Course Checklist for SLN Workshops 1 and 2

The following checklist is derived from Quality Matters® standards and SLN course quality standards.

SLN highly recommends that **faculty establish a relationship with campus-based instructional design support** to review these items, as well as all other aspects of course design.

CONTENT AND PRESENTATION

1. Course Overview and Introduction
☐   1.1   Instructions make clear how to get started and where to find various course components.
☐   1.2   A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the f2f and online components.
☐   1.2.1   Instructor and student expectations for the course are listed.
☐   1.2.2   Exemplar models of student work are provided.
☐   1.2.3   *Course Learning Activities* document is filled out detailing each type of learning activity.
☐   1.2.4   Course schedule, reading assignments and due dates are clearly accessible to students.
☐   1.3   Etiquette expectations (netiquette) for online discussions, email, and other forms of communication are clearly stated.
☐   1.4   The self-introduction by the instructor is appropriate and available to students.
☐   1.4.1   Contact information and office hours are posted for the students.
☐   1.5   Students are asked to introduce themselves to the class.
☐   1.6   Course and skill prerequisites and proficiencies are clearly stated.
☐   1.7   Required text, materials, and resources are stated clearly for students.

2. Learning Objectives
☐   2.1   The course and module objectives describe outcomes that are measurable.
☐   2.2   All learning objectives are stated clearly and written from the students' perspective.

3. Resources and Materials	
☐ 3.1	All resources and materials used in the course are appropriately cited (copyright and fair use).
☐ 3.2	Details regarding acquisition of required text materials and resources are clear to students.

4. Learning Support	
☐ 4.1	A clear description of institution-specific support services/resources is included (student services, Help Desk, Library, writing and math centers tutoring, TA, bookstore, disability services, campus life, etc.).
☐ 4.2	Campus academic integrity and plagiarism policies are provided.

5. Course Technology	
☐ 5.1	Navigation cues throughout the online components of the course are logical, consistent, and efficient.
☐ 5.2	Instructions on how to access resources at a distance are sufficient and easy to understand.

6. Content Presentation	
☐ 6.1	Writing style (tone/voice), naming conventions, labels, titles, instructional and navigational cues throughout the online components of the course are logical, consistent, and efficient.

7. Accessibility	
☐ 7.1	The course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility.

Course Checklist for SLN Workshops 3 and 4

The following checklist is derived from Quality Matters® standards and SLN course quality standards.

SLN highly recommends that **faculty establish a relationship with campus-based instructional design support** to review these items, as well as all other aspects of course design.

INTERACTION AND ASSESSMENT

1. Learner Engagement
☐ 1.1 The learning activities promote the achievement of the stated learning objectives.
☐ 1.2 Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.).

☐ 1.3 Learning activities are designed to foster learner engagement and interaction:

Student/Content Interaction

☐ 1.3.1 Instructional materials appeal to diverse learning styles and interests.

☐ 1.3.2 Materials and content presentation are engaging and assist students with technologies and strategies for learning online.

☐ 1.3.3 Writing style (tone/voice), naming conventions, labels, titles, instructional and navigational cues throughout the course are logical, consistent, and efficient.

Student/Instructor Interaction

☐ 1.3.4 Interaction is facilitated in a variety of ways (*Talk with the Professor/Question Area, Contact Information Area, Bulletin Board*).

☐ 1.3.5 It is clear to students how/where to contact the instructor and how/where the instructor will contact them (both public and private).

☐ 1.3.6 It is clear to students how, where, and when they will receive feedback from the instructor.

Student/Student Interaction

☐ 1.3.7 Students are provided opportunities to interact with each other in a variety of ways in the course.

☐ 1.3.8 Requirements for student interaction are clearly articulated.

1. Learner Engagement (continued)

☐   1.4   The requirements for student interaction are clearly articulated:

     ☐   1.4.1   The initial discussion document adequately sets up the topic and expectations of the interaction.

     ☐   1.4.2   The time frame for discussions is clearly communicated.

     ☐   1.4.3   The length and nature of student postings are clearly communicated.

     ☐   1.4.4   The instructions state whether the students should respond to the main topic, other student postings, or both.

     ☐   1.4.5   The students know how their participation in the discussion will be evaluated (discussion grading rubric).

☐   1.5   There is a mechanism in the course to collect feedback from students on their experiences in the course.

☐   1.6   Learning activities present students with the opportunity for some real-world challenges that require them to apply their relevant skills and knowledge.

2. Assessment

☐   2.1   Assessments align with course objectives, program requirements and stated institutional goals and standards.

☐   2.2   The types of assessments selected measure the stated learning objectives and are consistent with course learning activities and resources.

☐   2.3   The course grading policy is stated clearly.

     ☐   2.3.1   Instructions and due dates are clearly stated for students.

☐   2.4   Specific and descriptive criteria are provided for the evaluation of students' work and interaction (e.g., *How You Will Be Evaluated* document).

☐   2.5   The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed. All learning activities and interactions require feedback and assessment.