

Best Practices Checklist for Online and Hybrid Courses

Instructional Faculty Information

First Name: _____ Last Name: _____

Title: _____ Department: _____

Highest Degree Earned:

- Doctorate
- Master's
- Other: _____

List other electronically delivered or online courses that you have taught:

Which training activities and continuing education have you completed in order to develop and teach the online or hybrid course? Select all that apply:

- ODEL Teaching Online @ Texas State
- ITS/LxD Foundations of Online Course Design and Development
- ITS/LxD Advanced Online Course Design and Development
- ITS Technology Integration Workshop
- ITS Online Program Development Support
- ITS Guidance for Online Learning Design (GOLD) Program
- ITS Creating and Teaching an Online Course
- Sloan-C/Online Learning Consortium (OLC) Online Teaching Certificate
- Other OLC training. If so, what training? _____
- TRACS Workshops
- TRACS Training Documents and/or Videos
- Intellectual Property and Copyright
- Quality Matters Course(s). If so, which one(s)? _____
- Other (explain) _____

Course Information

Course Title (within Texas State's inventory of approved courses and taken directly from the Undergraduate or Graduate Catalog):

Course Prefix: _____ Number: _____ Semester: _____ Year: _____

Fulfills course requirements for Texas State programs / area:

Course Level (check one):

- Pre-Collegiate (Developmental)
- Undergraduate
- Graduate
- Other

Credit Type:

- Academic
- Continuing Education/Professional Development
- Other: _____

Credit Hours: _____

<p>Section 1: Introductory Course Materials</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1.1 I provide clear, detailed instructions on how to begin and navigate the course. <input type="checkbox"/> 1.2 I provide a course schedule that clearly communicates assignment and assessment deadlines. <input type="checkbox"/> 1.3 I introduce myself to students as the instructor of the course using, at minimum, text and a photograph. <input type="checkbox"/> 1.4 I offer students the opportunity to introduce themselves to each other. <input type="checkbox"/> 1.5 I have posted a syllabus that includes the following: <ul style="list-style-type: none"> <input type="checkbox"/> 1.5.1 Instructor contact information <input type="checkbox"/> 1.5.2 Course description (directly from the Undergraduate or Graduate Catalog) <input type="checkbox"/> 1.5.3 Course goals and objectives <input type="checkbox"/> 1.5.4 Required course materials <input type="checkbox"/> 1.5.5 Course policies, including grading policies <input type="checkbox"/> 1.5.6 Student participation requirements <input type="checkbox"/> 1.5.7 Communication policy, methods, and expectations <input type="checkbox"/> 1.5.8 Minimum hardware and software requirements <input type="checkbox"/> 1.5.9 Necessary technical skills required to complete this course. <input type="checkbox"/> 1.5.10 Information on Texas State's University Honor Code, the Office of Disability Services, technical support, and other appropriate student support services <input type="checkbox"/> 1.5.11 Student's prerequisite knowledge and relevant competencies <input type="checkbox"/> 1.5.12 Testing procedures
<p>Section 2: Course Content</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 2.1 My online course is complete and coherent. <input type="checkbox"/> 2.2 My unit/lesson/module-level objectives are clearly stated, measurable, and consistent with the course objectives. <input type="checkbox"/> 2.3 My course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded. <input type="checkbox"/> 2.4 The academic standards and learning outcomes from my course match the standards and outcomes set for the same course offered face-to-face, if applicable. <input type="checkbox"/> 2.5 My course content is current, and the course materials provide a variety of perspectives on the content. <input type="checkbox"/> 2.6 My course content contributes to the achievement of the course-level and unit/lesson/module-level objectives. <input type="checkbox"/> 2.7 My course navigation is logical, efficient, and consistent. <input type="checkbox"/> 2.8 All course pages have a consistent format and organization. <input type="checkbox"/> 2.9 My course's content is logically sequenced into manageable segments. <input type="checkbox"/> 2.10 The sequence of instruction (i.e., how students should proceed through the course) is clearly communicated. <input type="checkbox"/> 2.11 My course meets the same institutional standards for content, reflective learning, competencies, etc., as the same course offered face-to-face, if applicable. <input type="checkbox"/> 2.12 Because the credit hours awarded for electronic and online courses are the same as those for face-to-face courses, my course requires students to do the equivalent amount of work as required for on-campus and face-to-face courses.
<p>Section 3: Learner Activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 3.1 The unit/lesson/module-level objectives, activities, and assessments are clearly aligned throughout the course. <input type="checkbox"/> 3.2 Activity/assessment due dates, expectations, and instructions are detailed and clearly tied to course grading policies. <input type="checkbox"/> 3.3 The resources needed for completing instructional activities are easy to find. <input type="checkbox"/> 3.4 All learning activities promote the achievement of the stated unit/lesson/module-level learning objectives. <input type="checkbox"/> 3.5 Learning activities promote active learning.

	<ul style="list-style-type: none"> <input type="checkbox"/> 3.6 I have clearly articulated the timeframe in which and the level of feedback with which I will return student assignments. <input type="checkbox"/> 3.7 I offer students multiple opportunities to evaluate the effectiveness of this course and their own learning progress. <input type="checkbox"/> 3.8 I offer assessment criteria in sufficient detail, including rubrics where appropriate. <input type="checkbox"/> 3.9 I assess student learning using a variety of assessment strategies, which include the following (check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> Quizzes <input type="checkbox"/> Projects <input type="checkbox"/> Discussions <input type="checkbox"/> Other: _____ <input type="checkbox"/> Essays <input type="checkbox"/> Exams <input type="checkbox"/> Presentations
<p>Section 4: Communication and Interaction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 4.1 I provide timely and sufficient interaction between myself and students and among students. <input type="checkbox"/> 4.2 I clearly state my communication policy, which includes information on what students can expect in terms of the timeliness of replies as well as my expectations for respectful communication. <input type="checkbox"/> 4.3 When teaching the course, I am available to support and communicate with students and oversee student projects and evaluation. <input type="checkbox"/> 4.4 I spend at least one hour per week in direct instructional activities for every credit hour associated with my course (i.e., spend 3 hours per week in instructional activities for 3-hour credit course). <input type="checkbox"/> 4.5 I interact with students using (check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> Asynchronous discussion (threaded discussion) <input type="checkbox"/> Synchronous communication (live chat or web conferencing, such as Adobe Connect) <input type="checkbox"/> Team projects <input type="checkbox"/> Individual email <input type="checkbox"/> Group email <input type="checkbox"/> Audio conference <input type="checkbox"/> Students posting projects/assignments online for review by faculty and/or other students <input type="checkbox"/> Other: _____
<p>Section 5: Course Technologies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 5.1 The technologies used in the course support the course learning objectives. <input type="checkbox"/> 5.2 The technologies used in the course are current and effective. <input type="checkbox"/> 5.3 My course has been tested to ensure it is viewable in Internet Explorer and Firefox, and on PC and Macs, and the course met minimum technology requirements. <input type="checkbox"/> 5.4 I am delivering my course on the university's approved learning management system (TRACS), which requires a secure login and pass code.
<p>Section 6: Accessibility and Copyright</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 6.1 I use accessible technologies in my course and provide guidance on how to obtain special accommodations if necessary. <input type="checkbox"/> 6.2 I have provided equivalent, text-based alternatives to all auditory and visual content. <input type="checkbox"/> 6.3 My course design accommodates the use of assistive technologies such as screen readers. <input type="checkbox"/> 6.4 There is no aspect of my course that would not allow for a reasonable accommodation to be made for a student with a verifiable disability. <input type="checkbox"/> 6.5 I have obtained and met all copyright permissions as appropriate to course content. <input type="checkbox"/> 6.6 I have confirmed that any course materials not developed by me or the course's designer meet the "fair use" standard or comply with the Teach Act and exempt me from liability of infringement.

Not all items above will apply to all online and hybrid courses.

Comments or explanation why some Checklist items do not apply to my online or hybrid course:

The information above is truthful and accurate. All efforts have been made to ensure that copyright permissions have been obtained. All efforts have been made to comply with institutional policies regarding technology and other learning resources.

Faculty Signature and Date: _____

Section 7: Institutional Commitment

To be completed by department chair:

- 7.1 Texas State will provide support for future revisions to this course.
- 7.2 Texas State provides adequate equipment, software, and communications access to support student learning and student and faculty interaction with students, outside faculty, and other institutions or services.
- 7.3 My department evaluates the course's (and program's, if applicable) educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.
- 7.4 My department ensures that this course is equivalent in learning outcomes, faculty qualifications, evidence of student performance, and other expectations as the same course delivered face-to-face, if applicable.

All items above may not apply to all hybrid or online courses within an academic department.

Comments or explanation why some Checklist items above do not apply to specific hybrid or online courses within my department.

Chair Signature and Date _____

To be completed by Associate Vice President for Academic Affairs:

- 7.5 Texas State provides training opportunities for faculty to develop and/or teach this electronically-delivered distance education course, including but not limited to the ITS GOLD program, ITS Foundations and Advanced Online Course Design and Development, Online Learning Consortium certification, Quality Matters courses, TRACS workshops, TRACS training documents and/or videos, and intellectual property and copyright training.
- 7.6 Texas State provides faculty with support services specifically related to teaching online.
- 7.7 Texas State provides students enrolled in this course reasonable and adequate access to the range of student services appropriate to support their learning (e.g., library resources, tutoring, academic advising, disability services, technical support, counseling).
- 7.8 Texas State evaluates the course's and program's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.
- 7.9 Texas State has clear criteria and processes for the selection, evaluation, supervision, and monitoring of faculty teaching distance education courses, which are the same standards used for on-campus faculty.
- 7.10 Students in this course satisfy the same requirements for enrollment in an academic credit course as required of face-to-face students.
- 7.11 Online courses at Texas State are delivered via TRACS, which requires a secure login and pass code.
- 7.12 Students in distance or correspondence programs have an adequate procedure for resolving their complaints, and Texas State follows its policies and procedures.

- 7.13 Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.
- 7.14 Texas State provides appropriate equipment and technical expertise required for distance and correspondence education.
- 7.15 Texas State, in making distance and correspondence education course/programs a part of its mission, provides adequate funding for faculty, staff, services, and technological infrastructure to support the methodology. Funds are available to departments through electronic course fees.
- 7.16 University policy on intellectual property and copyright is clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.
- 7.17 Texas State provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.
- 7.18 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

AVPAA Signature and Date: _____