# EVMS
INSTRUCTIONAL DESIGN
& TECHNOLOGIES

# Distance Education Online Course Scorecard

| Standards | | Points |
|---|---|---|
| **Course Overview & Introduction** | 1.1 A printable course syllabus including course modality, instructor contact information, course purpose, required competencies, and course policies is provided. | 3 |
| | 1.2 Easily found orientation materials include explanation of how to navigate the LMS, overall course, learning modules, and student support services. | 3 |
| **Policies & Resources** | 2.1 Links or descriptions of instructor, course, and institutional policies are provided, explained, and easy to find. | 3 |
| | 2.2 Links to institutional services and learner success resources are provided and easy to find. | 3 |
| **Learning Outcomes** | 3.1 Course learning outcomes are easily located in the syllabus, or at the beginning of learning modules. | 3 |
| | 3.2 Course learning outcomes are aligned with program and institutional learning outcomes, as well as course assignments and assessments. | 3 |
| | 3.3 Course learning outcomes are clearly defined, measurable, suited to the level of the course, and regularly reviewed. | 3 |
| **Course Design** | 4.1 Course uses consistent, cohesive design with clear structure and organization. | 3 |
| | 4.2 Content displays a logical and intuitive progression with an evenly distributed workload presented in manageable sections to facilitate student learning. | 3 |
| | 4.3 Content is presented using a variety of appropriate mechanisms and is enhanced with relevant supplemental sources. | 3 |
| | 4.4 The course provides additional resources, assistance, and technical support to help learners master the course materials. | 3 |
| **Technology and Tools** | 5.1 Technical skills and technology required for participation in course activities are clearly stated, easily obtained, and supported with resources. | 3 |
| | 5.2 Technology used in the course supports the learning outcomes, and facilitates student-centered learning by increasing student engagement with course content. | 3 |
| | 5.3 Links, instructions, and privacy policies are available for all technology required for learning activities. | 3 |
| | 5.4 All course technologies are current and meet accessibility standards. | 3 |
| **Accessibility** | 6.1 Course design adheres to universal design standards to facilitate readability and ease of use. | 3 |
| | 6.2 Course content integrates alternative resources and file formats, allows for assistive processes, and is easily readable by assistive technologies. | 3 |
| | 6.3 Links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find. | 3 |
| **Course Content** | 7.1 Course content supports all course outcomes and competencies in manageable segments. | 3 |
| | 7.2 Learning activities include explicit explanations of purpose, participation instructions, submission deadlines, and assessment details. | 3 |
| | 7.3 Course materials and resources are current, and include copyright and licensing status. | 3 |
| | 7.4 Course offers access to a variety of engaging resources and multimedia that facilitate communication and collaboration, deliver content, and support learning and engagement. | 3 |
| | 7.5 Assignments and assessments are meaningful, emulate real world application, visible to the learner, and align to stated goals, objectives, and content. | 3 |
| **Assessment** | 8.1 Detailed assessment instructions and evaluation criteria are clearly stated. | 3 |
| | 8.2 Multiple types of assessments are used frequently throughout the duration of the course. | 3 |
| | 8.3 Opportunities for learner self-assessment that provide constructive, meaningful feedback are provided. | 3 |
| **Interaction and Community** | 9.1 There are opportunities for synchronous and/or asynchronous interaction, as appropriate. | 3 |
| | 9.2 Learner-to-learner and learner-to-instructor interactions are required as part of the course. | 3 |
| | 9.3 Instructor creates a safe, positive, inclusive, supportive, and engaging climate for collaboration. | 3 |
| | 9.4 Instructor uses strategies that encourage students to be self-directed and take responsibility for their learning. | 3 |
| | 9.5 Collaboration activities reinforce course content and learning outcomes, while building workplace skills such as teamwork, cooperation, negotiation, and consensus-building. | 3 |
| | 9.6 Course activities promote discussion with clear expectations for participation and assessment to facilitate student interactions and promote awareness of other perspectives. | 3 |
| **Feedback and Improvement** | 10.1 Learners have multiple opportunities to provide anonymous, descriptive feedback on course design, course content, course experience, and ease of online technology. | 3 |
| | 10.2 Instructor continuously evaluates and makes changes to the effectiveness, design, and content of the course based on student performance and feedback. | 3 |