|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 and conform to the program course template, if any. |  |  | |  | 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  **An introductory video or course tour video** linked from either Announcements, Course Information, or First Week of course materials |  |  | |  | 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. )  SPS menu links are all present at bottom of menu. |  |  | |  | 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. Whenever possible, links to external sites are set to open in new browser windows. |  |  | |  | Click here to enter text. |
| 9 | **Content presentation** | Material is chunked, PPT or video not overly long but divided into shorter segments; readability and degree of complexity is appropriate for the course; amount of reading material per week is appropriate for the course. Course content appears to be up to date. |  |  | |  |  |
| 10 | **Course Modules/Units** | Each module/unit includes a brief introduction/overview and learning outcomes |  |  | |  | Click here to enter text. |
| 11 | All materials for each module/unit are organized within a folder (Weekly folders strongly recommended) |  |  | |  | Click here to enter text. |
| 12 | Each folder is labeled with a title & beginning/end dates |  |  | |  | Click here to enter text. |
| 13 | Organization & content of units/modules is consistent across course and matches up with what is on syllabus and schedule |  |  | |  | Click here to enter text. |
| 14 | Each module/unit clearly states important assignments and due dates |  |  | |  | Click here to enter text. |
| 15 | **Contacts (Instructor Info)** | Includes contact information, short professional biography & photo or brief instructor intro video may be here |  |  | |  | Click here to enter text. |
| 16 | Includes office hours & availability information  Recommended: Instructor has included an avatar photo or image |  |  | |  | Click here to enter text. |
| 17 | **Design** | Consistent use of fonts & colors and no use of highlighting text by use of red and green (not visible to color-blind) |  |  | |  | Click here to enter text. |
| 18 | Course site is free of typographical, grammatical, & other errors |  |  | |  | Click here to enter text. |
| 19 | **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. |
| 20 | All course materials are easy for students to locate |  |  | |  | Click here to enter text. |
| 21 | **Grade Center** | All of the major graded components are setup in Grade Center and align with the course syllabus; there is a column that calculates total points or weights for final grade and it is set up correctly. |  |  | |  | Click here to enter text. |
|  | **COURSE ACTIVITIES** | | | | | | |
| 22 | **Assignments** | Most assignments are complex, engaging, & require that students add, integrate & synthesize knowledge |  |  | |  | Click here to enter text. |
| 23 | Assignments are introduced and provide clear directions for students |  |  | |  | Click here to enter text. |
| 24 | A variety of different types of assignments are used; if real-time activities scheduled that were not stated at time of registration, alternatives are provided (transcripts, asynchronous discussion, etc.) |  |  | |  | Click here to enter text. |
| 25 | Assignments include both those to be completed by individual students & several that require group work or peer review |  |  | |  | Click here to enter text. |
| 26 | Mechanisms for asking questions about the assignment always are provided |  |  | |  | Click here to enter text. |
| 27 |  | Assignments emphasize development of writing, quantitative, & reasoning skills in addition to content mastery |  |  | |  | Click here to enter text. |
| 28 |  | Instructor communicates expectations clearly & consistently |  |  | |  | Click here to enter text. |
| 29 | **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  **A separate Q&A discussion forum (can be called, Ask Professor, Q&A, etc.) is established for questions from students. Setting is enabled to allow students to subscribe to it.** |  |  | |  | Click here to enter text. |
| 30 | Assignments include frequent opportunities/requirements for interaction between students, including use of: blogs, wikis, threaded discussions, and/or ePortfolios |  |  | |  | Click here to enter text. |
| 31 | External (outside Blackboard like website, lab, or Digication) or Bb tools provider (like VoiceThread, McGraw Hill, etc. ) or other resources—adequate preparation and info provided for how to use (see also above #8); use of tools and resources is well integrated and purpose for using explained |  |  | |  |  |
| 32 | 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. |
| 33 | Instructor uses discussions to highlight key topics, terms, and concepts to facilitate learning |  |  | |  | Click here to enter text. |
| 34 | **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. |
| 35 | 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. |
| 36 | Instructor models the tone and quality of interactions for students |  |  | |  | Click here to enter text. |
| 37 | Instructor maintains an active presence on Blackboard throughout the week |  |  | |  | Click here to enter text. |
|  | **ASSESSMENT** | | | | | | |
| 38 | **Grading/Feedback** | The point value or grading plan for each assignment is clearly specified |  |  |  | | Click here to enter text. |
| 39 | Grading rubrics or clearly listed criteria are available to students for all major assignments; performance expectations are clearly explained and examples or relevant resources provided when needed |  |  |  | | Click here to enter text. |
| 40 | Instructor grades according to the rubric or published criteria and provides comments that will help the student improve |  |  |  | | Click here to enter text. |
| 41 | Instructor assigns grades that differentiate between student’s levels of participation and quality in discussion |  |  |  | | Click here to enter text. |
| 42 | Instructor assigns grades in timely manner |  |  |  | | Click here to enter text. |
| 43 | **Assessments** | Assessment activities address achievement of learning outcomes |  |  |  | | Click here to enter text. |
| 44 | 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. |
| 45 | Assessment activities are varied in format |  |  |  | | Click here to enter text. |
| 46 | Opportunities are provided for students to give feedback on other students' work, with clear guidelines provided |  |  |  | | Click here to enter text. |
| 47 | Learning is assessed frequently throughout the course |  |  |  | | Click here to enter text. |
| 48 |  | Pacing of assignments and times allotted for each step of an assignment are realistic |  |  |  | |  |
| 49 | **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. |
|  |  |  |  |  |  | |  |
| 50 | **Conforms to Universal Design (Accessibility)** | Images include text tags; videos include captions or transcripts; documents are screen reader accessible; all menu items are links, not buttons. All external tools used are accessible. If something can not be made fully accessible, alternate and equivalent option is offered |  |  |  | |  |

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