

Course Quality Evaluation Checklist

To use this checklist, navigate through the course using the Student View Option so you can evaluate the course from a student's perspective

Course Information

Yes	Criteria
___	Home Page: All sample or placeholder text has been edited or removed.
___	Home Page Banner: The homepage banner utilizes a course banner with imagery that is relevant to the subject or course. Replace if necessary.
___	Dashboard Course Card: The dashboard Course Card provides a visual representation of the subject. Replace if necessary.
___	Course Navigation: Items not used are hidden from students.
___	Course Information & Syllabus: Instructor has provided the following: <ul style="list-style-type: none">• Learning objectives• Learning outcomes• Policies for grading, late work, and make-up work• Participation expectations• Technology requirements• Information on the textbook, supplemental readings, and course materials and supplies<ul style="list-style-type: none">○ These stipulations may be included in the Syllabus, which should be linked on the course home page.

Course Content/Modules

___	Module Items: All sample or placeholder text has been edited or removed.
___	Duplicated Items: If files, folders, instructional resources, links, modules or pages are duplicated, please ensure redundancies are planned, strategic, and support student success. Also, please ensure all titles, dates, and instruction are updated and match.
___	Links: All links, files, videos, and external URLs are active and working.
___	Module Structure: Content is “chunked” into manageable pieces (e.g. organized into units, chapters, topics, days, or weeks)

- ___ Module Naming Conventions: Files, items, and resources within modules are thoughtfully identified and consistent (e.g. "Chapter 1: History of Civil Rights during the 1960s in America. Read November 1st through November 7th. Quiz scheduled for November 8th in LMS)
- ___ Module Introduction/Overview ~and~ Conclusion/Summary: Course design and resources are included to bookend, reinforce learning and retention within each module
- ___ External Tools: (Class Updates, Flipgrid, Poll Everywhere, Socrative, etc.) External tools are embedded within a module, page, assignment, discussion, quiz, or exam.
- ___ Instructional videos: Videos longer than three minutes are uploaded to MS-Teams, Vimeo, or YouTube rather than directly to the LMS.
- ___ Lessons or modules: Include at least one of three forms of interaction
 - Student-to-Student (peer-to-peer) interaction (e.g. discussions and/or collaborative projects)
 - Student-Instructor interaction (e.g. quality feedback)
 - Student-Content interaction (e.g. engaging content and resources with which students must interact and not just read or watch passively)
- ___ Course discussion or Q&A Board: The course discussion board or Q&A board has been updated with specific instructions. All sample or placeholder text has been edited or removed.
- ___ Copyright law is followed.

Assessment of Student Learning

- ___ Total points or weighted grading system is clearly defined, detailed, and outlined: The syllabus and/or course overview include this information. The method for calculating the final grade is clearly defined.
- ___ Weighted Grading: If using a weighted grading system, assignment weights are clearly defined, detailed, and outlined on the assignment page and in the assignment, itself.
- ___ Detailed instructions: Guidelines and instructions for completing assignments, quizzes, discussions, and exams are provided. Due dates and points are included and validated in association with everything graded. All sample or placeholder text has been edited or removed.

- ___ Gradebook columns: All graded assignments have a gradebook column, and student grades can be recorded in each individual column for each individual assignment, quiz, or exam. If participation is counted towards a student grade, a column exists for these assessments, too.
- ___ Duplicate assessments: All sample, duplicate, placeholder, or unneeded assessments have been edited or removed.
- ___ Multiple methods of assessments: Multiple methods of assessment (e.g. assignments (group or individual), criterion-referenced assessments, discussions, exit slips, formative, minute papers, reflective writing assignments, summative, writing assignments, quizzes, and exams) are utilized to check for comprehension, progress, learning, in addition to meeting objectives and outcomes.
- ___ Sample or practice assignments: Sample or practice assignments are provided to illustrate instructor expectations.
- ___ Grading Rubrics, checklist, or grading criteria: Rubrics, checklists, or grading criteria (grade range, etc.) with clear assessment criteria—properly utilizing Bloom’s Taxonomy—are provided for every graded activity, assignment and discussion.

Course Accessibility

- ___ Accommodation statement is present in multiple areas (e.g. on course home page, syllabus, etc.) and easily accessible.
- ___ Color (ADA Guidelines): Color doesn’t overpower course content or information (e.g. banners, headings, icons); sufficient contrast exists between text and background making text easy to read. Color is not used in isolation to convey meaning.
- ___ Images: Images are used to support course content (e.g. banners, headings, and icons) and are accompanied by text descriptions (alt text) or captions for more complex descriptions.
- ___ Audio/Video Instructional Materials: (e.g. mp3, mp4, wav, etc.) are accompanied by a transcript and videos are closed-captioned with a high degree of accuracy.
- ___ Tables are only used for tabular data

Launch and Communication

- _____ The course is published no later than the first day of the term
- _____ Course Overview and first Module are published no later than the first day of the term
- _____ Syllabus is updated for the current term/semester and is available on the syllabus page of the LMS
- _____ Zoom or Teams meetings – if required – are scheduled and appear in the course schedule
- _____ My course has been quality checked by a TLPEC instructional designer or curriculum consultant

Best Practices for Good Teaching

1. Instruction, lessons, PowerPoints and teaching resources ensures Access, Diversity, Equity, Inclusion, and belonging
 - a. Students from a diverse background want representative examples incorporated into lessons, course materials, and readings
 - b. Decolonize your course by:
 - i. Diversifying content and materials
 - ii. Rewrite learning objectives and outcomes that address power and social justice
 - iii. Designing assignments that empower students to demonstrate learning in diverse ways
 - iv. Employing engaged learning strategies (HIPs): involve students in the creation of content, curriculum, and knowledge
 - v. Allowing and embrace diverse language usage in interactions, tests, and in written assignments
 - vi. Involving yourself at institutional, local, state, and national levels to advocate for Access, Diversity, Equity, Inclusion, and Belonging
2. Promote Access and Equity
 - a. Make your intention to promote access and equity explicit.
 - b. State your views on the first day of class and enforce your classroom norms throughout the semester.

- c. Assert that students treat one another with respect, refrain from monopolizing discussions, and help each other succeed.

3. Student-Centered

- a. A student-centered mindset is driven by care and empathy.
- b. We care that our students learn.
- c. We care that they do well in our courses.
- d. We come to know them by name and need, and then we do our utmost to meet those needs and support their success.

4. Building Classroom Community & Rapport

- a. Every class is a unique group of human beings brought together around a shared purpose.
- b. Fostering a sense of community increases students' willingness to participate in discussions, ask questions, and engage with course activities.
- c. This principle is especially important in establishing a learning environment that supports access, diversity, equity, and inclusion.
- d. All students should feel welcomed and valued, know that their differences are not only respected but celebrated, and trust that they will be treated respectfully.
- e. Talk about something other than course content sometimes. Students need to see you as a genuine human being, not an unapproachable monolith.
- f. Chat with students before class (but be sure you're not talking to the same students each time).
- g. Greet students by name as they enter the classroom.
- h. The stronger the rapport you develop with your students, the more engaged they will be in your class.

5. Use Students' Names.

- a. One of the best aspects of online video conferencing is that students' names are right there on the screen.
- b. Video conferencing also places "everyone in the front row" – nobody can hide in the back of the room.
- c. When we teach face-to-face, we have to make more of an effort to learn our students' names and pronounce them correctly.
- d. We also have to draw out the students who are not participating by making sure they know we notice them and care how they're doing.

6. Provide Opportunities for Collaboration

- a. Incorporate opportunities for students to work with one another, such as in small group activities.
- b. Structure the learning task to ensure that everyone participates, such as assigning roles within those groups.

7. Vary Your Teaching Strategies

- a. Neurodivergence is also an aspect of diversity.
- b. Students who are anxious or introverted find social interaction to be difficult.
- c. Offer choices of how to engage and participate.

8. A Culture of Care – Demonstrating Care for Students

- a. Most students will be more receptive to learning if they believe that their instructor cares about them and trust that they will be treated fairly. This belief is essential to establishing rapport, both in face-to-face or online learning environments.
- b. Positive rapport increases student enjoyment of the course, improves attendance and attention, promotes additional enrollment in subsequent courses, affects the broader classroom climate, and reduces classroom conflicts.
- c. Caring for students rests squarely on empathy – making a conscious decision to treat students the way we would want someone to treat us (or someone we love) under similar circumstances.
- d. We demonstrate care for our students at many levels.
- e. Smile and saying, “Hello,” when encountering someone on campus.
- f. Extend a deadline or refrain from penalizing late work.
- g. Hold students accountable for meeting your expectations – kindly – explaining the rationale for your decision and how the student can take the lesson learned and apply it in their future.

9. When Life Happens, Send Me an Email

- a. Tell every student in each class you teach, *“When life happens to you, just send me an email. Your success in this course is my highest goal. If something is standing in your way, we can work together to find a solution that supports your learning of the course content.”*

10. [Harvard University’s Project Implicit](#) offers a series of free online tests that can reveal hidden bias related to sexuality, disability, gender and career, gender and science, age, weight, skin tone, Arab-Muslim, Native American, and Race (Black/White)

The Teaching, Learning, and Professional Education Center (TLPEC) is always ready to assist you with your instructional design needs. Please contact us at 308-432-6273, or email Tish Mindemann at tmindemann@csc.edu.