learning objectives.		
Development of Learning Community		
Opportunities for student-to-student interactions are included as a part of the course.		

Course-wide and group interactive activities are well-designed to support active learning, cooperation, negotiation, and consensus – building.		
Learners introduce themselves and/or participate in an icebreaker using one of the interactive tools.		
Students are encouraged to initiate communication with the instructor.		

Interaction Logistics

Guidelines explaining required levels of participation (e.g., quantity and timing of interactions) are provided.		
Expectations regarding the quality of communications are clearly defined.		
A rubric or equivalent grading document is included to explain how participation will be evaluated.		

III. Assessment   Score: /11

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructors, and/or enable grading or evaluation.

Expectations	✔	Comments
Assessments align with the goals & objectives.		

Learners are directed to the appropriate objective(s) for each assessment in the assessment instructions.		
Rubrics or descriptive criteria for desired outcomes are provided.		
Instructions are written clearly and with sufficient detail to ensure understanding.		
The course grading policy is outlined in the syllabus.		

Assessment Design

Higher order thinking, appropriate to the level of the course is required (e.g., analysis, problem-solving, etc.).		
Assessments are designed to mimic authentic environments to facilitate transfer.		
Assessment activities occur frequently throughout the duration of the course.		
Multiple types of assessments are used (e.g. research project, objective test, discussions, etc.).		

Self-assessment

Opportunities for self-assessment or reflective activities are provided.		
Self-assessments and reflective activities provide		

	✔	
constructive, meaningful feedback.		

IV. Learner Support		**Score: /22**
Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. The Office of Online Learning Provides pre-made tutorials for Blackboard and frequently used technologies; contact us for your questions about meeting some of these criteria in your course.		

Orientation to Course and LMS	✔	**Comments**
Clearly labeled "Getting Started" materials are included to highlight key components of the course, course navigation, and LMS.		
Clear explanations of optional and/or required technology, including any additional costs, are provided.		
Technology required to use course materials is listed with links to where it can be downloaded and installed (e.g. links to download recommended browsers and the free version of Office).		
Tutorials for LMS and required technology are found easily (few clicks). whether internal or external to the course, with easy return to other areas of the course.		

Tutorial materials support multiple means of representation: audio, visual, and text based.		
Practice activities for required technologies or tools are provided. (e.g. using Respondus or Wiki).		
Instructions for where and how students submit or complete assignments are included.		
Syllabus and/or Getting Started module includes directions for who to contact for Blackboard technical assistance and other technology troubleshooting.		

Instructor Role and Information

A welcome message from the instructor is provided and includes an overview of the instructor's role within the course.		
Contact information and office hours for the instructor are easy to find and include multiple forms of communication (for example, e-mail, phone, chat, etc.).		
Expected response time for email replies (or preferred communication methods) is included.		

Course/Institutional Policies & Support

Relevant institutional policies (for example, plagiarism policies) are		

clearly labeled and easy to find.		
Course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly.		
Students are directed to clearly labeled links to institutional services such as the library or writing center.		

Technical Standards

Course materials use standard formats to ensure accessibility (i.e. docx, pptx, PDF).		
Videos are streamed; graphics are optimized for web delivery and display without needing extensive scrolling; file sizes are manageable.		

Standards for Accessible Design

Course and assessment design allow all learners to navigate the course and complete all assignments (Universal Design for Learning: allow for multiple means of expression).		
The design and delivery of content integrates alternative resources (transcripts or captioning, for example) or enables assistive processes (e.g., live captioning for Collaborate Ultra) to make content accessible.		

The course contains links to institutional policies, contacts, and procedures for making your course accessible.		
Design factors such as color, text size, formatting, audio and video controls, and alt text reflect universal accessibility considerations.		
Feedback		
Learners have the opportunity to give anonymous feedback to the instructor regarding course design and course content after course completion.		
Learners have the opportunity to give feedback to the instructor regarding course design and course content during course delivery.		

Reviewer Evaluation: Overall Comments

Overall Score: