Quality Course Teaching & Instructional Practice

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COURSE DESIGN (26 POINTS)   SCORE

1	Consistent course design is used.	
2	Clear structure and course organization is provided with opportunities for students to share in the responsibility for their learning.	
3	Course design is cohesive and aligns the course objectives, assessments, and activities.	
4	Course is designed so that student workload is reasonable and evenly distributed.	
5	Content has logical progression and facilitates student interaction/understanding.	
6	The course is designed to facilitate easy navigation of course content.	
7	Course syllabus is learner-centered and sets the tone for learning and engaging the student.	
8	Course module or unit outcomes are stated.	
9	Course resources are clearly identified and easy to access.	
10	Terms and labels are consistent throughout the course shell.	
11	Course offers multiple opportunities for students to gain information (for example - due dates are found in Course Content, Course Calendar, Assignment Listing).	
12	Textbooks/Ebooks/Online Tools work seamlessly with LMS.	
13	Course is fully prepared and available to students by the first day of the term.	

ACCESSIBILITY, ADA COMPLIANCE AND
UNIVERSAL DESIGN (4 POINTS)   SCORE

1	Course Accessibility is addressed (i.e. videos are captioned, use of color is ADA appropriate, other visual elements meet ADA standards, etc.).	
2	Course design adheres to universal design standards.	

Note: The order of quality indicators within each category does not signify rank of importance. They are provided in random order.

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COURSE LEARNING OUTCOMES (22 POINTS)   SCORE

1	Instructor facilitates critical thinking.	
2	Learning outcomes build upon existing knowledge.	
3	Instructor recognizes and acknowledges excellence in student work.	
4	Course learning outcomes are aligned with program and/or institutional learning outcomes.	
5	Course learning outcomes are reviewed and updated on a regular basis.	
6	Course learning outcomes are stated in syllabus (or in the beginning of modules).	
7	Course learning outcomes and content are continuously evaluated for alignment.	
8	Course learning outcomes are clearly defined and measurable.	
9	There are clear links between learning objectives and outcomes with activities and assessment.	
10	Course learning outcomes are related to the appropriate level of learning.	
11	All learning outcomes for the course are assessed.	

COURSE CONTENT (18 POINTS)   SCORE

1	Course content provided covers all course objectives/competencies.	
2	Online activities and assignments are written with explicit instructions for how to participate, when responses or submissions are expected, and how the activities are assessed.	
3	Interactive group discussions are written with explicit instructions for how to participate, when responses or submissions are expected, and how the activities are assessed.	
4	Course offers opportunities for learners to engage in relevant activities that draw from authentic experiences whenever possible.	
5	Course activities are appropriately paced for the intended learners and are evenly distributed across modules.	
6	A course orientation is provided that familiarizes students with the learning management system, course navigation, and student support services.	
7	Instructor provides information for students regarding computer, hardware, and software requirements, as well as where to receive technical assistance.	
8	Instructor includes netiquette behavior guidelines to enhance inclusion.	
9	Instructor is aware of and obeys copyright law in using and posting materials.	

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ASSIGNMENTS (14 POINTS)   SCORE

1	Assignments are directly related to the course/lecture learning objectives.	
2	Assignments are meaningful, purposeful and relevant to learning outcomes.	
3	Assignments include grading rubrics with clear expectations.	
4	Instructor provides a variety of assignment types to enable different learners opportunities to demonstrate skills.	
5	Instructor structures learning activities to promote student to student interactions.	
6	Assignments promote critical thinking and problem solving.	
7	A schedule of assignments is provided that includes due dates and time frames.	

INSTRUCTOR ROLE (30 POINTS)   SCORE

1	Instructor provides a personalized bio and statement that welcomes students to the course in text or video format.	
2	At a minimum, the Instructor checks the course five days out of seven.	
3	Instructor utilizes accessible online grade book and posts grades promptly.	
4	Instructor demonstrates concern for student issues/outcomes.	
5	Instructor sets clear expectations for students regarding course learning outcomes.	
6	Instructor provides clear information as to expectations of academic integrity and plagiarism.	
7	Instructor is flexible and responsive to student needs, revising course directives as needed.	
8	Instructor resolves course-related issues in a timely manner.	
9	Instructor proactively addresses problems as they emerge and is responsive to student concerns.	
10	Instructor consistently demonstrates enthusiasm for the course subject matter.	
11	Instructor provides encouraging feedback.	
12	Instructor uses strategies that encourage students to be self-directed and take responsibility for their learning.	
13	Instructor demonstrates respect for students.	

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14	Instructor finds opportunities for student affirmation.	
15	Instructor uses tools within the LMS to facilitate the learning experience in an effective manner.	

CLASS DISCUSSION AND ENGAGEMENT (16 POINTS)   SCORE

1	Discussions are meaningful, aligned with course learning outcomes, and provide opportunities for critical thinking.	
2	Instructor provides clear explanation of how the class discussion will be used.	
3	Instructor clearly states expectations for participation in discussion forums and other class communication.	
4	Instructor promotes students' awareness of other perceptions or perspectives.	
5	Instructor demonstrates presence by engaging actively and frequently throughout the course.	
6	Instructor posts critical, reflective questions for discussion forums.	
7	Students are expected to post discussion responses as well as interact with classmates and the instructor.	
8	Class discussion boards are designed to facilitate student-to-student interactions.	

BUILDING COMMUNITY (24 POINTS)   SCORE

1	Instructor provides a space for students to post an introduction and share appropriate parts of their personal life to develop the online learning community.	
2	Instructor develops an appropriate personal conversation style for the audience.	
3	Instructor creates a safe climate for collaboration.	
4	Instructor creates an inclusive, supportive, and engaging climate, with a variety of methods such as using learners' names often.	
5	Instructor creates a positive, motivating and encouraging environment.	
6	Instructor encourages students to be candid, yet respectful of others.	
7	Instructor uses inclusive language, such as we, you, our.	
8	Instructor provides activities/assignments that foster student interaction.	
9	Instructor provides clear and specific course expectations for community in assignments / discussion forums.	

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10	Instructor facilitates positive communication with students.	
11	Instructor creates and promotes respectful interaction.	
12	Expectations are communicated for participation or engagement with peers.	

COMMUNICATION (30 POINTS)   SCORE

1	Instructor provides ongoing and meaningful communication.	
2	Instructor models effective communication techniques and netiquette.	
3	Instructor uses a positive, supportive tone in all communications to describe course content and for interpersonal communication.	
4	Instructor provides clear, useful, and constructive feedback to students.	
5	Instructor provides prompt feedback.	
6	Instructor specifies times when students can expect instructor feedback.	
7	Instructor messages are clear and appropriate.	
8	Instructor sends introductory welcome email message.	
9	Instructor uses announcements effectively and appropriately.	
10	Instructor communicates to students what they should know in order to focus on learning.	
11	Instructor promptly returns all phone calls and emails in compliance with the course communication policy.	
12	Instructor shows strong desire to assist students in performing successfully in the course.	
13	Instructor informs students when he/she will be out of contact and provides an alternative for students to receive assistance.	
14	Instructor encourages students to contact instructor when questions arise.	
15	Instructor requires college level writing and communication in all written work and course participation, including email and class discussions.	

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CONTINUOUS COURSE IMPROVEMENT (10 POINTS)

1	Instructor continuously evaluates the effectiveness and content of their online course.	
2	Instructor frequently reviews course design.	
3	Student feedback (for course improvement) is encouraged and requested.	
4	An anonymous course survey is available to encourage student feedback.	
5	Instructor provides opportunities for reflection at the end of course (for course improvement).	
	194 Total Possible Points	