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| --- | --- | --- | --- | --- | --- |
| Item # |   | Strong | Satisfactory | Needs Improve-ment | Comments / Suggestions |
|   | **COURSE STRUCTURE** |
|   | **MAIN PAGE** |
| 1 | **Banner** | Banner is attractive and colorful |   |   |  | Click here to enter text. |
| 2 | Banner includes the course number & name |  |   |   | Click here to enter text. |
| 3 | **Course Menu/Navigation Bar** | Categories are logical & easy to understand |   |  |   | Click here to enter text. |
| 4 | All menu links are active |   |   |   | Click here to enter text. |
| 5 | **Announcements** | There is a message posted explaining what needs to be done each week  |  |   |   | Click here to enter text. |
|  |  | **Getting Started** --Clear instructions for students at the beginning of the semester; tell them how and where to begin in the course, preferably in a welcome announcement |  |  |  | Click here to enter text. |
|   | **CONTENT** |
| 6 | **Course Introduction & Course Documents** | Syllabus includes: course name & number; prerequisites; official course description; program learning outcomes; course learning outcomes; textbook information; course schedule; grading scheme; course policies |   |   |   | Click here to enter text. |
| 7 | Either separately or in syllabus, course policy statements include: Accessibility and Accommodations, Online Etiquette and Anti-Harassment; Academic Integrity; participation; other course policies (late assignments, make-ups, etc. ) . Live links are provided for Student Support Services  |   |   |   | Click here to enter text. |
| 8 | Means of access to course materials are clear (links, pdfs, purchase). This also includes links to plug-ins or applications needed to access course materials |   |   |   | Click here to enter text. |
| 9 | **Course Modules/Units** | Each module/unit includes a brief introduction/overview and learning outcomes |   |   |   | Click here to enter text. |
| 10 | All materials for each module/unit are organized within a folder (Weekly folders strongly recommended) |   |   |   | Click here to enter text. |
| 11 | Each folder is labeled with a title & beginning/end dates |   |   |   | Click here to enter text. |
| 12 | Organization & content of units/modules is consistent across course |   |   |   | Click here to enter text. |
| 13 | Each module/unit clearly states important assignments and due dates  |   |   |   | Click here to enter text. |
| 14 | **Contacts (Instructor Info)** | Includes contact information, short professional biography & photo |   |   |   | Click here to enter text. |
| 15 | Includes office hours & availability information |   |   |   | Click here to enter text. |
| 16 | **Design**  | Consistent use of fonts & colors |   |   |   | Click here to enter text. |
| 17 | Course site is free of typographical, grammatical, & other errors |   |   |   | Click here to enter text. |
| 18 | **Navigation** | Course navigation mechanisms are logical and efficient; in general, no more than three "clicks" should be required to locate materials  |   |   |   | Click here to enter text. |
| 19 | All course materials are easy for students to locate  |   |   |   | Click here to enter text. |
| 20 | **Grade Center** | All of the major graded components are setup in Grade Center and align with the course syllabus  |   |   |   | Click here to enter text. |
|   | **COURSE ACTIVITIES** |
| 21 | **Assignments** | Most assignments are complex, engaging, & require that students add, integrate & synthesize knowledge  |   |   |   | Click here to enter text. |
| 22 | Assignments are introduced and provide clear directions for students |   |   |   | Click here to enter text. |
| 23 | A variety of different types of assignments are used |   |   |   | Click here to enter text. |
| 24 | Assignments include both those to be completed by individual students & several that require group work or peer review |   |   |   | Click here to enter text. |
| 25 | Mechanisms for asking questions about the assignment always are provided  |   |   |   | Click here to enter text. |
| 26 |  | Assignments emphasize development of writing, quantitative, & reasoning skills in addition to content mastery |   |   |   | Click here to enter text. |
| 27 |  | Instructor communicates expectations clearly & consistently |   |   |   | Click here to enter text. |
| 28 | **Interactivity** | A "Getting to Know You" activity is provided at the beginning of the semester in which students can introduce themselves to one another and to the instructor; instructors add their own introductions  |   |   |   | Click here to enter text. |
| 29 | Assignments include frequent opportunities/requirements for interaction between students, including use of: blogs, wikis, threaded discussions, and/or ePortfolios |   |   |   | Click here to enter text. |
| 30 | Discussion questions and group projects are complex, require critical thinking and problem-solving, and offer the possibility of many different answers and/or approaches |   |   |   | Click here to enter text. |
| 31 | Instructor uses discussions to highlight key topics, terms, and concepts to facilitate learning  |   |   |   | Click here to enter text. |
| 32 | **Instructor Presence** | Instructors in some way participate in discussion during the week, either directly with their own posts and/or indirectly by referencing a discussion point  |   |   |   | Click here to enter text. |
| 33 | Instructor's postings stimulate discussion and exploration and encourage different points of view, and prompt students with follow-up questions or comments  |   |   |   | Click here to enter text. |
| 34 | Instructor models the tone and quality of interactions for students |   |   |   | Click here to enter text. |
| 35 | Instructor maintains an active presence on Blackboard throughout the week  |   |   |   | Click here to enter text. |
|   | **ASSESSMENT** |
| 36 | **Grading/Feedback** | The point value or grading plan for each assignment is clearly specified |   |   |   | Click here to enter text. |
| 37 | Grading rubrics are available to students for all major assignments |   |   |   | Click here to enter text. |
| 38 | Instructor grades according to the rubric or published criteria and provides comments that will help the student improve |   |   |   | Click here to enter text. |
| 39 | Instructor assigns grades that differentiate between student’s levels of participation and quality in discussion |   |   |   | Click here to enter text. |
| 40 | Instructor assigns grades in timely manner |   |   |   | Click here to enter text. |
| 41 | **Assessments** | Assessment activities address achievement of learning outcomes  |   |   |   | Click here to enter text. |
| 42 | Assessment activities include regular opportunities for "low-stakes” assessment, e.g., reflection exercises, self-assessment, progress reports, questions about concepts |   |   |   | Click here to enter text. |
| 43 | Assessment activities are varied in format |   |   |   | Click here to enter text. |
| 44 | Opportunities are provided for students to give feedback on other students' work, with clear guidelines provided |   |   |   | Click here to enter text. |
| 45 | Learning is assessed frequently throughout the course |   |   |   | Click here to enter text. |
| 46 | **Assessment of Course by Students** | Students are given opportunities to provide feedback to the instructor about the course, within the course itself  |   |   |   | Click here to enter text. |