

Online

To align with the Online Educational Initiative (OEI) individual fields for details regarding Interaction, Assessment, Contact/Frequency, Content Presentation, and Accessibility have been developed for courses offered as hybrid or fully online. Please see the notes below for guidance in each of these required areas.

Interaction

In this area, please consider the following questions:

- Do instructors contact online students before the start of the course?
- Is there a plan for instructor-initiated contact? Is the instructor letting the students know when and how he/she will communicate with students? Has the instructor given students time frames for responses to inquiries, discussion board posts and feedback on assignments?
- Has instructor explained his/her role for technology support and given students information about who to contact if they are having technical difficulties?
- Is contact information for the instructor easy to find for the students?
- Are there opportunities in the course for students to initiate contact with other students and with the instructor and are those clearly encouraged?
- Is student-to-student contact that reinforces course content and learning outcomes (an activity like an online discussion) required in the course?
- Are there activities in the course that build a sense of community in the course?
- Are instructor expectations for student participation clearly stated? Is the instructor using rubrics attached to assignments?

Some standard phrasing that can help you in this section:

The course is designed to provide students and instructors with multiple ways to communicate with each other.

Guidelines for student participation are clearly stated in the course syllabus and in attached assignment rubrics.

The syllabus for the course clearly states the instructor's role in the course and his/her contact information, along with how often and what types of communication will take place within the course.

Contact with students begins either before the course starts or on the first day, helping students understand course expectations.

The course has a required student-to-student interaction activity that reinforces course content.

Assessment

Some questions to consider for this section:

- Are multiple types of assessment being used in the course?
- Are frequent assessments taking place in the course at regular intervals?
- Are assessment instructions on how to successfully complete the assignments included?
- Is there a clear plan for providing timely, meaningful feedback on assessments?

Some standard phrasing that can help you in this section:

The course is designed with multiple types of assessments that occur at frequent intervals throughout the semester.

Assessments have instructions that clearly explain to students how to successfully complete the assessment. Assessments have rubrics attached in most cases.

The syllabus has a clear timeline for students on how quickly feedback on assignments will be available. Instructors will also announce to students when feedback is completed for each assignment in the course.

Contact/Frequency

Check Content type(s) and enter frequency information in the text box.

Content Presentation

In this area, please consider the following questions:

- How are you ensuring the class is easy to navigate for students?
- Is the content "chunked" into units, eliminating long pages of text?
- Are instructions for students clear?

- Is an anonymous survey included in the course so students can give feedback about course content and design?
- Institutional policies and student services links are provided and easy for students to find?

Some standard phrasing that can help you in this section:

Instructors have designed online courses to be easy to navigate for students, with clear instructions embedded with each activity.

Online students have the opportunity to complete an anonymous survey at the end of the course, allowing them to give feedback about course content and design.

Instructors have designed the course to make it easy for students to find links to institutional policies and student services.

Instructors have designed the course into manageable and visibly distinct chunks of content at both the page and unit level in Canvas.

Accessibility

Some questions to consider for this section:

- Do all images that are used in the course have written descriptions?
- Do all videos used have closed captioning?
- Do all headers used in the course consistent?

Some standard phrasing that can help you in this section:

All images used in the course have written descriptions and all videos used are closed captioned.

All headers used in the course are consistent and can be read by electronic readers.