

BMCC E-Learning Course Checklist

**Adapted from Sloan-C Quality Scorecard for the Administration of Online Programs,
Blackboard Exemplary Course Rubric, and California State University-Chico rubric**

Standards		Checklist √ or –
Course Design	1. Courses learning outcomes are stated in the course syllabi, along with evaluation measures.	Determined by Department
	2. Learning goals/objectives are provided for specific units/modules of the course.	
	3. Learning activities are linked to modular goals and assessments.	
	4. Course provides at least one activity to help students develop critical thinking and problem-solving skills.	
	5. Students are provided with clearly defined expectations regarding methods and frequency of engagement with content, other students and the instructor.	
	6. Instructions are provided for course navigation, whether in-person or online.	
Course Structure and Content Presentation	7. Goals and objectives are easily located within the course.	
	8. The syllabus is user-friendly and easily accessible online. The syllabus is available for easy downloading and printing.	
	9. The course schedule clearly indicates when synchronous or face-to-face sessions will be held, material being covered, reading assignments, and student deliverables with due date and time.	
	10. Content is provided in manageable segments.	
	11. Instructor uses consistent language, organization, and instructions throughout the course.	
	12. Content is presented using a variety of media (e.g., text, visual, audio) as appropriate to the audience, learning goals/objectives, and subject.	
	13. Supplementary content materials are provided or suggested when necessary.	
	14. File formats used ensure easy student access. Instructor will provide materials in alternative formats when necessary.	
Communication, Interaction, and Engagement	15. The instructor takes an active role in facilitating and moderating discussions, including providing feedback to students.	Peer Observation
	16. Instructor sets a welcoming tone for the course through the use of announcements and a brief self-introduction.	
	17. Instructor facilitates introductions among students at the beginning of the course.	
	18. Instructor regularly conveys his/her presence and interest by communicating with students as a group and as individuals when necessary.	Peer Observation
	19. Both asynchronous (discussion boards, blogs, wikis, etc.) and synchronous (chat, videoconferencing, virtual classroom, etc.) activities are available as appropriate and contribute to reflection, problem solving, and/or other higher order thinking.	
	20. Communication activities are used to further student learning and/or build a sense of community among learners. Students have ample opportunities for interaction with other students and the instructor.	
	21. Students are provided with a rubric, participation requirements, and other appropriate guidelines indicating how their course interaction will be assessed (e.g., what constitutes a “good” versus “poor” discussion board posting).	
	22. The instructor’s role and expected response times are clearly explained.	

	23. Students are encouraged to give feedback on course content, use of technology, and accessibility.	Optional Recommendation
Assessment and Evaluation	24. Assignments and assessments are aligned with stated goals and objectives.	
	25. Rubrics or descriptive criterion and measures are provided to make expectations clear.	
	26. Clear instructions are provided for each assessment.	
	27. Students are expected to analyze, synthesize, and reflect where appropriate.	
	28. Multiple assessment opportunities are included to provide a record/baseline of performance over time.	
	29. Types of assessments are provided to address learning style differences (group work, papers, projects, presentations, and tests).	
	30. Opportunities for self-assessment are provided to furnish feedback and help students to improve where appropriate.	
	31. Regular feedback about student performance is provided in a timely manner throughout the course.	Peer Observation
Course Technology	32. Tools utilized in course are arranged in ways that further student learning and facilitate efficient learning experiences.	
	33. Course optimizes use of the Internet to achieve stated learning goals/objectives.	
Learner Support	34. Contact information and/or links are provided for the instructor, technical help, learning support services, library resources, and information databases appropriate to the discipline.	
	35. Students are referred to appropriate support services when needed, such as tutoring, writing center, math lab, etc.	Peer Observation
	36. Course and institutional policies regarding appropriate use of online resources, plagiarism, netiquette and other "behavioral topics" are provided for students.	
Accessibility	37. In accordance with BMCC's institutional policy, the course incorporates basic ADA standards during the development of the course.	
	38. Course provides accessible design by ensuring the required materials can be read with screen readers and other assistive technology.	

Course: _____ Hybrid/Online: _____ Semester to be offered: _____

<input type="checkbox"/> 1. I have met with an E-Learning Center instructional designer for assistance in designing my course. Instructor: _____ Date: _____
<input type="checkbox"/> 2. Course reviewed by Department Chair (or Designee): _____ Date: _____
<input type="checkbox"/> 3. Course scheduled and ready for registration (E-Learning Center) _____ Date: _____
<input type="checkbox"/> 4. Course to be reviewed by peer during first term offered (recommended)