The WCU Quality Course Check List for Online/Blended Design ©

Category I: Alignment

☐ I.1 Course learning objectives should be communicated to learners

☐ I.2 Module objectives should be measurable and consistent with course-level objectives

☐ I.3 The relationship between learning objectives and activities is overtly stated or clear

☐ I.4 The relationship between learning objectives and assessments is overtly stated or clear

Category II: The Course Home Page

☐ II.1 Getting Started Directions

☐ II.2 Netiquette Guidelines

☐ II.3 University Policies and Resources

☐ II.4 Technology Requirements

☐ II.5 Course Introduction

☐ II.6 Instructor Introduction
Category III: Instructional Activities and Interaction

- III.1 Learner activities should promote active learning
- III.2 Instructors should provide frequent feedback, with anticipated response times communicated to students
- III.3 Expectations for Learner communication is clearly stated in primary course documents and within specific assignment explanations
- III.4 Instructors should model course presence, being online as often as they expect of learners
- III.5 There should be at least one interactive, communicative component per unit or module
- III.6 Course materials should take advantage of the medium, incorporating multimedia whenever possible
- III.7 Learner-generated content should play an important role
- III.8 There should be opportunities for learner to learner interaction, collaboration, and evaluation

Category IV: Assessment and Measurement

- IV.1 Assessment types should correlate with instructional objectives and instructional activities
- IV.2 The grading process and distribution should be transparent
- IV.3 Assessments should be varied, with formative assessments allowing learners adequate time to apply feedback
- IV.4 Closed-book exams that are high stakes and summative should be proctored
- IV.5 Quiz-Based Formative Assessments should be designed as opportunities to learn
- IV.6 Course assessments should reflect university and department recommendations for academic integrity
Category V: Navigation and Design

- V.1 Navigation through the course should be consistent, logical, and efficient
- V.2 Learners can follow a scheme to quickly find all relevant materials and assignments
- V.3 Content Module Pages include links to all related course areas and materials
- V.4 Each Content Module page should include an orientation or introduction to the content
- V.5 Any materials uploaded and included under “Content” should be linked to from within Content Module Pages and/or the Home Page (whichever is most relevant)
- V.6 Critical information should be presented near the top of a Module Web Page as learners may not know to keep scrolling down
- V.7 Images should be used in conjunction with text to produce a desired learner response

Category VI: Technical Tools

- VI.1 Technical tools promote active learning and learner engagement
- VI.2 Learners can easily obtain required technologies
- VI.3 Course tools should be current
- VI.4 Instructors should be mindful of the privacy policies and potential privacy settings of all tools external to the course LMS
- VI.5 Instructors should provide recommendations for web browsers that correlate with their adopted tools
Category VII: Accessibility

- VII.1 Course navigation gives clear direction
- VII.2 Learners have access to all additional required technologies
- VII.3 Course should provide alternative access to course materials in formats that meet the needs of diverse learners
- VII.4 The course design facilitates readability
- VII.5 Media is clearly presented

Category VIII: Course Evaluation and Redesign

- VIII.1 Student course experience feedback is collected and analyzed
- VIII.2 D2L course data reviewed and analyzed
- VIII.3 Continual improvement process identified and implemented