

APPENDIX A

Sample of the eCore® Functional Evaluation that serves as a checklist for periodic review of course usability, consistency and functional quality.

eCore Functional Evaluation

Check List for: *(Course)* Start Date: __/__/__ End Date: __/__/__

Location and Name of template being evaluated: _____

Note: Fix/update syllabus and instructor guide after all else is resolved.

- Images and links within modules are operational and relevant to content.
- Textbook is correctly referred to within modules (i.e., Ch. and pg. #'s).
- Handout docs and pdfs of assignments and activities are related to content and free of spelling and grammatical errors.
- Discussions, assessments and assignments are listed and labeled in some practical order (01, 02, 03, etc) within their respective Tools.
- Specific discussions, assessments and assignments are correctly referred to within the modules (i.e., "Discussion 8 -Culture, will allow us to . . ." -> be sure the content is referencing the correct discussion or that the discussion is labeled correctly).
- Discussion, Assessments and Assignments* are provided within the lesson/unit modules for easy access.
- Assessments match respective unit/lesson content (make sure that students are being tested on what they learn in the modules).
- Links in syllabus are operational and relevant to course.
- Syllabus lists current textbook for the course.
- Syllabus is void of repetitive information for lesson objective, homework, etc. (There should be *clear objectives*, not a one-word description of the module [i.e. "Molecules"]).
- Syllabus is consistent with course, with unit/lesson list that mirrors modules.
- Syllabus is free of spelling and grammatical errors.
- Instructional Guide updated with lesson planning table.
- Instructional Guide unit and lesson breakdown is consistent with syllabus and modules set in eCore.
- Updated/current Instructor Guide is on home page –hidden.
- At Risk Student form link is on homepage –hidden.
- If necessary, schedule consultation and review of course with content expert (long-standing instructor).*

Notes/Comments

eCore 5-Star Online Course Review

Three copies must be completed: one by the content expert, one by a peer, and one by eCore. All three must reach satisfactory scoring requirements (at bottom) for course to be deemed exemplary. All standards with 3 possible points MUST be met.

Course Introduction and Information

Standard	Points	Check if met	Comments
1. The course provides for an "About Instructor" page- including instructor biography, photograph, and an appropriate self-introduction which presents the instructor as approachable and engaged.	3		
2. Students are encouraged to introduce themselves to the class.	1		
3. The course provides initial exercises to enable the student to become accustomed to the course management tool (ex: send instructor an email, reply to a discussion posting, use the assessment tool).	1		
4. Minimum technology requirements and prerequisite technology skills are clearly stated.	1		
5. The course syllabus is easily located, and provides complete and clear information pertaining to ALL of the following: course objectives, grading, instructor contact information, required materials, the nature of distance learning, and honesty policies ensuring the integrity of student work.	3		

6. The course calendar is utilized for assignments, assessments, and other due dates.	3		
7. Instructions on how and where to receive technical assistance are readily visible and easy to understand.	3		
8. Information regarding other academic resources (library, tutoring, testing services, etc.) are clearly visible in the syllabus and/or linked from main course page.	3		

Learning Materials/Content

Standard	Points	Check if met	Comments
1. The course is complete (not under construction) and organized in units with topics and subtopics/lessons.	3		
2. Each course module includes clear learning objectives that display development of subject knowledge and transfer as well as critical thinking.	2		
3. Course content and materials are of sufficient breadth and depth.	2		
4. All external links are functional.	2		
5. Supplementary resources and links are available to students and are labeled as required or optional.	1		

Assessment and Evaluation

Standard	Points	Check if met	Comments
1. The course includes a formative evaluation - soliciting student feedback regarding course quality- at or prior to the mid-point of the course.	1		
2. The grading policy is clear for assignments, assessments, discussions, etc. There is at least one proctored exam. Proctored exams account for no more than 30% of the total grade.	3		
3. Performance standards, rubrics, or examples of quality assignments are provided.	2		
4. Self-check or practice tests/assignments (games, quizzes, written work) are provided to enable students to measure their own progress.	1		
5. The types of assessments are appropriate for the online learning environment and encourage academic honesty.	2		
6. Course materials and assessments are clearly related to the course learning objectives.	2		
7. Each activity and assignment is well-written; providing students with a clear understanding of what is expected and how they should submit their work.	2		

8. Activities and assignments are achievable, and minimize unnecessary or redundant "busy work."	1		
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Instructional Design & Interaction

Standard	Points	Check if met	Comments
1. The course is well-organized and easy to navigate.	3		
2. Course pages and materials are consistent in appearance and organization.	2		
3. Course materials and modules are presented in a logical progression.	3		
4. Course materials are divided into appropriate sections or chunks, with all or most sections containing assignments/exercises involving recall or application.	2		
5. Course materials appeal to multiple learning styles through the use of print, visuals, and real-life applications (when appropriate).	2		
6. Graphic elements load quickly and are legible.	2		
7. Course activities and assignments promote student-instructor interaction and student-content interaction. Student-to-student interaction is	2		

fostered when appropriate to the academic discipline.			
8. The instructor clearly states how often students are required to interact with one another and the instructor, the expected quality of such interactions, and how these interactions affect student grades.	2		
9. Course guidelines provide information as to the amount of time a student can expect a response from specific inquiries to the instructor.	2		
10. Course guidelines provide information as to when and how (email, discussion board, etc.) students will receive feedback on assignments, grades, and participation.	3		

Course Technology, Innovation and Accessibility

Standard	Possible Points	Check if met	Comments
1. Course technologies are readily and easily accessible.	3		
2. The course makes broad use of technology available within the course management system.	1		
3. The course provides links to tools required for viewing course content (Acrobat Reader, QuickTime, etc.), and includes instructions for using such tools.	2		
4. Course content is enhanced as appropriate through audio and	2		

visual materials.			
5. Audio/video clips are short.	1		
6. The courses uses appropriate formatting (font, color, etc.) to maximize readability.	2		
7. The course can adapt learning materials and activities to meet the needs of students with disabilities.	2		
8. The course provides a statement telling students how to access ADA services on their campus.	3		

Total possible points: 81

For exemplary status:

___All standards with 3 points must be achieved.

___Total score must equal 68 or greater (85%).

Adapted with permission from Department of Distance and Distributed Education (DDE), Online Learning at UWG: Five Star Rubric for Online Instruction, 2009 University of West Georgia