

Course Checklist - Learning and Development Group
Sean Ward, M.Ed.,

General Training Requirements	Yes	No	NA
Course has unique name and identifier			
Design Document / Course outline includes the following:			
Prerequisites			
Brief description of course, including terminal objectives			
Brief description of target audience			
Method of course delivery			
Anticipated course duration			
Syllabus of course to include any applicable U.S.C. chapters, policies, guidelines covered in training			
Type of assessment (written test, performance test, verbal test, OJT) performed to demonstrate competency			
Course includes document for each OJT component (see OJT components)			
Course includes description of supplemental training, including job related practice and practice related feedback sessions to supplement classroom			
Objectives	Yes	No	NA
Conditions:			
Objectives describe what the student will be given, or deprived of, during performance			
Objectives describe all of the conditions that will influence the shape of the performance			
Actions:			
Action is measurable			
Behavior is the simplest and most direct possible			
Standards/Criteria:			
Objectives describe how well the student must perform to be acceptable			
Criteria describe some aspect of performance, or product of performance, rather than instructional process			
Criteria for performance reflects a realistic expectation			
General:			
All parts of objective are valid for the delivery medium			
Course Design and Content	Yes	No	NA
Content reflects objectives			

Course Checklist - Learning and Development Group
Sean Ward, M.Ed.,

Course includes appropriate amount of student participation			
Style is appropriate for difficulty of course and audience			
Content reflects information from Design Document / Storyboards			
Beginning of course includes “What’s In It For Me?” (WIIFM) piece			
Text includes descriptions or explanations for graphics, tables, charts, etc.			
WBT includes standardized overview of how to navigate			
WBT includes a standard closing of “What to do Next”			
Activities	Yes	No	NA
Instructions are clearly stated			
Activities reinforce or measure attainment of objectives			
Activities clearly state the expected learning behavior			
Level of vocabulary matches content of course			
OJT	Yes	No	NA
Document includes roles and responsibilities of each category of person involved in the administration and implementation, guidelines for program coordination, and the progression and application of OJT			
Document includes listing of occupational categories and subcategories of employees for which the OJT program applies			
Document includes brief statement describing tasks and related steps to perform			
Document includes statement of condition necessary for learning transfer, including prerequisites, tools, equipment, documentation, briefings, demonstrations, and practice.			
Document includes statement of standards by which proficiency is measured through a combination of task/step accuracy, completeness, and repetition			
Level 1 Evaluation	Yes	No	NA
Measures reaction to course			
Measures reaction to instructor			
Measures reaction to delivery method and/or accommodation of learning style			
Provides opportunity to identify strengths			
Provides opportunity to identify weaknesses / areas to develop			
Level 2 Evaluation	Yes	No	NA

Course Checklist - Learning and Development Group
Sean Ward, M.Ed.,

General:			
Instructions are clearly stated			
Questions measure attainment of objectives			
Level of difficulty matches objectives			
Level of vocabulary matches course content			
Sentence structure is not too complex			
Test items do not reveal answer			
Test items contain only information that is familiar to participant			
Opinionated items are not used			
If a negative word is used, it is <u>underlined</u> or bolded			
Questions include at least one correct answer and two distracters (not True / False questions)			
Questions do not contain reverse logic			
Multiple Choice Questions:			
When applicable, alternatives are arranged in chronological, alphabetical, or numerical order			
Alternatives are grammatically consistent with the item's stem			
Stem sentences and distracters are clear and concise (not ambiguous)			
Stem is meaningful by itself and represents a clearly stated problem			
Stem contains as much of the wording as possible and is free of irrelevant words and information			
Distracters are believable and attractive solutions			
For items containing only one answer, that answer is clearly the only one that is correct			
"None of the above" and "All of the above" are not used			
Distracters are similar in length			
Correct responses are randomly positioned			
Qualifiers are not used (sometimes, usually, generally) *indicates response is correct			
Absolutes are not used (never, all, only, none) *indicates response is incorrect			
With check boxes, the number of correct responses is clearly stated in the instructions			