**General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.**

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the outset.

**STANDARD 1.1** - (3 Points)
1.1 Instructions make clear how to get started and where to find various course components.

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| **☐** | Create a syllabus for the course (we will need separate guidelines for this – DH will recommend change to the NMT template). |
| **☐** | Include a link to the course syllabus on the front page in Canvas. |
| **☐** | Create a link on the home page that leads students to the “Modules” section of the course. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 1.2** - (3 Points)
1.2 Learners are introduced to the purpose and structure of the course.

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| **☐** | Create a clear course description (this should be pulled from the Course Catalog). |
| **☐** | Include links to the “Modules section” so learners can clearly see the course schedule. |
| **☐** | Communications expectations (e.g., discussion threads in Canvas) are laid out in the introduction page).  |
| **☐** | Explain what learners will be doing in class to learn what you want them to learn (“Learning Objectives”).  |
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| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 1.3** - (2 Points)
1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.

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| **☐** | Define expectations for how learners are to communicate online and in the classroom. |
| **☐** | Explain expectations for communication. |
| **☐** | Include both of the above in the syllabus for the course or in the welcome page in Canvas.  |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 1.4** - (2 Points)
1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.

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| **☐** | Provide a link in the syllabus or in the home page in Canvas to https://www.nmt.edu/policies/ |
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| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 1.5** - (2 Points)
1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.

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| **☐** | Include minimum technology requirements in the course syllabus or on the Canvas home page (recommend both) |
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| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 1.6** - (1 Point)
1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.

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| ☐ | Include minimum computer skills and digital information literacy skill requirements in the course syllabus or on the Canvas home page (recommend both) |
| **Met ☐** | **Not Met ☐** |
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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 1.7** - (1 Point)
1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

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| **☐** | Prerequisite knowledge is clearly stated |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 1.8** - (1 Point)
1.8 The self-introduction by the instructor is professional and is available online.

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| **☐** | Present yourself as both professional and approachable (include a picture and a 1-2 sentence biography).  |
| **☐** | Cover all basic information (name, title, photo or other visual representation, field of expertise, email address, phone number, and virtual office hours) |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 1.9** - (1 Point)
1.9 Learners are asked to introduce themselves to the class.

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| **☐** | Create an “Introduce Yourself” discussion thread in week one. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.**

Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.

**STANDARD 2.1** - (3 Points)
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

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| **☐** | Measurable course learning objectives or competencies precisely and clearly describe what learners will learn and be able to do if they successfully complete the course. |

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| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 2.2** - (3 Points)
2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

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| **☐** | Learning objectives or competencies at the module/unit-level align with and are more specific than course objectives or competencies. |
| **☐** | The module/unit-level learning objectives or competencies describe learner mastery in specific, observable terms and in smaller, discrete pieces. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 2.3** - (3 Points)
2.3 Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course.

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| **☐** | The course and module/unit-level learning objectives or competencies are stated clearly and prominently in Canvas. |
| **☐** | Learning Outcomes and Learning Activities (objectives) are written in a way that allows learners, including non-native speakers, to easily grasp their meaning and the learning outcomes expected. |
| **☐** | The use of educational or discipline jargon, unexplained terminology, and unnecessarily complex language is avoided.  |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 2.4** - (3 Points)
2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.

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| **☐** | The connection between the learning objectives and assigned learning activities is clearly explained (best done in Canvas Modules for each week).  |
| **☐** | The connection between learning activities(preparation, homework, and projects/lab work) and course learning outcomes is clearly explained. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 2.5** - (3 Points)
2.5 The learning objectives or competencies are suited to the level of the course.

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| **☐** | Expected content mastery is appropriate to the type and level of the course (Refer to Blooms Taxonomy - grad-level should be BL 3-5 with some BL2 for MST programs). |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.**

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners’ mastery of content, but also allows learners to track their learning progress throughout the course.

**STANDARD 3.1** - (3 Points)
3.1 The assessments measure the achievement of the stated learning objectives or competencies.

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| **☐** | Assessments (assignments, quizzes, etc.) measure the accomplishment of unit/course learning objectives. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 3.2** - (3 Points)
3.2 The course grading policy is stated clearly at the beginning of the course.

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| **☐** | The course includes a clear, written statement that explains how grades are calculated. |
| **☐** | The points, percentages, and weights for each component of the course grade are clearly stated. |
| **☐** | The relationship(s) between points, percentages, weights, and letter grades are explained.  |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 3.3** - (3 Points)
3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work, and their connection to the course grading policy is clearly explained.

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| **☐** | Each assessment has a rubric. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 3.4** - (2 Points)
3.4 The assessments used are sequenced, varied, and suited to the level of the course.

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| **☐** | Assessments are sequenced and promote the learning process and build on previously mastered knowledge. |
| **☐** | Assessments are paced to give learners adequate time to achieve mastery of the learning outcomes for the course. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 3.5** - (2 Points)
3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.

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| **☐** | Assignments are graded within one week of submission. |
| **☐** | Statement included in the syllabus (or in Canvas) clarifying expected response time for student posts in discussion threads. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.**

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

**STANDARD 4.1** - (3 Points)
4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.

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| **☐** | The instructional materials used in the course align with the course and module/unit-level learning objectives and course learning outcomes. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 4.2** - (3 Points)
4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.

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| **☐** | Learners are provided with an explanation of how the instructional materials and learning activities are used in the course, and how each will help them achieve the stated learning objectives or help them prepare to demonstrate course competencies. |
| **☐** | Recommended (optional) resources are clearly labeled as such. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 4.3** - (2 Points)
4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.

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| **☐** | Sources for materials used in the course are clearly identified with references. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 4.4** - (2 Points)
4.4 The instructional materials represent up-to-date theory and practice in the discipline.

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| **☐** | Instructional materials are no more than four years old. |
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| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 4.5** - (2 Points)
4.5 A variety of instructional materials is used in the course.

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| **☐** | Textbook. |
| **☐** | Instructor-created resources (i.e., video lectures). |
| **☐** | Websites or web-based resources.  |

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| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**General Standard 5: Learning Activities and Learner Interaction: Learning activities facilitate and support learner interaction and engagement.**

Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.

**STANDARD 5.1** - (3 Points)
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

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| **☐** | Learning activities align with module/unit-level objectives. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 5.2** - (3 Points)
5.2 Learning activities provide opportunities for interaction that support active learning.

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| **☐** | Discussion threads are included in each week's material (in Canvas - or within the syllabus for on-ground courses). |
| **☐** | Include opportunities for learners to interact with other learners within Canvas - or include activities were students can interact with other students in an on-ground setting. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 5.3** - (3 Points)
5.3 The instructor’s plan for interacting with learners during the course is clearly stated.

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| **☐** | Explain how you will communicate with your students, addressing when learners can expect your responses to discussion posts and feedback on assignments. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 5.4** - (2 Points)
5.4 The requirements for learner interaction are clearly stated.

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| **☐** | Requirements for learner interaction are clearly stated in the Canvas Home Page or in the course syllabus. |

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| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**General Standard 6: Course Technology: Course technologies support learners’ achievement of course objectives or competencies.**

Overview Statement: The technologies enabling the various tools used in the course facilitate rather than impede the learning process.

**STANDARD 6.1** - (3 Points)
6.1 The tools used in the course support the learning objectives or competencies.

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| **☐** | Course tools support course and module-level learning outcomes by supporting the course’s assessments, instructional materials and learning activities. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 6.2** - (3 Points)
6.2 Course tools promote learner engagement and active learning.

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| **☐** | Tools used in the course help learners actively engage in the learning process rather than passively absorb information. |
| **☐** | The selected course tools help the learner actively engage in the course by facilitating ongoing interactions with the instructor, course materials, and other learners. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 6.3** - (1 Point)
6.3 A variety of technology is used in the course.

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| **☐** | Use a variety of technology tools, such as videos, discussions, social media, mobile technologies, games, simulations, wikis, blogs, podcasts, and virtual worlds. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 6.4** - (1 Point)
6.4 The course provides learners with information on protecting their data and privacy.

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| **☐** | Provide links to NMT privacy policies  |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.**

Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

**STANDARD 7.1** - (3 Points)
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

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| **☐** | Include this link in your course introduction: (https://www.nmt.edu/act/index.php/) |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 7.2** - (3 Points)
7.2 Course instructions articulate or link to the institution’s accessibility policies and services.

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| **☐** | Ensure access services and accommodations for disabilities are available and inform the learner how such services may be obtained. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 7.3** - (3 Points)
7.3 Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course.

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| **☐** | If needed, provide links in the syllabus or in Canvas for access to library resources; tutoring; non-native language services; writing and/or math centers; tutorials or other forms of guidance. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 7.4** - (1 Point)
7.4 Course instructions articulate or link to the institution’s student services and resources that can help learners succeed.

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| **☐** | Provide a link in Canvas (or information in the syllabus) that addresses registration, financial aid, veterans’ services, student or campus life, counseling, career services, online workshops, and student organizations. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**General Standard 8: Accessibility and Usability: The course design reflects a commitment to accessibility and usability for all learners.**

Overview Statement: The course design utilizes the principles of Universal Design for Learning (UDL) and reflects a commitment to accessibility, ensuring all learners can access all course content and activities, and to usability, ensuring all learners can easily navigate and interact with course components.

**STANDARD 8.1** - (3 Points)
8.1 Course navigation facilitates ease of use.

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| **☐** | Navigation throughout the course is consistent, logical, and efficient. |
| **☐** | Course navigation facilitates ease of movement through the course and course activities. |
| **Met ☐** | **Not Met ☐** |

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| **Opportunities for Improvement** |
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**STANDARD 8.2** - (3 Points)
8.2 The course design facilitates readability.

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| **☐** | Course content is clearly organized and easy to read/interpret. |
| **Met ☐** | **Not Met ☐** |

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| **Opportunities for Improvement** |
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**STANDARD 8.3** - (3 Points)
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

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| **☐** | All text and images in files meet the Universal Design for Learning (UDL) guidelines. See the following for details: <https://lincs.ed.gov/sites/default/files/2_TEAL_UDL.pdf>  |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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**STANDARD 8.4** - (2 Points)
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.

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| **☐** | Ensure equivalent textual representations of multimedia content are located or linked within the course (Closed Captioning) |
| **Met ☐** | **Not Met ☐** |

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| **Opportunities for Improvement** |
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**STANDARD 8.5** - (2 Points)
8.5 Course multimedia facilitate ease of use.

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| **☐** | Ensure that multimedia used as a vehicle for content or feedback are easy to use, intelligible, and interoperable across devices. |
| **Met ☐** | **Not Met ☐** |

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| **Opportunities for Improvement** |
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**STANDARD 8.6** - (2 Points)
8.6 Vendor accessibility statements are provided for all technologies required in the course.

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| **☐** | Ensure students have access to information on the accessibility of the learning management system and all additional required technologies. |
| **Met ☐** | **Not Met ☐** |

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| **Evidence** |
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| **Opportunities for Improvement** |
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