

**APPENDIX E- 11.B**

**Online Course Checklist – Tenured Faculty**

**Evaluee name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**A. Content Presentation & Course Design**

Addresses elements of instructional design and is inclusive of such elements as course structure, learning objectives, organization of content, and instructional strategies.

<b>Objectives</b>		<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
1.	All goals, objectives, and outcomes can be easily located within the course and are made available in a variety of areas on the course			
<b>Content Presentation</b>		<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
1.	Students are given a comprehensive introduction to the course purpose and structure			
2.	Learning content is made available in manageable segments (modules or units) and flows in a logical progression			
<b>Student Support</b>		<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
1.	Course design includes guidance for students to work with content in meaningful ways			
2.	Tools available within the learning management system (LMS) are used to facilitate learning by engaging students with course content			
<b>Academic Support</b>		<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
1.	Provides students with institutional policies, materials, and forms relevant for student success (for example, plagiarism policies)			
2.	Clearly labeled tutorial materials that explain how to navigate the LMS and provide overall orientation to the course			
3.	Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion			
4.	Links to services such as the Student Technology Help Desk, counseling, library, success centers, or financial aid office			

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**B. Communication & Interaction**

Interaction and collaboration can take any forms. These criteria place emphasis on the type and amount of interaction and collaboration within the online environment.

<b>Regular &amp; Effective Communication</b>		<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
1.	Contact information for the instructor is easy to find and includes multiple forms of communication (e.g. announcements, email, student feedback, and direct messaging)			
2.	Expected response time for email replies is posted			
3.	Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor			
4.	Expectations regarding the quality of communications are clearly defined			
5.	The instructor participates actively in communication activities, provides announcements and feedback to students			
6.	Guidelines explaining required levels of participation are provided			

**C. Assessment**

Addresses the quality and type of student assessments within the course.

<b>Expectations</b>		<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
1.	Assignments match the course objective			
2.	Rubrics and/or descriptive criteria for desired outcomes are provided (models of “good work” may be shown, for example)			
3.	Instructions are written clearly, with sufficient detail included			
<b>Assessment Design</b>		<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
1.	Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner			
2.	Multiple types of assessments are used (e.g. discussion board, quizzes, written assignments, and projects)			

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**D. Accessibility**

Addresses elements of instructional design and is inclusive of such elements as course structure, learning objectives, organization of content, and instructional strategies.

<b>Technical Accessibility and Accommodations for Disabilities</b>		<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
1.	The course contains equivalent alternatives to auditory and visual content (captioning)			
2.	Course instructions articulate or link to an explanation of how the institution's academic / student support services and resources can help students succeed in the course and how students can access the services			
3.	The design and delivery of content integrate alternative resources (transcripts, for example) or enable assistive processes (voice recognition, for example) for those needing accommodation			
4.	Links to institutional policies, contacts, and procedures for supporting students with disabilities are included and easy to find			

<b>Overall Rating</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
Please indicate overall rating by marking appropriate column			

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Print name of Evaluator

\_\_\_\_\_

Evaluator Signature

\_\_\_\_\_

Date