



Inter American University of Puerto Rico
Vice Presidency of Academic and Student Affairs
Associate Vice Presidency of Online Education

Evaluation Document for the Creation and Review of Distance Courses

Purpose

The Evaluation Document for the Creation and Review of Distance Courses contains the criteria and indicators adopted institutionally to ensure consistency and quality in the design and evaluation of distance courses. This document operationalizes the guidelines described in the Institutional Standards for Ensuring Quality in Distance Education (Normative Document A-0322-70). Distance courses' creation, certification, and review processes must be governed exclusively by the guidelines outlined in this document. The evaluated course **must meet all the criteria to be considered completed, certified, and** scheduled as part of the unit's distance academic offering. For each criterion, include a comment justifying the level of compliance.

Academic unit	
Department	
Program (Include code)	
Course code and name	
Evaluator (Select one): <input type="checkbox"/> Instructional design <input type="checkbox"/> Content	
Evaluator's signature	
Evaluation date	month/date/year

Section 1. Course Introduction

The course includes the following elements, so students can start academic activities without difficulty.

Criteria	Compliance with the Criteria
1.A. A welcome section explains the course's purpose and nature, makes it easier for learners to know what to expect, and guides to ensure they have a good start.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
1B. An official and updated syllabus with all its parts. The syllabus follows the institutional structure required by accrediting bodies, as applicable.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

[Type here]

[Type here]

1.C. A **work plan** for the course, following the format established by the Institution. The plan specifies, per week, the objectives or competencies (what will I achieve?), the contents to be studied (how will I achieve it?), the activities to be carried out (how will I demonstrate what I have learned?) and the deadlines (when should I submit my tasks?).

Yes No

Comments:

Section 2. Content

The course content responds to what is required in the syllabus, is appropriate to the nature and level of the course, and includes the topics discussed in a logical, coherent, and proper order for the student body, considering the particularities of the modality for which it is designed. The course contents follow a modular structure.

Criteria	Compliance with the Criteria
2.A. Each module's resources, readings, and activities are organized according to the ARD (Acquire, Reinforce, Demonstrate) model. This model identifies the required supporting contents, materials, resources, and activities.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
2.B. Each module includes an introduction to the topic or topics of study and a list of the most important concepts (key concepts).	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
2.C. Each module includes at least one measurable objective . There is a relationship between the objectives of the module and those of the record.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
2.D. Each module includes original contents , in which the topics of the course are deepened through explanations, presentations of examples, discussions, and definitions of concepts, among others. There is a relationship between the module's contents and the syllabus's content.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
2.E. Each module integrates content, materials, and resources in various formats (text, video, audio, image, files, interactive presentations, etc.), to address the variability of the student body.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments::
2.F. The course contents, materials, and resources are adequate and updated according to the theories and practices of the disciplines.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

2.G. The course content, materials, and resources contemplate a plurality of authors, voices, and sources following the institutional strategy for the internationalization of the curriculum.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
2.H. Links to external resources are up-to-date and accessible. When integrating resources from the Databases of the Center for Access to Information (CAI), <i>permalinks</i> to them are included.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments::

Section 3. Learning and Interaction Activities

The course has learning activities supporting the achievement of the objectives, student development, and regular substantive interaction.

Criteria	Compliance with the Criteria
3.A. The course includes various learning activities, such as readings, discussions, simulations, summaries, presentations, projects, research, teamwork, and scheduled synchronous meetings .	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
3.B. The course's learning activities promote the achievement of the objectives established in the record.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
3.C. Learning activities include clear instructions, expectations of compliance, and evaluation criteria, as applicable.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
3.D. Each module includes activities that promote regular substantive interaction between student and teacher, following the provisions of federal agencies and accrediting bodies. These activities are scheduled, predictable, and follow the content's duration and quantity.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Section 4. Evaluation Activities

The course has assessment activities that allow students to demonstrate their learning process and skills acquisition.

Criteria	Compliance with the Criteria
4.A. The evaluation activities of the course are used to assess the achievement of the established objectives	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
4.B. The evaluation activities are diverse, respond to the nature and modality of the course, and attend to the variability of the student body.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

[Type here]

[Type here]

<p>4.C. Course evaluation activities break the integrity of academic processes.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments:</p>
<p>4.D. Assessment activities include clear instructions, expectations of compliance, and evaluation criteria, as applied.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments</p>
<p>4.E. The evaluation activities were created with the platform's tools where the course is located. Where appropriate, activities can be designed in other tools authorized by the Institution that help students achieve the objectives.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments</p>
<p>4.F. It includes at least one activity or proctored evaluation to ensure academic integrity and honesty in the learning assessment process and student authentication. In the absence of this, at least one authentic activity or assessment is included (presentations, projects, portfolios, essays, interviews, research, observational records, among others).</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments:</p>

Section 5. Technical, institutional, and legal aspects

This section is for use by the instructional design evaluator and the Online Education staff of the academic unit. However, specialist course designers must be familiar with these requirements to ensure compliance. The content evaluator does not have to complete this section.

Criteria	Compliance with the Criteria
<p>5.A. The course uses the institutional template for the course modality.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments</p>
<p>5.B. It has a design that facilitates intuitive navigation and responds to the quality standards established for usability.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments</p>
<p>5.C. It has a design that complies with the minimum accessibility requirements (Level A), as stipulated in the current version of the <i>Web Content Accessibility Guidelines</i>(WCAG), for compliance with applicable laws and regulations.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments</p>
<p>5.D. It has a design that complies with copyright and intellectual property laws, validated by the originality checking resources available (example: Safe Assign, Turnitin, etc.) at the evaluation time.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments</p>

[Type here]

[Type here]

Content evaluator	
Technical and administrative revisions	<input type="checkbox"/> Accessibility verification (month/day/year) <input type="checkbox"/> Copyright Verification (month/day/year)
Course certification date	month/day/year

c Associate Vice Presidency of Online Education