Course: **Date:**

	Required Elements	YES	NO	Comments
1	A course syllabus			
1a	Purpose and Goals			
1b	Course objectives or intended learning outcomes			
1c	Instructor contact information			
1d	List of textbooks or required materials			
1e	Specific course requirements			
1f	Required Readings			
1g	Sequential list of assignments and projects with due dates			
1h	A statement about class participation (Attendance Policy)			
1i	Grading procedure and grading scale			
1j	Course ground rules			
1k	Accommodations Statement			http://www.etsu.edu/students/disable/employfaculty/syllabus.aspx
1l	Link to university syllabus attachment			http://www.etsu.edu/reg/academics/syllabus.aspx
2	Timing of instructor response			
3	Instructor availability - hours and method of contact			
4	Detailed description of how to submit assignments			
5	Technical Help page			http://www.etsu.edu/onlinehelp/student_help/tech_resources.aspx
6	Student Resources page			http://www.etsu.edu/onlinehelp/student_help/services.aspx
7	Place for student/student and student/faculty interaction			
8	Course content (e.g. Lecture material)			
9	All copyrighted material must meet copyright requirements			
10	Assessments			
11	Gradebook			

Note: Courses must contain all required features (above) before they will be scored using the rubric below.

	Content	Excellent		Marginal		Needs Improvement		Absent		Comments
		Description	Up to 3 Points	Description	Up to 2 Points	Description	Up to 1 Point	Description	0 Points	
1	The course should include a variety of content, which may include study guides, lecture summaries, presentation slides, audio, and/or streaming video that enhances the course material.	Course includes a wide variety of content, such as instructor lectures, introductions, weekly or topic objectives, lecture summaries, study guides, presentations and supplemental material. Content is enhanced with audio or video media.		Course includes some variety of content such as readings and presentations and could be expanded.		Course has little to no variety in types of content and could be expanded.		Course has no posted content.		
2	Course material should be arranged in weekly modules or other sequences that clearly relate to the course's expected learning outcomes.	Course material is arranged in logical module and topic sequences relating to overall course objectives and includes best practices such as introductions, checklists, module objectives, roundups, etc.		Module and topics are presented in a sequence that can be followed. Many best practices such as introductions, objectives etc. are missing.		Modules and topics are presented in a sequence that is difficult to follow and does not relate to the course objectives.		Modules and topics are presented in a sequence that is impossible to follow or has no sequence at all. The structure is not easy to understand.		
3	Course documents/materials should be in a format easily accessible to most students. HTML or PDF files are encouraged. Links to document readers should be provided when appropriate.	Best practices are followed in regards to format used for different types of content. Content is easily accessible without purchased software and searchable from D2L.		Content is in a format that requires free additional software which has been made available to students. Content is somewhat easily accessible across a variety of platforms and devices but could be improved.		Content is in a format that requires paid additional software or is not easily accessible across a variety of platforms and devices.		Course has no posted content or content that is not accessible.		
	Communication									
4	Students should be provided with opportunities for projects that foster interactive communication through chat sessions, threaded discussions, and/or audio conferencing.	Students have a wide range of opportunities to interact through a robust discussion forum, chat sessions, audio conferencing or group projects.		Students have some opportunities to interact such as group projects or some discussions forums.		Students have a limited opportunity for interactive communication such as a single open discussion thread.		Students have been given no opportunity to interact.		

Assignments

#	Criterion				
5	Learning outcomes should be assessed on a continuous basis through timed quizzes, proctored exams, group and individual projects, take-home tests, open-book exams, and/or other assessment means applicable to the particular course.	The course provides multiple and continuous opportunities for students to measure their progress.	Learning outcomes are assessed and feedback reported intermittently throughout the course.	Learning outcomes are rarely assessed throughout the course and little feedback is given.	Learning outcomes are not assessed in the course.
6	The grading scale should emphasize assignments, projects, and student participation in the learning community as well as timed quizzes and periodic exams.	The grading policy is clear and measures the stated learning objectives, including projects, participation and interaction.	The grading scale emphasizes some assessment types such as assignments, projects, participation, quizzes and exams.	The grading scale emphasizes one or two assessments types such as assignments, projects, participation, quizzes and exams.	The course has no grading scale present in D2L.
7	All courses should include a variety of assignments, which may include evaluative essays, case analyses, term papers, book reviews, film reviews, summaries and critiques of journal articles, quizzes, oral presentations, etc.f	The course employees a variety of assessment types such as assignments, projects, active participation, quizzes and exams.	The course includes some variety of assignments such as assignments, projects, active participation, quizzes and exams.	The course focuses on one or two types of assignments without much variety.	The course assigns no assignments.

Course Technology

#	Criterion				
8	Course navigation is logical and consistent throughout.	Course materials are well organized and released in a timely manner. Assignment requirements are easy to understand. Topics, discussions, assessments and dropbox folders are named consistently and well ordered.	Course materials are somewhat organized with few release conditions. Topics, discussions, assessments and dropbox folders are identifiable.	Course materials are not organized logically or consistently.	Course navigation, materials or tools are not named, ordered or useable.
9	The course design takes full advantage of appropriate tools and media.	Tools such as news items, discussions, assessments, checklists, rubrics, intelligent agents, etc. are used appropriately to support the course objectives. Tools are accessible to all students and thorough guidance is provided.	The course takes advantage of some tools and media such as discussions, assessments, checklists, rubrics, intelligent agents, etc.	The course uses some tools and media such as discussions, assessments, checklists, rubrics, intelligent agents, etc. but could be expanded.	The course lacks any appropriate tools or media.

Highest possible score is 27.		**Total:** 0	
Lowest score needed to pass is 22.			

** Note which course/section/semester was reviewed.

Course: