## Type of Review:

Instructor self-assessment– to ensure all criteria is considered when preparing the course.

Peer review: Qualified colleague provides feedback. Revisions should be made prior to Course Approval review.

Course Approval review. All NTID online courses be completed and reviewed by Linda Bryant (or trained department delegate) prior to delivering the course asynchronously online.

|  |  |
| --- | --- |
| Course Name:  |  |
| Instructor:  |  | Course shell:  |  |
| Reviewer:  |  | Review Date:  |  |

| Criteria |
| --- |
| A. Overview and Orientation  | Yes/No |  Notes |
| A1. Does the course use NTID’s recommended online course homepage template? (Can be customized.) |  |  |
| A2. Does the course use RIT/NTID Branded PPT templates? (Contact NTID Online) |  |  |
| A3. Is there a “Getting Started”, “Welcome” or Week 0 module/widget available before classes begin? (Includes the syllabus, a follow-up activity and the SIVC.) |  |  |
| A4. Is there a course overview (written or video) that introduces the instructor and describes how to navigate the course? (This can be included in “Getting Started/Week 0”.) |  |  |
| B. Course Syllabus | Yes/No | Notes |
| Does the syllabus include the following? (Refer to the NTID Online course syllabus template for examples.) |
| B1. Instructor contact information (email/zoom) |  |  |
|  B1.1 Information about virtual office hours |  |  |
| B2. Course description |  |  |
| B3. Course Goals |  |  |
| B4. Course Learning Outcomes |  |  |
| B5. Course Topics |  |  |
| B6. Course Materials |  |  |
| B7. Course schedule (Table or link) – Includes due dates |  |  |
| B8. Course grading scheme (weighted) |  |  |
| B9. Course grading scale (Example in notes) |  |  |
| B10. Expectations for students & instructor (Example in notes) |  |  |
| B11. Are social expectations for online discussions and other forms of communication stated? |  |  |
| B12. RIT Institute policies related to online courses. (Example in notes.) |  |  |
| C. Organization and Navigation | Yes/No |  Notes |
| C1. Is the instructor’s content organized logically (by topic, module, week, or category)? |  |  |
| C2. Are weekly activities posted on the homepage? (via announcements, weekly widgets or linked in the weekly schedule) |  |  |
| C3. Does the homepage include a link to Online Student Resources?  |  |  |
| C5. Are there systematically clear instructions for all learning activities and assignments? |  |   |
| D. Assessment and Feedback | Yes/No |  Notes |
| D1. Does each module/unit/topic include at least one timely, authentic formative assessment (whether graded or ungraded) that allows students to track their own learning progress? |  |   |
| D2. Does the course include timely, authentic summative assessments? |  |   |
| D3. Are rubrics provided to define assessment criteria? |  |  |
| D4. Is the gradebook accessible to students? |  |  |
| E. Communication and Interactions (see tips and examples in Resources) | Yes/No | Notes |
| E1. Does the course include a way to communicate class news and answer questions? |  |   |
| E2. Are there ample opportunities for student-to-instructor interaction? |  |  |
| E3. Are there ample opportunities for student-to-student interaction? |  |  |
| E4. Are there ample opportunities for student-to-content interaction? |  |  |
| F. Accessibility and Usability(<https://www.rit.edu/ntid/learningcenter/instructors-tutors#accessibility>)  | Yes/No |  Notes |
| F1. Are there examples of instructional materials and assignments that reflect [Universal Design for Learning principles](https://udlguidelines.cast.org/?utm_source=castsite&lutm_medium=web&utm_campaign=none&utm_content=aboutudl)?1. Do lessons provide multiple means of engagement by giving students a variety of ways to engage positively with the course, with the aim to create purposeful and motivated learners?
2. Does the information provide multiple means of representation by offering students choices how they access and process learning with the aim to create knowledgeable and resourceful learners?
3. Do activities provide multiple means of action, expression by offering way that students can demonstrate what they know in a way that works for them and helps them plan effectively with the aim to create strategic and goal-directed learners?
 |  |   |
| F2. Are all video/audio files captioned? |  |  |
| F3. Are caption transcripts also provided? |  |  |
| F4. Do images have tags and/or descriptions, with the exception of decorative images? |  |  |
| F5. Are all documents (PDF, Word, PPT) ADA compliant and accessible via screen readers? (This includes tables, graphs and math symbols.) |  |  |
| F6. Is content easy to comprehend? (applies consistent structure and appropriate readability level). |  |  |
| G. Online Accreditation Requirements | Yes/No | Notes |
| G1. Is the Student Identity Verification Checklist (SIVC) assigned in week 0 & 1? (Required for all RIT online courses) |  |  |

# Notes – for syllabus

(Syllabus template is also available from NTIDOL@rit.edu)

Technology requirements:

* + Regular and frequent access to a computer that is 0 - 5 years old, with at least 1GB of RAM
	+ Reliable high-speed internet access (broadband, cable, or fiber)
	+ An up-to-date web browser (Safari, Chrome, Internet Edge, or Firefox)
	+ Microsoft Windows (365, 10 or later) or Mac OS X
	+ Able to print documents
	+ Able to record yourself and upload video posts/assignments
	+ Additional requirements as noted in course syllabus or as specified by instructor
	+ If you have computer account, network or technology-related issues, contact the [ITS Service Desk](https://help.rit.edu/) or call (585) 475-4357 during business hours.

Grade scale

Grading will be conducted under RIT’s plus/minus system as shown below:

| Grade | A | B | C | D | F |
| --- | --- | --- | --- | --- | --- |
| letter + | -- | 87-89.9% | 77-79.9% | -- | - |
| letter | 94-100% | 84-86.9% | 74-76.9% | 60-69.9% | 0-59.9% |
| letter - | 90-93.9% | 80-83.9% | 70-73.9% | -- | -- |

Course Expectations (Example)

Instructor expectations of students (A suggested list is outlined below – modify for your course)

1. Participation (log into myCourses a minimum of 2 times each week; check RIT email daily)
2. Time commitment: This is a 3-credit fully online course. Plan 6 – 9 hours each week to learn the course material and complete assignments on time.
3. Be familiar with RIT’s [honor code](https://www.rit.edu/policies/p030), [academic integrity](https://www.rit.edu/policies/d080), [computer use](https://www.rit.edu/academicaffairs/policiesmanual/c082-code-conduct-computer-use), and [copyright](https://www.rit.edu/academicaffairs/policiesmanual/c032) policies.
4. Complete the Student Identification Verification Checklist (SIVC) by the end of the first week of class.
5. Do your own work. Students who cheat or plagiarize may receive an “F” grade on assignments and/or the course. Watch [RIT NTID’s librarian, Joan Naturale’s avoiding plagiarism video](https://infoguides.rit.edu/c.php?g=563928&p=7876151)s.
6. Submit all assignments to myCourses by the due date; late assignments are not accepted.
7. Check feedback/grades in myCourses regularly; contact the instructor clarification, if needed.
8. Contact [RIT’s Disability Services Office](http://www.rit.edu/dso) to request academic accommodations due to a secondary disability. Communicate approved academic adjustments to your instructor as early as possible to make necessary arrangements.
9. Request tutoring from the instructor and/or request [NTID tutoring services](https://www.rit.edu/ntid/nlc/tutoring).
10. Request personal, social, career and academic advising from your assigned [NTID advisor/counselor](https://www.rit.edu/ntid/caas). You can schedule an appointment with your NTID advisor/counselor using [Starfish](https://www.rit.edu/starfish/student/managing-appointments).
11. Respond to [RIT Starfish academic alerts](https://www.rit.edu/starfish/student/dashboard), if you receive one.
12. Online netiquette: Be courteous and professional when communicating in discussions, emails, chats, online meetings and group assignments. Acknowledge diverse opinions. Avoid humorous, sarcastic, insulting or aggressive language.

Student expectations of instructor (A suggested list is outlined below – modify for your course)

1. Respond to emails within 24 hours; may be longer on weekends.
2. Post grades in myCourses gradebook within 2 weeks of submission ([RIT’s grading policy](https://www.rit.edu/academicaffairs/policiesmanual/d050)).
3. Provide weekly office hours in Zoom and by appointment.
4. Report knowledge of incidents of gender-based discrimination and harassment as required by [RIT’s Title IX policy](https://www.rit.edu/academicaffairs/policiesmanual/c060).

Summary of RIT Institute Policies (related to online courses) (Example)

The NTID Office of Online Learning encourages all students to become familiar with the following Institute Policies. Open the links for specifics.

[RIT Honor Code](https://www.rit.edu/academicaffairs/policiesmanual/p030) & [RIT Academic Integrity Policy](https://www.rit.edu/academicaffairs/policiesmanual/d080) – RIT/NTID expects students to behave honestly and ethically at all times, especially when submitting coursework. Academic dishonesty will not be tolerated and will result in a grade of zero for quizzes, homework, presentations or exams. Academic dishonesty includes, but is not limited to, plagiarism, copying text from the readings, copying answers from other students, and use of outside materials on quizzes.

[Academic Accommodations for students with secondary disabilities](http://www.rit.edu/dso) – RIT is committed to providing academic adjustments for students with disabilities. Submit a request at [Disability Services Office](https://www.rit.edu/studentaffairs/disabilityservices/how-request-modifications-and-adjustments). Remember to communicate approved academic adjustments to your instructor as early as possible to make necessary arrangements.

[Title IX](https://www.rit.edu/fa/compliance/title-ix-home) – RIT is committed to providing a safe learning environment, free of discrimination and harassment. Title IX violations are taken very seriously at RIT. NTID instructors are required to report incidents of harassment and discrimination whether it is stated in person or seen in coursework. If you have a concern related to gender-based discrimination and/or harassment, contact your NTID Counselor/Advisor.

[Code of Conduct for Computer Use Policy](https://www.rit.edu/academicaffairs/policiesmanual/c082-code-conduct-computer-use): All members of the RIT community are expected to use RIT’s Information Technology Resources in a responsible and professional way. This includes, but is not limited to, protecting your computer accounts/passwords, keeping your computer’s virus protection up-to-date, and not participating in harmful and illegal activities.

[Course Copyright Policy](https://www.rit.edu/academicaffairs/policiesmanual/c032): All course materials students receive or have online access to in courses are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor’s expressed permission is not allowed (strictly prohibited). For example, uploading completed labs, homework, or other assignments to another study site constitutes a violation of this policy. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the University’s Code of Conduct, and/or liable under Federal and State laws.

[RIT Grading Policy](https://www.rit.edu/academicaffairs/policiesmanual/d050): At RIT, faculty are expected to provide grades and feedback to students for all submitted work within two weeks of the submission deadline.

Changes to the Syllabus or Other Policies:Any changes to the syllabus or policies will be posted to myCourses 24 hours prior to the change taking effect.

**Note:** This checklist builds upon the [RIT Online Course Quality Checklist](https://www.rit.edu/academicaffairs/tls/content/online-course-quality-checklist-ocqc).