RCHSS Template Course Quality Checklist

This RCHSS Template Course Quality Checklist is adapted from the RCHSS Master Course Guidelines originally created by the RCHSS Digital Education Council. This checklist is intended to serve as a tool to evaluate Template courses for basic elements necessary for faculty to successfully facilitate Template courses.

Template courses (previously referred to as master courses) are defined by the college as fully developed courses which may not be altered by facilitators in terms of organization and content apart from names, locations, and dates. Facilitators can and are encouraged to personalize content through the re-recording of videos using their own voices, but they cannot alter the content of the presentation. Faculty members needing assistance with any items on this checklist may contact the RCHSS Office of Digital Education (ODE).

It is important to note that courses designated as Template courses must FIRST meet the criteria in the KSU Course Quality Checklist before being evaluated with the RCHSS Template Course Quality Checklist. That is, Template courses have an extra layer of evaluation.

# Checklist

[ ]  6. The course satisfies the requirements of the KSU Quality Checklist including a 15 or 16 weekly modules format, “Start Here” folder with introductory content for the students, and other best practices for online design identified. Modules can be combined to accommodate abbreviated fall or spring schedules or summer schedules.

[ ]  7. The course is fully accessible including any third-party/publisher materials.

[ ]  8. The course contains a syllabus and course schedule that can be personalized by an instructor taking over the course with regards to name, office location, contact information, and dates. Little else should need to be altered.

[ ]  9. The course includes a placeholder for the self-introduction of the facilitator including, at a minimum, a visual representation of the instructor and a biographical overview.

[ ]  10. Information susceptible to change is kept to a minimum (i.e., does not mention page numbers or dates in lectures, current events are not referenced in a way that makes them seem recent like “last week’s riots” or “the new CDC report”).

[ ]  11. The course contains a module titled “Facilitator Guide.” This module (hidden from student view) contains teaching instructions and relevant content guidelines including prompts specific to the LMS, such as when to turn on a quiz or when to make certain assignments available to students. If the facilitation module includes alternate content, it contains instructions on how to deploy this content.

[ ]  12. The facilitation document links to appropriate tutorials offered by RCHSS ODE, DLI, or UITS and directs facilitators to contact the ODE or DLI for assistance with D2L and teaching tasks via embedded links.

[ ]  13. The facilitation module contains specific instructions on how to maintain substantive engagement with the students throughout the course.

[ ]  14. If present, activities using tools that must be “reset” before every semester (such as VoiceThread or Padlet) include blank versions needed for the reset (PowerPoints, questions, etc.). Instructions on how to reset the activities are included in the facilitation module.

[ ]  15. All finished versions of video recordings (lectures, weekly introductions, etc.) included in the course contain edited captions. If facilitators are expected to create voiceover PowerPoints or voice recordings as part of the course materials, the course includes transcripts of the recordings and links to instructions on how facilitators can make their own recordings. Instructions must also be provided for how to caption new recordings.

[ ]  16. The facilitation document reminds facilitators that course organization and content (excepting name, room, dates) should not be altered by the facilitator and that they can create copies of the master voiceover PowerPoints with their own voices, but they cannot alter the content of the presentations.

[ ]  17. The overwhelming majority of the course content is created by the course designer. Third-party/Publisher content is kept to a minimum (primarily because one cannot guarantee that third-party content will exist from semester to semester).

[ ]  18. If third-party/publisher materials are used, clear instructions on how to access and integrate those materials and where to go (and, if known, to whom to go) for help with these materials is included in the facilitator module.

[ ]  19. The course is capable of being presented to facilitators as “ready to go” apart from updating syllabus and schedule information and the recording of video content from narrative scripts provided to the facilitator (if applicable).

# Feedback

20. Please enter any feedback here.