

## Course Checklist for SLN Workshops 1 and 2

The following checklist is derived from Quality Matters® standards, SLN course quality standards, and standards used at Niagara Community College.

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

<b>1. Course Overview and Introduction</b>	
<input type="checkbox"/>	1.1 Instructions make clear how to get started and where to find various course components.
<input type="checkbox"/>	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. <input type="checkbox"/> 1.2.1 Instructor and student expectations for the course are listed. <input type="checkbox"/> 1.2.2 Exemplar models of student work are provided. <input type="checkbox"/> 1.2.3 <i>Course Learning Activities</i> document is filled out detailing each type of learning activity. <input type="checkbox"/> 1.2.4 Course schedule, reading assignments and due dates are clearly accessible to students.
<input type="checkbox"/>	1.3 Etiquette expectations (netiquette) for online discussions, email, and other forms of communication are clearly stated.
<input type="checkbox"/>	1.4 The self-introduction by the instructor is appropriate and available to students. <input type="checkbox"/> 1.4.1 Contact information and office hours are posted for the students.
<input type="checkbox"/>	1.5 Students are asked to introduce themselves to the class.
<input type="checkbox"/>	1.6 Course and skill prerequisites and proficiencies are clearly stated.
<input type="checkbox"/>	1.7 Required text, materials, and resources are stated clearly for students.

<b>2. Learning Objectives</b>	
<input type="checkbox"/>	2.1 The course and module objectives describe outcomes that are measurable.
<input type="checkbox"/>	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, SLN course quality standards, and standards used at Niagara Community College.

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### INTERACTION AND ASSESSMENT

<b>1. Learner Engagement</b>
<input type="checkbox"/> 1.1 The learning activities promote the achievement of the stated learning objectives.
<input type="checkbox"/> 1.2 Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.).
<input type="checkbox"/> 1.3 Learning activities are designed to foster learner engagement and interaction:  <b><i>Student/Content Interaction</i></b>  <input type="checkbox"/> 1.3.1 Instructional materials appeal to diverse learning styles and interests.  <input type="checkbox"/> 1.3.2 Materials and content presentation are engaging and assist students with technologies and strategies for learning online.  <input type="checkbox"/> 1.3.3 Writing style (tone/voice), naming conventions, labels, titles, instructional and navigational cues throughout the course are logical, consistent, and efficient.  <b><i>Student/Instructor Interaction</i></b>  <input type="checkbox"/> 1.3.4 Interaction is facilitated in a variety of ways ( <i>Talk with the Professor/Question Area, Contact Information Area, Bulletin Board</i> ).  <input type="checkbox"/> 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).  <input type="checkbox"/> 1.3.6 It is clear to students how, where, and when they will receive feedback from the instructor.  <b><i>Student/Student Interaction</i></b>  <input type="checkbox"/> 1.3.7 Students are provided opportunities to interact with each other in a variety of ways in the course.  <input type="checkbox"/> 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.