|  |  |
| --- | --- |
| Goals & Objectives | * Clearly written * Measurable learning outcomes * Appropriate objectives for course level * Easily located in syllabus * Includes list of ATU goals addressed in course (general education courses only) |
| Course Organization | * Left Menu limited to 5-7 Links * Content area organized into folders representing distinct learning units, topics or weeks * Navigation intuitive with Content area containing direct links to all materials * Appropriate visual/auditory elements |
| Learner Engagement | * It is clear how instructional strategies enable students to reach goals and objectives * Guidance provided for learners to interact with content in meaningful ways * Resources for remediation and advanced study (links to study resources that are not required) * Some learning activities require higher order thinking (more than just recall) * Examples provided for activities requiring higher order thinking |
| Technology Use | * Technology use more learning centered than teacher-centered * Lecture lessons in PowerPoint are presented through Tegrity with voiceover * Technology tool selection is purposeful and enhances learning experience (technology matches learning activity) * Three or more types of delivery media used (Tegrity, YouTube, Bb Collaborate, discussion boards, group discussion boards, wikis, blogs, etc.) |
| Communication | * Communication strategies consistently encourage student engagement by clarifying assignments/instructions and reinforce desired learning outcomes * Announcements, Tegrity videos and/or class-wide emails are used to clarify assignments/instructions when needed * Student encouraged to initiate communication with instructor * Instructor contact information is easily accessed within course |
| Learning Community | * Student-to-student interaction required * Communication activities designed to build sense of community * Collaborative activities reinforce learning outcomes |
| Interaction Logistics  (*DB, IM, Groups, wikis, Collaborate, etc)* | * Detailed guidelines explain required level of participation * Examples of “good” responses or posting provided * Grading rubric details specific criteria * Instructor actively participating in communications activities * Instructor provides timely feedback to students |
| Assessment Expectations  (Tests, quizzes, essays, etc.) | * Assessments align with course objectives * Rubrics for assessments are provided OR detailed descriptive criteria for assessment activities * Examples or models of “good” work are provided * Instructions are clearly written and detailed |
| Assessment Design | * Assessments measure all learning objectives * Some assessments mimic authentic environments and require higher level thinking * Frequent assessments (minimum of 4) * Multiple types of assessments (quizzes, test, papers, group projects, etc.) |
| Self-Assessment and/or Formative Assessment Activities | * Constructive, meaningful feedback to learners for formative assessments * Some self-assessment activities provided (*(practice quizzes, practice tests, essays, surveys, etc. – may be nongraded*) |
| Orientation to Course & Blackboard | * Developer provides an introductory overview video of the course * Clearly labeled tutorial materials are included and easy to locate * Tutorial materials support multiple learning modalities |
| Supportive Software | * Clear explanations of optional and/or required software * Links provided for plug-in downloads * Links located near material requiring its use |
| Instructor Role and Information | * Contact information for the instructor is located in the syllabus and in the Course Information Area Contact information for the instructor includes multiple forms of communication (ex: email, phone, Bb IM) * Response times are clearly defined (response times for emails, phone calls as well as anticipated grading timeframe) |
| Course –University Policies and Support | * ‘Helpful Information’ Module link active * Detailed explanation of instructor policies on behavior, netiquette, academic honesty, class participation, etc. * Detailed explanation of late submission policy |
| Technical Accessibility Issues | * Course material use standard formats (ex. doc, docx (avoid PDF) * Provide alternative text for all images * Large files are divided into multiple files for easy download * Videos are streamed or linked to external servers (ex. Tegrity, ShareStream or YouTube – no video uploaded directly to Bb server) * No files uploaded to Bb server should be larger than 5 Mb * The use of Flash should be avoided if possible * Graphics are optimized for Web (themes/backgrounds take more memory and slow the download/streaming of files) * Graphics display without extensive scrolling (crop image to fit) |
| Accommodations for Disabilities | * Links to university policies and resources to support students with disabilities are prominent and easy to locate within Course Information folder * Syllabus references Disability Services website and phone number * Syllabus includes a statement encouraging students to contact the Disability Service for assistance and to contact Instructor with course specific issues regarding a disability * Course design provides alternative resources (ex. transcripts and closed captions in doc or docx format for all videos – check with eTech staff) |
| Instructor Notes and Help | * Course contains a ‘Instructor Notes’ menu item * Developer provides instructor with ‘overview of course’ and course design logic * Developer provides instructor with ‘teaching tips’ and useful suggestions regarding specific assignments * Course syllabus (including a course calendar) designed for easy editing |