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| 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)
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| 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
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| 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
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| 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.)
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| 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
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| Learning Community | * Student-to-student interaction required
* Communication activities designed to build sense of community
* Collaborative activities reinforce learning outcomes
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| 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
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| 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
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| 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.)
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| 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*)
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| 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
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| Supportive Software | * Clear explanations of optional and/or required software
* Links provided for plug-in downloads
* Links located near material requiring its use
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| 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)
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| 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
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| 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)
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| 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)
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| 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
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