

Best Practices Checklist for Online and Hybrid Courses

Instructional Faculty Information

First Name: _____ Last Name: _____

Email Address: _____

Title: _____ Department: _____

Highest Degree Earned:

- Doctorate
- Master's
- Other: _____

List other electronically delivered or online courses that you have taught:

Which training activities and continuing education have you completed in order to develop and teach the online or hybrid course? Select all that apply:

- TXST Teaching Online @ Texas State
- TXST Foundations of Online Course Design and Development
- TXST Advanced Online Course Design and Development
- TXST Technology Integration Workshop
- TXST Online Program Development Support
- TXST Guidance for Online Learning Design (GOLD) Program
- TXST Creating and Teaching an Online Course
- Online Learning Consortium (OLC) Online Teaching Certificate
- Other OLC training(s). If so, which one(s)?

- Canvas Workshops
- Canvas Training Documents and/or Videos
- Intellectual Property and Copyright
- Quality Matters Course(s). If so, which one(s)?

- Other

(explain): _____

Course Information

Course Title (within Texas State's inventory of approved courses and taken directly from the Undergraduate or Graduate Catalog, (e.g., Functional Biology):

Course Prefix and Number (e.g., BIO 1330): _____ Semester: _____ Year: _____

Fulfills course requirements for Texas State programs / area: _____

Course Level (check one):

- Pre-Collegiate (Developmental)
- Undergraduate
- Graduate
- Other _____

Credit Type:

- Academic
- Continuing Education/Professional Development
- Other: _____

<p>Section 1:</p> <p>Introductory Course Materials</p>	<ul style="list-style-type: none"> ❑ 1.1 I provide clear, detailed instructions on how to begin and navigate the course. ❑ 1.2 I provide a course schedule that clearly communicates assignment and assessment deadlines. ❑ 1.3 I introduce myself to students as the instructor of the course using, at minimum, text and a photograph. ❑ 1.4 I offer students the opportunity to introduce themselves to each other. ❑ 1.5 I have posted a syllabus that includes the following: <ul style="list-style-type: none"> ❑ 1.5.1 Instructor contact information, ❑ 1.5.2 Course description (directly from the Undergraduate or Graduate Catalog), ❑ 1.5.3 Course goals and objectives, ❑ 1.5.4 Required course materials, ❑ 1.5.5 Course policies, including grading policies, ❑ 1.5.6 Student participation requirements, ❑ 1.5.7 Communication policy, methods, and expectations, ❑ 1.5.8 Minimum hardware and software requirements, ❑ 1.5.9 Necessary technical skills required to complete this course, ❑ 1.5.10 Information on Texas State University including: <ul style="list-style-type: none"> ❑ 1.5.10.1 University Honor Code, ❑ 1.5.10.2 the Office of Disability Services, ❑ 1.5.10.3 technical support, ❑ 1.5.10.4 student privacy, ❑ 1.5.10.5 financial aid, ❑ 1.5.10.6 career services, and ❑ 1.5.10.7 other appropriate student support services; ❑ 1.5.11 Student’s prerequisite knowledge and relevant competencies, ❑ 1.5.12 Testing procedures, ❑ 1.5.13 If hybrid, the syllabus reflects expectations for required face-to-face meetings, and ❑ 1.5.14 Rules or standards for appropriate online student behavior.
<p>Section 2:</p> <p>Course Content</p>	<ul style="list-style-type: none"> ❑ 2.1 My online course is complete and coherent. ❑ 2.2 My course’s unit/lesson/module-level objectives are <ul style="list-style-type: none"> ❑ 2.2.1 clearly, explicitly stated, ❑ 2.2.2 prominently displayed, ❑ 2.2.3 measurable, ❑ 2.2.4 consistent with the course objectives, ❑ 2.2.5 aligned to activities and assessments, and ❑ 2.2.6 written from the learner’s perspective. ❑ 2.3 My course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded. ❑ 2.4 The learning objectives are appropriate to the level of the course. ❑ 2.5 The academic standards and learning outcomes from my course match the standards and outcomes set for the same course offered face-to-face, if applicable. ❑ 2.6 My course content is current, and the course materials provide a variety of perspectives on the content. ❑ 2.7 My course content contributes to the achievement of the course-level and unit/lesson/module-level objectives. ❑ 2.8 My course navigation is logical, efficient, and consistent. ❑ 2.9 All course pages have a consistent format and organization.

	<ul style="list-style-type: none"> <input type="checkbox"/> 2.10 My course’s content is logically sequenced into manageable segments. <input type="checkbox"/> 2.11 The sequence of instruction (i.e., how students should proceed through the course) is clearly communicated. <input type="checkbox"/> 2.12 My course meets the same institutional standards for content, reflective learning, competencies, etc., as the same course offered face-to-face, if applicable. <input type="checkbox"/> 2.13 Because the credit hours awarded for electronic and online courses are the same as those for face-to-face courses, my course requires students to do the equivalent amount of work as required for on-campus and face-to-face courses. <input type="checkbox"/> 2.14 Throughout the duration of the course/program, students have access to training and information they will need to secure required materials through electronic databases, interlibrary loans, government archives, and any new services offered. <input type="checkbox"/> 2.15 I understand my obligations under the Family Educational Rights and Privacy Act (FERPA), and my course design is reflective of my obligations under FERPA.
<p>Section 3:</p> <p>Learner Activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 3.1 The unit/lesson/module-level objectives, activities, assessments, and course content are clearly aligned and communicated throughout the course. <input type="checkbox"/> 3.2 Activity/assessment due dates, expectations, and instructions are detailed and clearly tied to course grading policies. <input type="checkbox"/> 3.3 The resources needed for completing instructional activities are easy to find. <input type="checkbox"/> 3.4 All learning activities promote the achievement of the stated unit/lesson/module-level learning objectives. <input type="checkbox"/> 3.5 Learning activities promote active learning. <input type="checkbox"/> 3.6 I have clearly articulated the timeframe in which and the level of feedback with which I will return student assignments. <input type="checkbox"/> 3.7 I offer students multiple opportunities to evaluate the effectiveness of this course and their own learning progress. <input type="checkbox"/> 3.8 I offer assessment criteria in sufficient detail, including rubrics where appropriate. <input type="checkbox"/> 3.9 I assess student learning using a variety of assessment strategies, which include the following (check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> 3.9.1 Quizzes <input type="checkbox"/> 3.9.2 Projects <input type="checkbox"/> 3.9.3 Discussions <input type="checkbox"/> 3.9.4 Essays <input type="checkbox"/> 3.9.5 Exams <input type="checkbox"/> 3.9.6 Presentations <input type="checkbox"/> 3.9.7 Other: _____ <input type="checkbox"/> 3.10 Any exams given in this course require student identification authentication.
<p>Section 4:</p> <p>Communication and Interaction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 4.1 I provide timely and sufficient interaction between myself and students and among students. <input type="checkbox"/> 4.2 I clearly state my communication policy, which includes information on what students can expect in terms of the timeliness of replies as well as my expectations for respectful communication.

	<ul style="list-style-type: none"> <input type="checkbox"/> 4.3 When teaching the course, I am available to support and communicate with students and oversee student projects and evaluation. <input type="checkbox"/> 4.4 I spend at least one hour per week in direct instructional activities for every credit hour associated with my course (i.e., spend 3 hours per week in instructional activities for 3-hour credit course). <input type="checkbox"/> 4.5 I interact with students using (check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> 4.5.1 Asynchronous discussion (threaded discussion) <input type="checkbox"/> 4.5.2 Synchronous communication (e.g., Canvas Chat, Zoom, etc.) <input type="checkbox"/> 4.5.3 Team projects <input type="checkbox"/> 4.5.4 Individual email <input type="checkbox"/> 4.5.5 Group email <input type="checkbox"/> 4.5.6 Audio conference <input type="checkbox"/> 4.5.7 Weekly announcements <input type="checkbox"/> 4.5.8 Holding review/tutoring sessions <input type="checkbox"/> 4.5.9 Meeting face-to-face (if hybrid) <input type="checkbox"/> 4.5.10 Students posting projects/assignments online for review by faculty and/or other students <input type="checkbox"/> 4.5.11 Other: _____.
<p>Section 5: Course Technologies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 5.1 The technologies used in the course support the course learning objectives. <input type="checkbox"/> 5.2 The technologies used in the course are current and effective. <input type="checkbox"/> 5.3 My course has been tested to ensure it is viewable in the current major release of Chrome, Firefox, Edge, or Safari, and on PC and Macs, and the course met minimum technology requirements. <input type="checkbox"/> 5.4 I am delivering my course on the university’s approved learning management system (Canvas), which requires a secure login and pass code.
<p>Section 6: Accessibility and Copyright</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 6.1 I use accessible technologies in my course and provide guidance on how to obtain special accommodations if necessary. <input type="checkbox"/> 6.2 I have provided equivalent, text-based alternatives to all auditory and visual content. <input type="checkbox"/> 6.3 My course design accommodates the use of assistive technologies such as screen readers. <input type="checkbox"/> 6.4 If using external tools other than adopted <u>Learning Tools Interoperability (LTI tools)</u>, I provide links to vendor accessibility pages. <input type="checkbox"/> 6.5 There is no aspect of my course that would not allow for a reasonable accommodation to be made for a student with a verifiable disability. <input type="checkbox"/> 6.6 I have obtained and met all copyright permissions as appropriate to course content. <input type="checkbox"/> 6.7 I have confirmed that any course materials not developed by me, or the course’s designer, meet the “fair use” standard or comply with the Teach Act and exempt me from liability of infringement.

Not all items above will apply to all online and hybrid courses.

Comments or explanation why some Checklist items do not apply to my online or hybrid course:

The information above is truthful and accurate. All efforts have been made to ensure that copyright permissions have been obtained. All efforts have been made to comply with institutional policies regarding technology and other learning resources.

Faculty Signature and Date:

Section 7: Institutional Commitment

To be completed by department chair/school director:

- 7.1 My department/school will provide support for future revisions to this course.
- 7.2 My department/school provides adequate equipment, software, and communications access to support student learning and student and faculty interaction with students, outside faculty, and other institutions or services.
- 7.3 My department/school periodically evaluates the course's (and program's, if applicable) educational and instructional effectiveness, including:
 - 7.3.1 Assessment of student learning outcomes.
 - 7.3.2 Student Retention.
 - 7.3.3 Student Satisfaction.
 - 7.3.4 Faculty Satisfaction.
 - 7.3.5 Examples of student work and interactions.
- 7.4 Based on evaluation, my department periodically improves and updates the course (and program, if applicable).
- 7.5 Course evaluation strategies include clear communication across course developers and instructors, if applicable.
- 7.6 My department/school ensures that this course is equivalent in learning outcomes, faculty qualifications, evidence of student performance, and other expectations as the same course delivered face-to-face, if applicable.
- 7.7 Students in this course satisfy the same requirements for enrollment in an academic credit course as required of face-to-face students.
- 7.8 For departments/schools with online or hybrid programs, before students start an online or hybrid program,
 - 7.8.1 Students have access to information about programs, including:
 - 7.8.1.1 Admission requirements.
 - 7.8.1.2 Tuition and fees.
 - 7.8.1.3 Books and supplies.
 - 7.8.1.4 Technical requirements.
 - 7.8.1.5 Proctoring requirements.
 - 7.8.1.6 Student support services.
 - 7.8.2 Students are advised about the program to determine if they have access to minimum technology skills and equipment required.
 - 7.8.3 Students have access to required course materials in print and/or digital format, such as ISBN numbers for textbook, book suppliers, and delivery modes prior to course enrollment.
- 7.9 The institution and/or instructor provides guidance/tutorials for institutionally adopted technologies.
- 7.10 The selection of technologies is based on appropriateness for students and curriculum.
- 7.11 For departments/schools with online or hybrid programs, the program demonstrates compliance and review of accessibility standards (section 508, etc.).

All items above may not apply to all hybrid or online courses within an academic department or school.

Comments or explanation why some Checklist items above do not apply to specific hybrid or online courses within my department/school:

Chair/Director Signature and Date:

To be completed by Vice President for TXST Global:

- 7.12 Texas State provides training opportunities for faculty to develop and/or teach this electronically delivered distance education course, including but not limited to ODEL's Teaching Online at Texas State courses, Online Learning Consortium certification, Quality Matters courses, Canvas workshops, Canvas training documents and/or videos, and intellectual property and copyright training.
- 7.13 Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback, etc.) are in place, periodically reviewed, and followed.
- 7.14 Clear standards are established for faculty engagement and expectations around online teaching (e.g., response time, contact information, etc.) and periodically reviewed.
- 7.15 Faculty are informed about institutionally supported education technologies and the selection and use of new tools.
- 7.16 Texas State provides faculty with support services specifically related to teaching online.
- 7.17 Policies are in place to ensure instructional materials are easily accessible to the student and easy to use.
- 7.18 Texas State University's Learning Management System complies with Web Content Accessibility Guidelines (WCAG) standards.
- 7.19 The university demonstrates compliance with federal accessibility requirements in its online and hybrid courses and programs.
- 7.20 Texas State provides students enrolled in this course reasonable and adequate access to the range of student services appropriate to support their learning such as:
 - 7.20.1 Library resources.
 - 7.20.2 Tutoring
 - 7.20.3 Academic advising.
 - 7.20.4 Disability services.
 - 7.20.5 Technical support and training.
 - 7.20.6 Career counseling.
 - 7.20.7 Personal counseling.
 - 7.20.8 Financial Aid.
 - 7.20.9 Registration/enrollment.

- ❑ 7.21 Texas State provides students with opportunities to engage with the university in order to minimize feelings of isolation and involves distance students as part of the academic community.
- ❑ 7.22 Texas State periodically evaluates the course's and program's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction to enable systematic and continuous improvement related to the administration of online education.
- ❑ 7.23 Texas State has clear criteria and processes for the selection, evaluation, supervision, and monitoring of faculty teaching distance education courses, which are the same standards used for on-campus faculty.
- ❑ 7.24 Online courses at Texas State are delivered via Canvas, which requires a secure login and pass code and complies with federal requirements that the student who registers in a distance course is the same student who participates in and completes the course.
- ❑ 7.25 The university has a written procedure for protecting the privacy of students enrolled in distance education course or programs.
- ❑ 7.26 Texas State does not assess a specific fee for the verification of student identity, privacy, or related security measures associated with online and hybrid courses.
- ❑ 7.27 Students in distance or correspondence programs have an adequate procedure for resolving their complaints, and Texas State maintains records of those complaints and follows its policies and procedures.
- ❑ 7.28 Documented procedures assure that security of personal information is protected in the verification of student identity, conduct of assessments and evaluations, and in the dissemination of results.
- ❑ 7.29 Texas State provides appropriate equipment and technical expertise required for distance and correspondence education.
- ❑ 7.30 Changes in technologies are introduced in a way that minimizes impact on students and faculty.
- ❑ 7.31 Texas State, in making distance and correspondence education course/programs a part of its mission, provides adequate funding for faculty, staff, services, and technological infrastructure to support the methodology. Funds are available to departments through electronic course fees.
- ❑ 7.32 University policy on intellectual property and copyright is clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.
- ❑ 7.33 Texas State provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.
- ❑ 7.34 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.
- ❑ 7.35 At Texas State, faculty exercise primary oversight for distance education, including course design and implementation.
- ❑ 7.36 Texas State applies all appropriate standards and policies to its distance learning programs.
- ❑ 7.37 Texas State reports accurate headcounts.
- ❑ 7.38 Texas State demonstrates compliance with federal student financial aid requirements.

Vice President for TXST Global or VP Designee Signature and Date:
