



Quality Course Teaching & Instructional Practice

0 = Emerging

1 = Accomplished

2 = Exemplary

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

ACCESSIBILITY, ADA COMPLIANCE AND UNIVERSAL DESIGN (4 POINTS)

1	Course Accessibility is addressed (i.e. videos are captioned, use of color is ADA appropriate, other visual elements meet ADA standards, etc.).	0
2	Course design adheres to universal design standards.	1

COURSE LEARNING OUTCOMES (22 POINTS)

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

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1	Course content provided covers all course objectives/competencies.	1
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.	1
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.	0
4	Course offers opportunities for learners to engage in relevant activities that draw from authentic experiences whenever possible.	1
5	Course activities are appropriately paced for the intended learners and are evenly distributed across modules.	1
6	A course orientation is provided that familiarizes students with the learning management system, course navigation, and student support services.	0
7	Instructor provides information for students regarding computer, hardware, and software requirements, as well as where to receive technical assistance.	2
8	Instructor includes netiquette behavior guidelines to enhance inclusion.	0
9	Instructor is aware of and obeys copyright law in using and posting materials.	1

ASSIGNMENTS (14 POINTS)

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

INSTRUCTOR ROLE (30 POINTS)

1	Instructor provides a personalized bio and statement that welcomes students to the course in text or video format.	0
2	At a minimum, the Instructor checks the course five days out of seven.	1
3	Instructor utilizes accessible online grade book and posts grades promptly.	1
4	Instructor demonstrates concern for student issues/outcomes.	2
5	Instructor sets clear expectations for students regarding course learning outcomes.	2
6	Instructor provides clear information as to expectations of academic integrity and plagiarism.	2
7	Instructor is flexible and responsive to student needs, revising course directives as needed.	2
8	Instructor resolves course-related issues in a timely manner.	2
9	Instructor proactively addresses problems as they emerge and is responsive to student concerns.	2
10	Instructor consistently demonstrates enthusiasm for the course subject matter.	2
11	Instructor provides encouraging feedback.	2
12	Instructor uses strategies that encourage students to be self-directed and take responsibility for their learning.	2
13	Instructor demonstrates respect for students.	2
14	Instructor finds opportunities for student affirmation.	2
15	Instructor uses tools within the LMS to facilitate the learning experience in an	0

	effective manner.	
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CLASS DISCUSSION AND ENGAGEMENT (16 POINTS)

1	Discussions are meaningful, aligned with course learning outcomes, and provide opportunities for critical thinking.	2
2	Instructor provides clear explanation of how the class discussion will be used.	2
3	Instructor clearly states expectations for participation in discussion forums and other class communication.	0
4	Instructor promotes students' awareness of other perceptions or perspectives.	2
5	Instructor demonstrates presence by engaging actively and frequently throughout the course.	2
6	Instructor posts critical, reflective questions for discussion forums.	0
7	Students are expected to post discussion responses as well as interact with classmates and the instructor.	0
8	Class discussion boards are designed to facilitate student-to-student interactions.	0

BUILDING COMMUNITY (24 POINTS)

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.	0
2	Instructor develops an appropriate personal conversation style for the audience.	2
3	Instructor creates a safe climate for collaboration.	2
4	Instructor creates an inclusive, supportive, and engaging climate, with a variety of methods such as using learners' names often.	2
5	Instructor creates a positive, motivating and encouraging environment.	2
6	Instructor encourages students to be candid, yet respectful of others.	2
7	Instructor uses inclusive language, such as we, you, our.	2
8	Instructor provides activities/assignments that foster student interaction.	2
9	Instructor provides clear and specific course expectations for community in assignments /discussion forums.	2
10	Instructor facilitates positive communication with students.	2
11	Instructor creates and promotes respectful interaction.	2
12	Expectations are communicated for participation or engagement with peers.	2

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COMMUNICATION (30 POINTS)

1	Instructor provides ongoing and meaningful communication.	2
2	Instructor models effective communication techniques and netiquette.	2
3	Instructor uses a positive, supportive tone in all communications to describe course content and for interpersonal communication.	2
4	Instructor provides clear, useful, and constructive feedback to students.	2

5	Instructor provides prompt feedback.	2
6	Instructor specifies times when students can expect instructor feedback	2
7	Instructor messages are clear and appropriate.	2
8	Instructor uses announcements effectively and appropriately.	2
9	Instructor uses announcements effectively and appropriately.	2
10	Instructor communicates to students what they should know in order to focus on learning.	2
11	Instructor promptly returns all phone calls and emails in compliance with the course communication policy.	2
12	Instructor shows strong desire to assist students in performing successfully in the course.	2
13	Instructor informs students when he/she will be out of contact and provides an alternative for students to receive assistance.	2
14	Instructor encourages students to contact instructor when questions arise.	2
15	Instructor requires college level writing and communication in all written work and course participation, including email and class discussions.	2

CONTINUOUS COURSE IMPROVEMENT (10 POINTS)

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

194 Total Possible Points