

Andrews University Online Faculty Quality Review Scorecard

Andrews University Standards for Teaching Online

<https://www.andrews.edu/distance/dlit/handbooks/au-standards-for-teaching-online.pdf>

1. COURSE OVERVIEW AND INFORMATION	
<input type="checkbox"/>	Course includes Welcome and Getting Started content. An introduction video is recommended.
<input type="checkbox"/>	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.
<input type="checkbox"/>	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.
<input type="checkbox"/>	A printable syllabus is available to learners (PDF, HTML).
<input type="checkbox"/>	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.
<input type="checkbox"/>	Course provides access to learner success resources (technical help, orientation, tutoring).
<input type="checkbox"/>	Course information states whether the course is fully online, blended, or web-enhanced.
<input type="checkbox"/>	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).
<input type="checkbox"/>	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.
<input type="checkbox"/>	Course provides contact information for instructor, department, and program.
2. COURSE TECHNOLOGY & TOOLS	
<input type="checkbox"/>	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.
<input type="checkbox"/>	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).
<input type="checkbox"/>	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.
<input type="checkbox"/>	Course includes links to privacy policies for technology tools.
<input type="checkbox"/>	Any technology tools meet accessibility standards.

3. DESIGN AND LAYOUT	
<input type="checkbox"/>	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).
<input type="checkbox"/>	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.
<input type="checkbox"/>	There is enough contrast between text and background for the content to be easily viewed.
<input type="checkbox"/>	Instructions are provided and well written.
<input type="checkbox"/>	Course is free of grammatical and spelling errors.
<input type="checkbox"/>	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.
<input type="checkbox"/>	Flashing and blinking text are avoided.
<input type="checkbox"/>	A sans-serif font with a standard size of at least 12 pt is used.
<input type="checkbox"/>	When possible, information is displayed in a linear format instead of as a table.
<input type="checkbox"/>	Tables are accompanied by a title and summary description.
<input type="checkbox"/>	Table header rows and columns are assigned.
<input type="checkbox"/>	Slideshows use a predefined slide layout and include unique slide titles.
<input type="checkbox"/>	For all slideshows, there are simple, non-automatic transitions between slides.

4. CONTENT AND ACTIVITIES	
<input type="checkbox"/>	The course provides students opportunities to grow in their understanding of life, learning, and civic responsibility from a Christian point of view.
<input type="checkbox"/>	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.
<input type="checkbox"/>	Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.
<input type="checkbox"/>	Instructor provides a variety of assignment types to enable different learners' opportunities to demonstrate skills.
<input type="checkbox"/>	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.
<input type="checkbox"/>	Where available, Open Educational Resources, free, or low-cost materials are used.
<input type="checkbox"/>	At least some videos are included in the class (not all assignments or materials require only reading).
<input type="checkbox"/>	At least one assignment requires the use of the Andrews Library.

<input type="checkbox"/>	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.
<input type="checkbox"/>	Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.
<input type="checkbox"/>	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).
<input type="checkbox"/>	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.
<input type="checkbox"/>	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").

5. ENGAGEMENT

<input type="checkbox"/>	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).
<input type="checkbox"/>	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).
<input type="checkbox"/>	Learners have an opportunity to get to know the instructor.
<input type="checkbox"/>	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Icebreaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).
<input type="checkbox"/>	Course offers opportunities for learner-to-learner interaction and learner to instructor constructive collaboration.
<input type="checkbox"/>	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.

6. ASSESSMENT AND FEEDBACK

<input type="checkbox"/>	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.
<input type="checkbox"/>	Course includes frequent and appropriate methods to assess learners' mastery of content.
<input type="checkbox"/>	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).
<input type="checkbox"/>	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).
<input type="checkbox"/>	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.
<input type="checkbox"/>	Learners have easy access to a well-designed and up-to-date gradebook.
<input type="checkbox"/>	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.