QUESTIONS TO ASK ABOUT YOUR DISTANCE LEARNING COURSE: A CHECKLIST

Criterion #1: GOALS AND OBJECTIVES
1. What is the overall objective of your course?
2. What knowledge do you want students to come away with?
3. How will you assess these goals and objectives?
4. How much time do you estimate students will need to put aside for your course on a weekly basis?
5. What things can you do to personalize students’ online experience?

Criterion #2: SYLLABUS AND CONTENT DELIVERY
1. Syllabus: Does your syllabus give an accurate picture of what students taking your course can expect?
   A basic course syllabus should include course dates, credits, instructor contact information and grading procedures.
2. Consider that a traditional 3-credit classroom course meets for about 45 contact hours. What is “replacing” in-class lectures and content presentation?
3. What tools will you use and what is the purpose of these tools?
4. How is your content formatted?
5. WebCT tools: Are you using the right WebCT tools for the right jobs?
6. What other resources will you use to teach your course? If you use publisher resources, how are they integrated into your class?

Criterion #3: COMMUNICATION AND INTERACTION
1. How do you envision your discussions to be set up?
2. Do you have a specific goal related to one-to-one communication between you and your students (i.e., a specific number of e-mails or posts per week)?
3. What are the ground rules and guidelines for discussions?
4. What other communication tools will you use (i.e., chat room, e-mail, online office hours, etc.)?
5. How will assignments be posted and received?

Criterion #4: GRADING AND ASSESSMENT
1. What method(s) will you use to grade student assignments?
2. What method(s) will you use to grade student participation in discussions?
3. Have you created a rubric or other means for students to self-evaluate their progress?
4. Is the grade book tool easy to find? How often will you update grades?

Criterion #5: COURSE MANAGEMENT AND COURSE EVALUATION
1. How will you ensure that all modules and links in your course are working?
2. Accuracy: Is the information free of grammatical, spelling and typographical errors?
3. If the material you use on your site is protected by copyright, have you requested prior permission or cited the name of the copyright holder?
4. What formal student evaluation tools will you use for your course?
5. Will you solicit informal evaluations of your class? How will you do this?
6. Do you know who your institution’s point of contact is if you have problems or questions?