



MAJOR TENETS OF EFFECTIVE ONLINE INSTRUCTION
ONLINE COURSE EVALUATION

Date: _____
 Instructor Name: _____
 Class Name: _____
 Class Number: _____

<u>Category</u>	<u>Present</u> (Yes/Partially/ No/NA)	<u>Comments</u>
SYLLABUS (SEE ALSO SYLLABUS GUIDELINES AT WWW.CTLE.UTAH.EDU)		
Number and title of course		
Department offering course		
Meeting time(s) and location (If synchronous)		
Pre- or co-requisites		
Credit hours		
Faculty name(s) and rank(s)		
Faculty contact information		
Faculty office number, location & hours (Includes virtual office hours)		
Course description (should match the course catalog)		
Content overview (summary of topics covered)		
Course objectives (action oriented, measurable, appropriate knowledge level, linked to evaluation methods) – equivalent to those in classroom versions of same course		
Evaluation methods and criteria (clear, linked to objectives, all objectives evaluated)		
Grade scale & points scale		
Text or reading list		
Weekly schedule of topics and due dates		
Due dates include time zone for assignment submissions		
ADA statement		

The Center for Teaching & Learning Excellence
 195 South Central Campus Dr., Room 136 E-mail:info@ctle.utah.edu
 Salt Lake City, UT 84112-0511

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Technology Assisted Curriculum Center
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Student rights and responsibilities (see http://www.admin.utah.edu/ppmanual/8/8-10.html)		
Faculty rights and responsibilities (see http://www.admin.utah.edu/ppmanual/8/8-12-4.html)		
Non-contract note (e.g., <i>The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.</i>)		
Plagiarism policy		
Policies regarding electronic or equipment failure (students)		
Policies regarding document archiving. (students & faculty)		
Policies regarding naming conventions and software type		
Policies regarding late assignments		
Statement regarding classroom equivalency (e.g., <i>Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code. Posting of comments, language, or photos that would be considered inappropriate in the classroom are still inappropriate online.</i>)		

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Syllabus is consistent with organization of course (e.g., instructions for assignment submission, due dates, etc.)		
ORGANIZATION		
Clear starting point (e.g., a document or link labeled "Start Here")		
Syllabus located on the home page		
Calendar indicates due dates for lessons, required readings, assignments, quizzes, and exams		
Tutorials or practice assignments available to familiarize students with how to use tools, submit assignments, etc.		
Resources for technical support (e.g., FAQ page, Campus Help Desk, discussion board, etc.)		
Course content broken into manageable chunks (e.g., weekly units, folders by topic)		
Course is generally easy to navigate		
MATERIAL, CONTENT		
Lesson outline available to all (e.g., in syllabus, in unit folder, via announcement, on discussion board)		
Material is logically organized		
Each lesson draws on readings, prior lessons, lesson material, & scholarly work		
Draws on other courses? (clarification)		
Draws on student experience		
Matches course and lesson objectives		

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Language and depth matches course level, credit hours		
Assignment rubrics are provided		
All written material is clear and concise, easy to scan, important points highlighted		
INSTRUCTOR PRESENCE		
Provides introduction (e.g., written bio, photograph, voice recording, video, welcome message)		
Communication tools are available for consistent communication		
Instructor responds quickly and effectively to all inquiries		
Adheres to rules of netiquette (Appropriate use of humor, respectful, no slang or colloquialisms)		
Material and language is inclusive (i.e., does not exclude or discriminate against people of particular gender, culture, ethnicity, religion, etc.)		
Appears excited about/interested in student learning		
Responds to student questions and comments in reasonable amount of time		
Builds off student answers/comments, whether correct or incorrect. Is respectful		
Checks or is aware when students are lost, hurried, etc.		
Provides important announcements and reminders in more than one location (e.g., email, discussion board, calendar, announcement tool)		

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STUDENT BEHAVIOR AND INTERACTION		
Course structure encourages student interaction		
Clear guidelines for student participation		
If participation is graded, clear explanation of requirements and grading criteria provided		
Students post comments and ask questions of reasonable depth, related to material		
Student language is respectful		
Use of Technology:		
Takes advantage of course management system tools		
Use of tools matches course objectives		
Audio and visual aids complement, illustrate, or explain material		

NOTES:

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