Best Practices Checklist for Effective Online Instruction

Category	Items
Course Overview and Introduction	1.1 Instructions clearly define how to get started and where to find various course components (e.g. welcome email and/or schedule note).
	1.2 A statement orients the student to the purpose of the course, its components, and organization. In the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.
	1.4 The instructor's introduction is appropriate and available online, and contact information is clearly stated.
	1.5 Students are asked to introduce themselves to the class, or participate in an alternative ice-breaking activity.
	1.6 Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.
	1.7 Minimum technical skills and tools expected of the student are clearly stated.
	1.8 Students are directed to District online information regarding student success in online courses.
	1.9 Course syllabus and course schedule (including due dates) are featured prominently and schedule is updated as needed. Syllabus includes a policy for dropping inactive students throughout the semester.
Student Learning Outcomes	2.1. All learning outcomes are clearly stated and written from the students' perspective.
	2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with course-level student learning outcomes.
	2.3 Instructions to students on how to meet the learning outcomes are adequate and clearly stated.
	2.4 Learning activities (e.g. projects, essays, discussions, labs) promote the achievement of the stated learning outcomes.
Assessment and Measurement	3.1 The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.
	3.2 The course grading policy is clearly stated.
	3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation (e.g. scoring rubric).
	3.4 Instructors use more than one method to assess student learning, and the methods are appropriate to the content being assessed.
	3.5 Students have access to current grades prior to critical semester dates (i.e., Credit/No-Credit and final drop dates).
Resources and Materials	4.1 Instructional materials contribute to the achievement of the stated course and module/unit learning outcomes.
	4.2 The relationship between the instructional materials and the learning activities is clear.
	4.3 Instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.
	4.4. All resources and materials used in the course are appropriately cited (e.g. A.P.A., M.L.A., link to original document).
Regular and Effective Contact	5.1 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction (e.g. e-mail, discussion, phone, online conferences).
	5.2 Instructor responsiveness and availability standards (turn-around time for email, grade posting, etc.) are clearly stated and are commensurate to that of face-to-face class (3 hours for 3-unit class).
	5.3 Requirements for student interaction are clearly articulated.
	5.4 The instructor reads online discussions, and responds as appropriate.
	5.5. The instructor posts weekly announcements that help students navigate the course.
	5.6 The instructor provides constructive and timely feedback on assignments (1-2 weeks).
Course Technology	6.1 Tools and media support the learning objectives, student engagement, and active learning.
	6.2 Navigation throughout the online components of the course is logical, consistent, and efficient.
	6.3 Required technologies and campus resources are specified in the course syllabus.
	6.4 Instructions on how to access resources are sufficient and easy to understand.
	6.5 The course design takes advantage of appropriate available tools and media (e.g. video, online conferencing, textbooks).
Learner Support	7.1 The course instructions articulate or link to available support services (technical, academic, student services).
	7.2 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.
Accessibility	8.1 The course meets current Federal and State ADA standards regarding accessibility in online and hybrid courses (i.e., alternative text for images, captioning for video, transcripts for audio, etc.).
	8.2. For details regarding ADA standards, please refer to http://www.cuyamaca.edu/dsps/web_accessibility.asp.