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| Course: | Instructor: |

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| PART A: COURSE ORIENTATION | |
| 1. The course includes an orientation | Evidence Cite evidence from the course that this standard is met. |
| * Describe how to navigate the course space.   - where to find critical information *(e.g., syllabus, grade book, calendar, policies, etc.)*  - where to find obtain, sign-up for, use, and/or seek support for the tech tools needed for class  - how to contact UCSD student support services  - how to communicate with the instructor & IAs *(e.g., email addresses, canvas inbox, etc.)* |  |
| * Indicate how to begin working on course tasks. - where to go and what learning activity to do first |  |
| 1. Course orientations include an opportunity for the instructor and student to introduce themselves | Evidence Cite evidence from the course that this standard is met. |
| * Instructors' self-introductions are professional, but also “humanizing.”   - name, title, photo, or other visual representation, a field of expertise  - consider including a hobby or piece of “colorful” information  - demonstrate receptivity by encouraging student questions/concerns |  |
| * Students have the opportunity to introduce and share information about themselves.   - asynchronous or synchronous discussions are typical |  |
| 1. Students have been acquainted with course expectations. | Evidence Cite evidence from the course that this standard is met. |
| ❏ Describe what students should expect from the course.  - prior knowledge/competencies needed and prerequisite course required for successful course completion  - importance of course content to student’s programs of study and/or general knowledgebase  - identification of common “pain points” and potential solutions/reassurances of support  - description of a typical week’s activities *(e.g., synchronous/asynchronous, group activities, reading,*  *multimedia)* |  |
| ❏ Describe what students should expect from the instructor.  - timelines for assessment feedback, responses to emails, and other forms of class communication *(e.g., announcements, forum participation, etc.)*  *- Instructors, IAs and TAs have developed a student engagement/communication plan*  - course’s grading policies are clearly presented and explained (*e.g., grade weights, late policy, etc.)* |  |
| ❏ Describe the instructor’s expectations for students.  - appropriately / professionally communications with the instructor and fellow students  - timely submission of assignments  - requests of absence or late submissions made before, not after, classes/ due dates  - academic integrity policies are followed |  |

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| PART B: LEARNING OUTCOMES & COMPETENCIES | |
| 1. Course learning outcomes, or competencies, are clearly delineated and measurable. | Evidence Cite evidence from the course that this standard is met. |
| * Course-level outcomes areclearly delineated and measurable.   - are easy for students to find and review *(i.e., positioned prominently)*  - are stated clearly and written from the student’s perspective. Avoid technical jargon.  - measurable *(i.e., progress toward these learning outcomes can be measured with specificity).* |  |
| * Module/Week-level outcomes, or competencies, areclearly delineated and measurable. - are easy for students to find and review *(i.e., positioned prominently)*   - are stated clearly and written from the student’s perspective. Avoid technical jargon.  - measurable *(i.e., progress toward these learning outcomes can be measured with specificity).*  - module/week-level outcomes are consistent with and help students meet, course level outcomes |  |
| 1. The relationships between course assessments and learning outcomes/competencies are clearly articulated. | Evidence Cite evidence from the course that this standard is met. |
| * Describe how (and why) assessments, instructional materials, and interactions enable students to master learning outcomes. |  |
| 1. Course learning outcomes/competencies are leveled appropriately to the target population. | Evidence Cite evidence from the course that this standard is met. |
| ❏ Learning outcomes measure cognitive skills to a degree appropriate to students’ programs of study or levels of experience *(e.g., introductory, developmental, mastery).*  - As appropriate, module-level outcomes exhibit cognitive leveling, increasing in complexity throughout the term. |  |

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| PART C: ASSESSMENT, GRADING, & FEEDBACK | |
| 1. Course assessments allow the instructor to measure, with specificity, student mastery of course/module learning outcomes and competencies. | Evidence Cite evidence from the course that this standard is met. |
| * Students will demonstrate their mastering course/module level outcomes through the successful completion of course assessments. |  |
| 1. Course assessments are sequenced, varied, and leveled appropriately for the target population. | Evidence Cite evidence from the course that this standard is met. |
| * Assessments are sequenced logically and progressively, allowing students to develop skills before demonstrating mastery *(e.g., feedback is received on section drafts before the full paper is submitted).*   - An assessment schedule should be presented early in the course, allowing students to complete work in a timely and thoughtful manner. |  |
| * A variety of assessment types are employed, allowing students to demonstrate progress and mastery in multiple ways *(e.g., quizzes, case studies, discussions, group presentations, research papers, etc.).*   - It may not be possible to measure the mastery of all outcomes with the same assessment type. Choose types of assignments/activities that will assist you in gauging student progress towards all goals. - Strive to craft assessments that can accommodate diverse students*.* |  |
| * Assessments are rigorous enough to allow students to demonstrate mastery of learning outcomes at degrees appropriate to students’ programs of study or levels of experience. |  |
| 1. Specific evaluative criteria are provided for each assessment. | Evidence Cite evidence from the course that this standard is met. |
| ❏ Prior to each assessment, students are provided with the criteria that will be used to evaluate their performance *(e.g., rubrics, checklists, or other evaluative tools).*  - Evaluative criteria need to help students understand the instructor’s assessments and participation expectations.  - Assessment descriptions explain the relationship between evaluative criteria and a student’s final course grade. |  |
| 1. Students are provided with multiple opportunities to track their performance. | Evidence Cite evidence from the course that this standard is met. |
| * The grade book is structured logically, allowing students to accurately calculate their current grades. |  |
| * Students can expect to receive regular, timely, and actionable feedback   - Feedback is timely, allowing students the space to incorporate Comments into future assignments.  - Feedback is “actionable”, highlighting areas that need improvement and suggesting remedial steps. |  |

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| PART D: INSTRUCTIONAL MATERIALS & LEARNING ACTIVITIES | | |
| 1. Instructional materials actively promote the achievement of learning outcomes. | Evidence Cite evidence from the course that this standard is met. | |
| * Instructional materials provide students with the contextual information, procedural tools, and the skill demonstrations needed to complete assessments successfully, and by extension, demonstrate their mastery of learning outcomes. |  | |
| * The relationships between instructional materials and learning outcomes are clearly articulated. |  | |
| 1. Instructional materials are sequenced, varied, and represent up-to-date trends in their discipline. | Evidence Cite evidence from the course that this standard is met. | |
| * Instructional materials are sequenced logically and progressively, allowing students to integrate new information into prior schemas.   - When possible, content should be "chunked" into shorter units. This segmentation gives students time to assimilate new information without overwhelming their short-term memories |  | |
| * Instructional materials come in various formats *(e.g., textbooks, videos, podcasts, articles, etc).*   - Varying the forms of employed media helps maximize student attention and support the preferences of individual students. |  | |
| * Instructional materials are up-to-date, and where appropriate, represent up-to-date trends in their discipline. *(e.g., current research, clinical recommendations, theoretical frameworks, analytical techniques, etc.).* |  | |
| 1. Learning activities actively promote the achievement of learning outcomes. | Evidence Cite evidence from the course that this standard is met. | |
| ❏ Learning activities employ various interactive strategies to promote outcome mastery by providing students with opportunities to actively and directly engage with course content.  - Students are invited to “engage by doing” (e.g., discovering, processing, or applying information), and to take increasing levels of responsibility for their own learning.  - Activities can come in a variety of formats (e.g., presentations, group work, case studies, discussions, debates, role-play, etc.,) |  | |
| 1. Learning activities employ multiple forms of interaction to enhance active learning. | Evidence Cite evidence from the course that this standard is met. | |
| * Students have the opportunity to actively interact with the course content, with other students, and with the instructor. |  | |
| * Requirements for student interaction are clearly explained. |  |

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| PART E: USABILITY, ACCESSIBILITY & ACADEMIC INTEGRITY |
| 1. The course organization maximizes usability, readability, navigation, engagement, and multimedia ease of use. For Part E items, we suggest consulting with an instructional designer. |
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| 1. The course supports the needs of diverse students by providing alternative means to access course content. For Part E items, we suggest consulting with an instructional designer. |
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| 1. The course is configured to actively promote academic integrity. For Part E items, we suggest consulting with an instructional designer. |
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| PART F: STUDENT SUPPORT |
| 1. Students are encouraged to utilize UC San Diego support services, including technical, accessibility, academic, and student support services. |
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