



ROOSEVELT UNIVERSITY

ONLINE

## RUONLINE COURSE DEVELOPMENT INVENTORY

### PART I: INSTRUCTIONAL DESIGN

#### A. Course Structure

Standards	Explanation	Evaluation
1. Sequence	Content is sequenced and structured in a manner that enables learners achieve the stated goals.	
2. Portioning	Information is “portioned” or grouped to help students engage with and master the content.	
3. Purpose	Purpose of learning activities is clearly presented. Course development is learner-centered and designed to fill-the-gap between current skills and knowledge and stated learning outcomes.	

#### B. Learning Goals, Objectives, and Outcomes

4. Course Goals & Objectives	Course Goals and Objectives/Outcomes are presented and explicitly stated to the learner.	
5. Module Objectives	Module Objectives/Outcomes are clearly presented to the learner and are aligned with the larger course and academic program objectives.	

<b>C. Course Information</b>		
<b>Standards</b>	<b>Explanation</b>	<b>Evaluation</b>
6. Description	A course description is provided and contextualized within the other courses in the academic program.	
7. Instructor Information	Relevant information is provided, including specific qualifications per accrediting agency standards.	
8. Instructional Materials	Students are provided with a list of supplies such as textbooks and other instructional materials needed.	
9. Content	A clear concise list of modules and activities that will be completed within each of the course modules/chapters/topics is provided.	
10. Grading Policy	Grading policy is provided including grading scale and weights.	
11. Calendar	A weekly calendar of activities and assignments is provided.	
12. Technical Competencies	A list of technical competencies necessary for course completion is provided.	
13. Technical Requirements	A list of technical requirements such as connection speed, hardware, and software is provided.	

<b>D. Instructional Strategies</b>		
<b>Standards</b>	<b>Explanation</b>	<b>Evaluation</b>
14. Multimodal Instruction	A variety of instructional delivery methods accommodating multiple learning styles are available throughout the course.	
15. Knowledge Demonstration	A variety of ways for learners to demonstrate knowledge is provided.	
16. Presentation	The selected tool for each activity is appropriate for effective delivery of content.	
<b>E. Academic Integrity</b>		
17. Code of Conduct	A Code of Conduct including netiquette standards and academic integrity expectations is provided.	
<b>F. Use of Multimedia</b>		
18. Audio + Video	Audio and video files have a specific purpose that do not distract from course goals and objectives.	

**PART II: COMMUNICATION, INTERACTION, & COLLABORATION**

**A. Activities and Opportunities**

<b>Standards</b>	<b>Explanation</b>	<b>Evaluation</b>
19. Student-Student	Learning activities and other opportunities are developed to foster Student-Student communication and/or collaboration.	
20. Student-Instructor	Learning activities and other opportunities are developed to foster Student-Instructor and/or collaboration.	
21. Student-Content	Learning activities and other opportunities are developed to foster Student-Content interaction.	

**B. Organization and Management**

22. Types	Course offers separate forums for Community, Course Questions, and Content.	
23. Organization	Discussions are organized in clearly defined forums and/or threads.	

<b>C. Group Work</b>		
<b>Standards</b>	<b>Explanation</b>	<b>Evaluation</b>
24. Task	Groups tasks are clear and concise. Outcomes are appropriate, reasonable, and achievable.	
25. Management	Benchmarks and expectations of group participation are clearly stated.	
26. Delivery	A statement of how, when, and where the final product will be delivered is provided.	
<b>PART III: STUDENT EVALUATION AND ASSESSMENT</b>		
<b>A. Goals and Objectives</b>		
27. Aligned	Assessment and evaluation are aligned with learning objectives.	
28. Communicated	Assessment and evaluation goals are clearly communicated.	
<b>B. Strategies</b>		
29. Methods	Assessment and evaluation use multiple methods, such as quizzes, tests, discussion, essay, projects, and surveys.	

<b>Standards</b>	<b>Explanation</b>	<b>Evaluation</b>
30. Frequency	Assessment and evaluation are conducted on an ongoing basis throughout the course.	
31. Tools	Assessment and evaluation tools (includes assignments) are appropriate for measuring stated outcomes.	
<b>C. Grades</b>		
32. Grading Scale	A grading scale that defines letter grades and/or weights, if applicable, is provided.	
33. Penalties	Penalties assessed to grades, if applicable, are provided.	
34. Participation	Student participation is defined and a mechanism for measuring quality and quantity is provided.	
35. Extra Credit	The opportunity for earning extra credit, if applicable, is provided	
<b>D. Feedback</b>		
36. When/What/How	A statement explaining when/what type/how students should receive feedback is provided.	

<b>E. Management</b>		
<b>Standards</b>	<b>Explanation</b>	<b>Evaluation</b>
37. Time	A statement of the time allocated for each assignment is provided.	
38. Deadline	A deadline for each activity is provided.	
39. Retake	A statement indicating whether or not the assessment can be retaken is provided.	
40. Submit	Instructions for completion and submission are provided.	
<b>PART IV: LEARNER SUPPORT &amp; RESOURCES</b>		
<b>A. Institutional/Program Support and Resources</b>		
41. Policies	Links to institutional/program information and/or policies and procedures are provided.	
42. CMS Support & Technical Support	Links to tutorials and other CMS Support sites are provided. Links, email addresses, and/or phone numbers to technical support are provided.	

**PART V: WEB DESIGN**

**A. Layout/Design**

<b>Standards</b>	<b>Explanation</b>	<b>Evaluation</b>
43. Consistency	Consistent layout design orients users throughout the site. (See below for suggestions.)	
44. Legibility and consistency of Text and Graphics	Font type, size, and color are readable and consistent throughout the course. Courses employ text and graphics that are legible and clearly defined.	

**B. Use of Images**

45. Image Quality	Images are clear and well positioned.	
46. Image File Sizes	Image files are optimized for efficient loading.	
47. Animation of Images	Use of animated GIFs is strictly limited, and must directly contribute to the learning experience and course content.	

**C. Links/Navigation**

48. Hyperlink Identity	Navigation cues are present, clearly identifiable, offered in text and graphic formats. Links based on visual cues such as color, underlining, and text directives.	
------------------------	---	--

49. Hyperlink Function	Course has no broken links.	
<b>PART VI: COURSE EVALUATION</b>		
<b>A. Layout/Design</b>		
50. Instruction	Opportunities for learners to offer feedback to instructor on instructional strategies are provided.	
51. Content and Physical Course	Opportunities for learners to offer feedback throughout the course on issues surrounding the course's physical structure (e.g. spelling mistakes, navigation, dead links, etc.) and on course content are provided.	

### **Suggested Default Course Site Links**

1. Announcements
2. Your Professor
3. Syllabus and Info
4. Course Modules
5. Communication
6. Discussion Board
7. External Links
8. User Tools
9. New To Online?