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| 1. **Course Overview Criteria**
 | **Observed Y/N** | **Instructor****Check** | **Comments** |
| 1. Homepage gives a brief description of course, faculty information and how to begin.
 |  |  | The course should have a landing page/home page that includes important course information and links, instructor contact information and contact guidelines, and an indication of how to get started.  |
| 1. Early in the course students are welcomed and provided an overview of the course.
 |  |  | An overview of the course is important for students to understand the purpose of the course and how it is structured. Information may be found on the homepage and/or the first module. |
| 1. Course layout is easy to navigate.
 |  |  | Faculty should use the standard Canvas navigation (left menu), place the course content in the “modules” link, and inactivate unused links. When content is organized in modules, it creates a *seamless flow* that is easy to follow. Placing all content in modules and hiding redundant Canvas navigation links will alleviate confusion. |
| 1. Course syllabus is posted and contains all appropriate information from the syllabus template.
 |  |  | Using the syllabus template ensures all appropriate information is provided: i.e., resources, netiquette, student code of conduct, DRC info, and technical skills needed, etc.  |
| 1. Key information is located in more than one location.
 |  |  | Key information (i.e., required proctored exams, field work, institutional policies, etc.) is found on the syllabus, and in additional modules if needed; but avoid redundant links and be sure all links are consistent and up-to- date.  |
| 1. Course includes an introduction of the instructor.
 |  |  | Faculty should include an introduction on the homepage. This can be a video, photo or other image.  |
| 1. Course includes an opportunity for students to introduce themselves to each other.
 |  |  | Introduction can be a self-introduction to the class, an introductory discussion or something similar. Suggest that students post a picture or other image. Note – this is a good place for faculty to look to mark “has attended.” |

**Comments**:

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| 1. **Instructional Material Criteria**
 | **Observed Y/N** | **Instructor****Check** | **Comments** |
| 1. Content is divided into separate units.
 |  |  | Place content under “modules” link on the left menu. Arrange content by weekly modules, chapters, or topics as appropriate. Instructional content is organized and arranged in modules so that students can easily move through the course without having to click in multiple places to access materials.  |
| 1. Unit/course learning objectives are provided and stated in measurable terms.
 |  |  | Use terminology that is measurable such as “*define, explain, and articulate*.” Avoid terminology such as “*know, understand, appreciate*." (Bloom’s taxonomy) |
| 1. Both internal content and external links are up to date.
 |  |  | Be sure to remove old content and announcements and check external links each term.  |
| 1. A variety of instructional material is used to enhance the learning experience throughout the course.
 |  |  | Instructional material can include text, audio, video, and graphics as appropriate for the course learning objectives. Note that all media should be accessible.  |

**Comments**:

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| 1. **Engagement Criteria**
 | **Observed Y/N** | **Instructor****Check** | **Comments** |
| 1. One or more methods are provided for interaction and feedback between faculty member and students.
 |  |  | Methods may include email, discussions, phone conversations, Google Voice, homework feedback, or others.  |
| 1. One or more methods are provided for interaction between students.
 |  |  | Methods may include collaborations, discussions, projects, Canvas groups, and the “Big Blue Button”. |
| 1. Activities are present that require students to interact with the content.
 |  |  | Examples include tests, quizzes, self-assessments, discussions.  |
| 1. Students are informed where notifications can be found.
 |  |  | Notifications should be posted on a regular basis and can include calendar postings, announcements, etc.  |
| 1. Expectations for reasonable response times (based on common standards) to student inquiries have been provided.
 |  |  | Information should be included in a clear location such as the syllabus, and students should not need to search for this information. Common standards such as 24 to 48 hours may be established by departments.  |

**Comments**:

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| 1. **Assessment Criteria**
 | **Observed Y/N** | **Instructor****Check** | **Comments** |
| 1. A clear and detailed grading policy is presented.
 |  |  | Provide rubrics if appropriate; provide student information about how to calculate their grade. |
| 1. A variety of assessments gives

students opportunities to receive feedback and track progress.  |  |  | Examples include tests, quizzes, discussions, written assignments, papers, projects and labs. Students should have numerous opportunities to receive grades, gauge their learning, and make adjustments. |

**Comments**:

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| 1. **Accessibility and Usability Criteria**
 | **Observed Y/N** | **Instructor****Check** | **Comments** |
| 1. Text-based materials are screen-reader friendly.
 |  |  | Do not present PDFs as images. Be sure documents (such as Word) are in a format, which can be read by screen-reader software. |
| 1. All audio and video are either close-captioned or a full transcript is provided.
 |  |  | Faculty should prepare a transcript in advance of creating video presentations. Faculty should continuously work to achieve full course accessibility and cooperate with the DRC to accommodate individual student needs.  |
| 1. Alternate text is provided for all images.
 |  |  | Describe images in detail so that students with disabilities such as vision impairments or learning disorders, can access the descriptions in addition to images. |
| 1. Web links include descriptive names.
 |  |  | Provide descriptive names that will be meaningful when read aloud by screen-reader software. |
| 1. The color of text is accessible.
 |  |  | Use high contrast colors. Do not use color solely to convey meaning. Avoid text that mimics a hyperlink and text that blinks or flashes.  |
| 1. Accessible text formatting is used.
 |  |  | Do not underline text unless it is a hyperlink. Use a simple 12 pt. font or larger. |
| 1. Information regarding DRC or a link to the DRC is provided in multiple locations.
 |  |  | DRC services should be described in the course syllabus and elsewhere.  |
| 1. Faculty should use their own content or comply with copyright law.
 |  |  | In order for DRC to convert materials from one format to another, they must be used in compliance with copyright law.  |

**Comments**:

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| 1. **Course Info Page Criteria**
 | **Observed Y/N** | **Instructor****Check** | **Comments** |
| 1. Course information page is posted and relevant to the particular course section (not generic or outdated).
 |  |  | Course information page should be available when the course becomes available for student viewing. |
| 1. Course information page includes textbook information and ISBN.
 |  |  | This information provides students adequate time to get textbooks and materials before the class begins.  |
| 1. Course information page includes exam proctoring information (online courses) and attendance requirements (hybrid courses).
 |  |  | This information may be critical to success in the course and should be available in advance to prevent students from enrolling in courses when they are not capable of meeting all requirements.  |

**Comments**:

**Special Note: The final following section (VII) is intended for faculty to reflect upon and self-evaluate.**

Alignment of course goals, instructional activities and assessment methods is critical for student attainment of learning outcomes. Instructional activities and assessments must be *relevant* to the course and *aligned* with the stated unit/course objectives.

It may be necessary to consult with a subject matter expert (such as a peer or department chair) to determine if your instructional activities and assessments align with your stated learning goals. You are also welcome to contact an instructional designer to brainstorm or consult on particular instructional activities.

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| **VII. Alignment of Instructional Activities**  | **Comments** |
| 1. Instructional *materials* are relevant and aligned with the stated unit/course learning objectives.  | The instructional materials are aligned with the subject matter of the course and support the stated unit/course objectives.  |
| 2. Instructional *activities* are relevant and aligned with the stated unit/course learning objectives.  | The instructional activities are aligned with the subject matter of the course and support the stated unit/course objectives.  |
| 3. Assessments are aligned with the stated unit/course learning objectives.  | Assessments are appropriate for the subject matter of the course and indicate if the stated unit/course objectives have been achieved. (For example: a writing course should require an assessment of a student’s written work.) |

**Comments:**