

**Information Technology Services - Sherrod Library Room 118, Box 70284**

**Memorandum of Understanding**

**Self-Assessment**

## Online Course Information

**Online Course ID and Name:** Example: MATH-1530 Prob/Stats

**Developing Faculty Member(s):** Example: Dr. John Doe (70%) and Dr. Joe Smith (30%)

**Type of Online Course:** Example: Asynchronous with some Required Synchronous Sessions

**Development Site or Course Section and Semester Assessed:** Example: MATH-1530-901 Spring 2017 or MATH-1530 Development Site

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## Requirements for ETSU Online Courses

The following elements are required in all online courses. Please confirm that all required elements are present.

All links in the course have been checked and are working as intended.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Course Information and Syllabus (Required Elements) | YES | NO | Comments |
| 1.1 | A course syllabus |  |  | Click or tap here to enter text. |
| 1.2 | Purpose and goals |  |  | Click or tap here to enter text. |
| 1.3 | Course objectives or intended learning outcomes |  |  | Click or tap here to enter text. |
| 1.4 | Instructor contact information, availability and timing of instructor response |  |  | Click or tap here to enter text. |
| 1.5 | List of textbooks and required materials |  |  | Click or tap here to enter text. |
| 1.6 | Specific course requirements and course policies |  |  | Click or tap here to enter text. |
| 1.7 | Sequential list of assignments and projects with due dates |  |  | Click or tap here to enter text. |
| 1.8 | Grading procedure and grading scale |  |  | Click or tap here to enter text. |
| 1.9 | Class participation and attendance policy |  |  | Click or tap here to enter text. |
| 1.10 | Course ground rules |  |  | Click or tap here to enter text. |
| 1.11 | Online Course Resource Document |  |  | Click or tap here to enter text. |
| 1.12 | Instructional material |  |  | Click or tap here to enter text. |
| 1.13 | All course content abides by copyright and fair use laws |  |  | Click or tap here to enter text. |
| 1.14 | Instrument for student/student and student/faculty interaction |  |  | Click or tap here to enter text. |
| 1.15 | Assessments |  |  | Click or tap here to enter text. |
| 1.16 | Gradebook |  |  | Click or tap here to enter text. |

## Guidelines/Best Practices for ETSU Online Courses

Please assess your course with a score out of 10 for each category. Include rationale if appropriate.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Structure, Organization and Accessibility** | Score 0 - 10 Points | Best Practices / Examples | Rationale |
| 2.1 | Course resources are accessible in accordance with the Americans with Disabilities Act | 0-10 | • Text-based resources, including articles, journals, textbooks, lecture notes, etc. are provided in a way that allows for screen-reading technology.  • Alt-text is provided on all image resources.  • Captions are provided on video resources.  • Transcriptions are provided for audio resources. | Click or tap here to enter text. |
| 2.2 | Course materials are organized by modules or learning units | 0-10 | • Course materials are organized by modules and use appropriate delivery formats such as HTML or text-based PDF formatting.  • Each module contains learning objectives describing outcomes that are measurable and consistent with the overall course-level objectives.  • The course design facilitates usability from the student’s perspective. Text color, font size, and type are readable and consistent throughout the course with proper headings and formats. Course topics, discussions, assessments, and dropbox folders are named consistently within each tool. | Click or tap here to enter text. |
| 2.3 | External resources are available, meet accessibility guidelines, and are relevant to the course content | 0-10 | • All internal and external hyperlinks are valid. External content should be relevant to the desired learning outcomes of the course.  • Third-party resources meet accessibility guidelines, including scanned text, audio and video.  • Resources are provided for any plug-ins, software, players, etc. necessary for accessing external content. | Click or tap here to enter text. |
|  | **Instructional Design** | 0 - 10 Points | Best Practices / Examples | Rationale |
| 3.1 | The purpose of all instructional material is clear | 0-10 | • Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. Instructional materials and learning activities should contribute to the achievement of the stated course and module learning objectives or competencies. | Click or tap here to enter text. |
| 3.2 | Instructional material is comprehensive and varied, including original content and supplemental material | 0-10 | • Instructional materials make use of a wide variety of content types including originally created text, audio and video presentations, as well as third-party or publisher material. Courses developed with a high percentage of third-party or publisher material (e.g. publisher course packs) may not be eligible for compensation, or may only be eligible for partial compensation. • Instructional material should be comprehensive enough to fulfill the course objectives and should be assessed by the instructor as relevant and applicable to the course learning objectives.  • Courses without comprehensive pre-built material must demonstrate alternative instructional methods such as robust discussions, ensuring that sufficient faculty and student engagement is present. These courses may be reviewed after they have been taught to demonstrate the instructional material. | Click or tap here to enter text. |
| 3.3 | Course design takes full advantage of appropriate tools and media | 0-10 | • Tools such as news items, discussions, assessments, checklists, rubrics, intelligent agents, etc. are used appropriately to support the course objectives. | Click or tap here to enter text. |
| 3.4 | Course technologies are current, supported and readily obtainable | 0-10 | • Software and audio/video hardware requirements are up-to-date and do not extend beyond basic sound cards, speakers, and video players unless needed to meet course goals and objectives. Any special requirements should be communicated to the student in advance.  • Guides, instructions and/or demonstrations for required software, hardware, or services are provided.  • Audio and video materials are hosted and streamed outside of the Learning Management System, using hosting services such as YouTube, Vimeo, Tegrity, or other ETSU Online approved services.  • Multimedia materials are high quality without audio or video disturbances. Multimedia file length is adequate to meet course goals without being too large to restrict users' ability to download the file on computers with lower bandwidth. | Click or tap here to enter text. |
|  | **Assessment and Evaluation of Student Learning** | 0 - 10 Points | Best Practices / Examples | Rationale |
| 4.1 | Assessment methods are varied and provide multiple opportunities for students to measure their progress | 0-10 | • Learning outcomes are assessed on a continuous basis through quizzes, group and individual projects, take-home tests, open-book exams, and/or other assessment means applicable to the particular course.  • Course includes a clear and detailed statement regarding the method, timing and tools used by the instructor to provide feedback on assignments and activities.  • Assessments and activities should help measure the student’s degree of competency in relation to course objectives. | Click or tap here to enter text. |
| 4.2 | Assignment expectations are explicitly communicated, including detailed submission directions | 0-10 | • Course includes a clear and detailed statement regarding the method and tools used by students to submit assignments, including location of assignment submission (typically the course dropbox), any file type requirements, etc.  • Assignments include detailed expectations such as rubrics and/or examples.  • Practice tests are included to help students become familiar with the Learning Management System assessment tool before an actual test. | Click or tap here to enter text. |
| 4.3 | Gradebook is secure and grants easy access to up-to-date grade information | 0-10 | • Students have easy access to the grades tool housed in the Learning Management System.  • The learning management system Grades Tool is configured correctly to include any graded items from the course. | Click or tap here to enter text. |
|  | **Instructor Presence, Interaction and Communication** | 0 - 10 Points | Best Practices / Examples | Rationale |
| 5.1 | Course includes an introduction and welcome announcement | 0-10 | • An announcement welcomes and directs students to the course introduction and syllabus.  • The course introduction establishes the instructor’s presence, overviews the course, provides clear direction for getting started, and initiates a positive learning environment. | Click or tap here to enter text. |
| 5.2 | Course fosters student/student and student/faculty interaction | 0-10 | • Learning activities foster instructor-student, student-content and student-student interaction.  • Student participation and attendance is defined, including how early semester progress reporting and attendance reporting will be determined. A mechanism for measuring quality and quantity is provided.  • Students have a wide range of opportunities to interact through a robust discussion forum, chat sessions, audio conferencing or group projects. Synchronous chat or video options can be used if they are optional or if the requirement has been made clear in advance through a GoldLink note or other student communication.  • Course interaction requirements and expectations are clear and include rubrics and/or examples. | Click or tap here to enter text. |

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## Help and Support

We have several ways to assist the development of your online course. First and foremost, we are available to meet with you for one-on-one assistance. Every course is different and online courses are no exception. To reach us or explore more ways that ATS can help, see our [Online Help](http://www.etsu.edu/onlinehelp/course_development/coursecreation.php#developing) site.

## Submission and Next Step

Completing and submitting this Self-Assessment confirms that the course is ready for an official review. Please submit this Self-Assessment to the Chelsie Dubay at [dubayc@etsu.edu](mailto:dubayc@etsu.edu) to begin the next step.

More information about the [MOU process and workflow](http://www.etsu.edu/onlinehelp/course_development/reviewprocess.php).