

<b>Course Organization</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Evaluator Notes</b>
<p><b>Welcome</b></p> <p>Create encouraging context</p>	<ul style="list-style-type: none"> <li>▪Instructor welcome letter to student customized via automated merge features</li> <li>▪Course learning outcomes associated with post completion professional skills</li> </ul>	<ul style="list-style-type: none"> <li>▪Syllabus contains a standardized introductory letter to the student</li> <li>▪Description of learning outcomes connected to grading criteria</li> </ul>	<ul style="list-style-type: none"> <li>▪No introductory statement of welcome</li> <li>▪No statement of course learning outcomes</li> </ul>	
<p><b>Visual Layout</b></p> <p>Utilization of two-dimensional presentation to create a coherent learning context</p>	<ul style="list-style-type: none"> <li>▪Visual and textural elements on course pages hyper-linked directly to learning objectives list</li> </ul>	<ul style="list-style-type: none"> <li>▪Visual presentation is clear and uncluttered on the page</li> </ul>	<ul style="list-style-type: none"> <li>▪Preponderance of text only on pages</li> </ul>	
<p><b>Audience Specified</b></p> <p>Situate course with student academic goals</p>	<ul style="list-style-type: none"> <li>▪program specific statement identifying the course as part of a degree/certificate program</li> </ul>	<ul style="list-style-type: none"> <li>▪statement identifying the course as a core or elective of specific university programs</li> </ul>	<ul style="list-style-type: none"> <li>▪no statement identifying course as a part of any program plan</li> </ul>	
<p><b>Course Objectives</b></p> <p>Relation of course objectives to program requirements</p>	<ul style="list-style-type: none"> <li>▪Course objectives customized to meet individual learning needs</li> </ul>	<ul style="list-style-type: none"> <li>▪Clearly stated relevance of course objectives to program standards and graduation requirements</li> </ul>	<ul style="list-style-type: none"> <li>▪No stated link between program requirements and course objectives</li> </ul>	
<p><b>Learning Outcomes</b></p> <p>Specificity of learning outcomes</p>	<ul style="list-style-type: none"> <li>▪Learning outcomes derived from customized assessment of student need in relation to course objectives</li> </ul>	<ul style="list-style-type: none"> <li>▪Learning outcomes directly linked to course objectives</li> </ul>	<ul style="list-style-type: none"> <li>▪No stated learning outcomes</li> </ul>	
<p><b>Lesson/module Objectives</b></p> <p>Intentional link of lessons to overall objectives</p>	<ul style="list-style-type: none"> <li>▪Lesson/module objectives related to department requirements</li> <li>▪Lesson/module objectives related to post course utilizations</li> </ul>	<ul style="list-style-type: none"> <li>▪clear brief statements of lesson/module objectives</li> <li>▪ lesson/module objectives linked to learner outcomes</li> </ul>	<ul style="list-style-type: none"> <li>▪no unit objectives evident</li> </ul>	

<p><b>Pre-existing knowledge</b> Learning constructed on pre-existing knowledge</p>	<ul style="list-style-type: none"> <li>▪Course materials adapt to pre-existing knowledge</li> <li>▪Pre-existing knowledge is routinely assessed at the lesson/module level</li> </ul>	<ul style="list-style-type: none"> <li>▪pre-existing knowledge identified only in regards to English or Math abilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ No mechanism to ascertain pre-existing knowledge of course content area</li> </ul>	
<p><b>Computer Skills</b> Awareness of the variation in computer skills among students</p>	<ul style="list-style-type: none"> <li>▪Assignments customized to student skill levels</li> </ul>	<ul style="list-style-type: none"> <li>▪clear expectations provided of necessary hardware or software skills with links to tutorials</li> </ul>	<ul style="list-style-type: none"> <li>▪no description of needed skills or equipment</li> </ul>	
<p><b>Course Materials</b> Afford pre-planning for access to course materials</p>	<ul style="list-style-type: none"> <li>▪alternative materials and sources are identified</li> <li>▪ participant generated resources are encouraged and shared</li> </ul>	<ul style="list-style-type: none"> <li>▪comprehensive list of necessary materials</li> <li>▪clear directions how to obtain materials</li> </ul>	<ul style="list-style-type: none"> <li>▪No course material list</li> </ul>	
<p><b>Grading Policy</b> Student access to grade information</p>	<ul style="list-style-type: none"> <li>▪Course specific grading policy in the syllabus</li> <li>▪Hyperlink to online grade checking location in the syllabus</li> <li>▪Examples provided for legitimate grade appeals</li> </ul>	<ul style="list-style-type: none"> <li>▪CDE standard grading policy in the syllabus</li> <li>▪Clear directions for students to check their grades</li> <li>▪Instructions for test proctoring</li> </ul>	<ul style="list-style-type: none"> <li>▪no grading policy</li> <li>▪ no late assignment policy</li> <li>▪ no participation policy</li> </ul>	
<p><b>Course Schedule</b> Visibility of successful course completion pacing</p>	<ul style="list-style-type: none"> <li>▪detailed, inter-linked schedule of due dates, and exams.</li> </ul>	<ul style="list-style-type: none"> <li>▪completion in the semester or yearlong mode are clear</li> <li>▪ lesson pacing expectations provided</li> </ul>	<ul style="list-style-type: none"> <li>▪no course completion schedule or timeline</li> </ul>	
<p><b>Instructor Contact Information</b> Ease of instructor contact</p>	<ul style="list-style-type: none"> <li>▪automated response to all student contact to confirm receipt</li> <li>▪virtual office hours</li> <li>▪preferred instructor method of contact in the syllabus</li> </ul>	<ul style="list-style-type: none"> <li>▪Multiple methods of contacting instructor in the syllabus</li> </ul>	<ul style="list-style-type: none"> <li>▪No instructor contact information provided</li> </ul>	
<p><b>Mid-course Announcements</b> Effort to contact students while course is underway with broad announcements</p>	<ul style="list-style-type: none"> <li>▪Course announcements placed on a website available to all enrolled students</li> <li>▪announcements mailed out to correspondence students</li> </ul>	<ul style="list-style-type: none"> <li>▪Course announcements sent to students attached to their lessons</li> </ul>	<ul style="list-style-type: none"> <li>▪No mid-course announcements</li> </ul>	

<p><b>Frequently Asked Questions</b></p> <p>FAQ as a community building tool</p>	<ul style="list-style-type: none"> <li>▪FAQ maintained online for enrolled students</li> <li>▪FAQ has dated entries to place the questions in a historical context</li> </ul>	<ul style="list-style-type: none"> <li>▪FAQ is part of the course syllabus</li> </ul>	<ul style="list-style-type: none"> <li>▪No information provided about questions from previous students</li> </ul>	
<p><b>CDE Policies and Guidelines</b></p> <p>Explanation of the learning context</p>	<ul style="list-style-type: none"> <li>▪departmental policies are available from multiple sources with explanations of why they are necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪department policies and guidelines are conveniently available</li> </ul>	<ul style="list-style-type: none"> <li>▪no department policies or guidelines posted</li> </ul>	
<p><b>Ethical/Legal Expectations</b></p> <p>Awareness of professional ethical nuances</p>	<ul style="list-style-type: none"> <li>▪Course syllabus provides explanatory scenarios to illustrate ethical decisions specifically related to course content areas</li> </ul>	<ul style="list-style-type: none"> <li>▪university legal and ethical expectations clearly identified regarding. plagiarism, test taking, copyright laws, and confidentiality..</li> </ul>	<ul style="list-style-type: none"> <li>▪no ethical or legal guidelines evident</li> </ul>	
<p><b>Disability Accommodations</b></p> <p>Recognition of the validity of disability accommodation</p>	<ul style="list-style-type: none"> <li>▪methodologies and materials for the course are adapted for students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>▪university policy sited in syllabus</li> <li>▪ safe, non-threatening procedure is provided for participants to notify the instructor for accommodations needs</li> </ul>	<ul style="list-style-type: none"> <li>▪no disability accommodations in course tasks</li> <li>▪no procedures for students to notify instructor of special needs</li> </ul>	
<p><b>Course Assessment</b></p> <p>Procedure for utilization of course evaluations in formative feedback loops</p>	<ul style="list-style-type: none"> <li>▪Procedure in place to aggregate course evaluations over multiple semesters and return that information to the instructor and course design team.</li> </ul>	<ul style="list-style-type: none"> <li>▪Course evaluation procedure has a mechanism to return aggregated student response to the instructor</li> </ul>	<ul style="list-style-type: none"> <li>▪Course evaluation instrument is not specific to distance courses</li> </ul>	

Comments/Recommendations:

Evaluator:

Date Evaluated: