



## Online & Hybrid Course Evaluation Checklist

Course Introduction	1.1	A course syllabus and overview are provided for students. These should be clear and comprehensive.	0, 1, 2
	1.2	Students are notified of all technology requirements prior to the course start date.	0, 1, 2
	1.3	Expectations for participation are clearly articulated.	0, 1, 2
	1.4	Expectations for academic integrity and plagiarism are clearly articulated.	0, 1, 2
	1.5	Students are taught how to locate information and resources required for the course.	0, 1, 2
	1.6	Guidelines for the appropriate use of copyrighted materials are provided.	0, 1, 2
	1.7	Students have an opportunity, through ungraded activities, to meet other students virtually prior to the course start date.	0, 1, 2
	1.8	Students have an opportunity, through ungraded activities, to become familiar with various technology tools used in the course.	0, 1, 2
		<b>Section Total:</b>	
Content	2.1	Course goals and objectives are measurable, easy to understand, and clearly articulated.	0, 1, 2
	2.2	Objectives are conspicuous and appropriately located within the course's design structure.	0, 1, 2
	2.3	Content and assignments align with program standards, course objectives, and desired learning outcomes.	0, 1, 2
	2.4	Content supplies sufficient depth and breadth to adequately cover the topic being addressed.	0, 1, 2
	2.5	Course materials, activities, and assessments are appropriate for the academic level of the course and support rigor and student engagement.	0, 1, 2
	2.6	Content is conspicuously provided and easily accessible by students.	0, 1, 2
	2.7	Course materials reflect multiculturalism and do not contain bias.	0, 1, 2
	2.8	Course materials are free of advertising.	0, 1, 2
	2.9	The course uses a variety of multimedia content resources to enhance student engagement.	0, 1, 2
	2.10	All content complies with the doctrine of fair use and does not infringe upon copyright protections.	0, 1, 2
		<b>Section Total:</b>	
Instructional Design	3.1	Course design adheres to a logical structure:	
	3.1.1	Content is organized around units ordered in logical sequence.	0, 1, 2
	3.1.2	Units are comprised of lessons ordered in logical sequence.	0, 1, 2
	3.1.3	Each unit and lesson presents a description of objectives, resources, activities, assignments, and assessments. This description guides and introduces the student to the unit and/or lesson.	0, 1, 2
	3.1.4	Unit descriptions clearly articulate connections with course and program objectives.	0, 1, 2
	3.1.5	Lesson descriptions clearly articulate desired student learning outcomes for the lesson.	0, 1, 2
	3.2	Each lesson contains multiple and varied opportunities for students to acquire mastery of the content.	0, 1, 2
	3.3	Course design reflects an understanding of diverse student needs.	0, 1, 2
	3.4	Course activities are engaging and promote active learning.	0, 1, 2
	3.5	Activities and assessments promote higher-order thinking and critical reasoning.	0, 1, 2
		<b>Section Total (x 2):</b>	
Communication	4.1	Clear instructions for communicating with the instructor and other students during the course are provided.	0, 1, 2
	4.2	Expectations for <i>netiquette</i> (standards for online behavior and communication) are clearly articulated.	0, 1, 2
	4.3	Expectations for professional interactions/collaboration free from discrimination and respectful of diverse opinions are easy to understand and clearly communicated.	0, 1, 2
	4.4	Structured opportunities for instructor-student and student-student interactions to achieve course goals are provided.	0, 1, 2
	4.5	Specific online communication activities are designed to ensure student engagement and support a community of learning throughout the course.	0, 1, 2
	4.6	Students know how to get help, ask questions, and/or pursue supplemental learning opportunities.	0, 1, 2
	4.7	Effective and professional communication skills are specifically addressed and incorporated throughout the course.	0, 1, 2
	4.8	Privacy policies are clearly articulated.	0, 1, 2
	4.9	Instructor feedback on activities and assessments is provided in a timely fashion.	0, 1, 2
		<b>Section Total (x 2):</b>	
Assessment	5.1	Formative and summative assessments are included, are rigorous, and align with course objectives.	0, 1, 2
	5.2	Assessment is frequent, ongoing, and varied.	0, 1, 2
	5.3	Assessment strategies continuously inform the student about his/her progress and understanding of the content.	0, 1, 2
	5.4	Assessment strategies and tools provide the instructor with flexibility to differentiate assessment as needed.	0, 1, 2
	5.5	Answers and explanations are provided. Immediate feedback opportunities are provided where possible and appropriate.	0, 1, 2
	5.6	The course grading policy is easy to understand and clearly communicated to students.	0, 1, 2
	5.7	Grading rubrics are provided where necessary and appropriate.	0, 1, 2
		<b>Section Total:</b>	

Technology	6.1 Technology requirements for the course are clearly articulated. These include hardware, software, and Internet requirements.	0, 1, 2
	6.2 Prerequisite technology skills are clearly articulated.	
	6.3 Instruction and/or tutorials for prerequisite technology skills are provided where necessary.	0, 1, 2
	6.4 Course design reflects standards for <i>interoperability</i> (the ability to deploy learning objects across a range of software tools and platforms) and compatibility.	0, 1, 2
	6.5 Technology tools are appropriate for the content and level of the course.	0, 1, 2
	6.6 Rich and engaging multimedia tools are employed to allow students varied opportunities to access and acquire mastery of course content.	0, 1, 2
	6.7 Navigation is clear and consistently presented.	
	6.8 Clear statements communicating copyright and licensing status of tools and resources are presented.	0, 1, 2
	6.9 Course is conceptualized according to universal design principles. Course design and resources conform to W3C's Web Content Accessibility Guidelines (WCAG 2.0). These guidelines support accessibility for learners with diverse needs and can be located at <a href="http://www.w3c.org">www.w3c.org</a> .	0, 1, 2
	6.10 All rights afforded to students by the Family Educational Rights and Privacy Act (FERPA) are respected.	0, 1, 2
		<b>Section Total:</b>
		_____
Rubric Total		_____/160

**Full Approval** = 90% or 144 points. Courses achieving a score of 90% or above are considered fully approved and may be implemented regularly in online and hybrid formats *by a faculty member certified in online teaching* for up to three (3) academic years before being reviewed. All approved courses must be reevaluated at least every three (3) years.

**Provisional Approval** = 70% or 112 points. Courses achieving a score of 70% or above may be taught *by a faculty member certified in online teaching* and further developed. Provisional online or hybrid courses must obtain full approval prior to being taught a second time in an online or hybrid format.

\_\_\_\_\_ Fully Approved

\_\_\_\_\_ Provisionally Approved

\_\_\_\_\_ Not Approved

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

Please provide a copy of this signed rubric to the Distance Learning Coordinator.