

# Quality Design Checklist- Self Evaluation

If you have any questions or concerns, please send them to [elarning@uky.edu](mailto:elarning@uky.edu) and we will be happy to respond.

I. Course Syllabus	
Yes ✓	The following course settings and details are configured:
<input type="checkbox"/>	<p><b>I have uploaded the Course Syllabus to the Canvas course shell which includes required university policies.</b></p> <p>Add the current syllabus to your course.</p> <p>→ <b>Quick Tip:</b> You can add it to the <a href="#">Course Syllabus</a> tool, as a File link in your course, onto a Course Page, and any other way you would find useful.</p> <p>→ <b>Quick Tip:</b> You can go to the <a href="#">UK Senate site for Syllabus Templates</a> to download the face-to-face and online syllabi to ensure all required university policies are included in your Syllabus.</p>

II. Course Introduction	
Yes ✓	The course contains the following items:
<input type="checkbox"/>	<p><b>I have provided instructions in the Course Introduction on how to get started and where to find various course components (syllabus, course schedule, instructor contact information) within which I explain the structure of the course.</b></p> <p>Providing students with a course overview and introduction helps set the tone for the course, lets learners know what to expect, and provides other guidance to help students be successful. Inform students what is the best way to contact you, how long should they expect to receive a response, and when you have virtual office hours.</p> <p>→ <b>Quick Tip:</b> Placing the course overview and introduction on the 'Get Started' page ensures students are directed to important information when they enter the course.</p> <p>→ <b>Quick Tip:</b> For an example of a course introduction, preview the '<a href="#">Get Started</a>' page in the <a href="#">16 Week Template Canvas Course</a>. More templates can be previewed and downloaded under the 'Canvas Templates and Course Organization' section of the <a href="#">UK Teach Anywhere</a> website.</p> <p>→ <b>Quick Tip:</b> You can <a href="#">create appointment groups</a> in your Canvas calendar so that students can sign up for office hours on specific days and times.</p>
<input type="checkbox"/>	<p><b>Within the course introduction, I have provided information on academic assistance resources offered by the University and Academic Units.</b></p> <p>Review the academic assistance resources provided within the syllabus and course at the start of every semester to ensure they are up to date.</p> <p>→ <b>Quick Tip:</b> You can find student academic support resources on the <a href="#">Student and Academic Support Academic Success website</a>.</p>

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<input type="checkbox"/>	<p><b>Within the course introduction, I have provided instructions for use and technical support for each technology required to complete the course.</b></p> <p>Review your technical support resources at the start of every semester to ensure they are up to date.</p> <p>→ <b>Quick Tip:</b> You can list all applications, tools, and services you expect your students to use throughout the semester, providing them with specific support website and contact information for each.</p> <p>→ <b>Quick Tip:</b> Check out <a href="#">Technology Help</a> to learn more about technical assistance available to students and to access student resource guides for several University supported technologies.</p>
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## III. Learning Objectives

Yes ✓	The course supports accessible content by ensuring:
<input type="checkbox"/>	<p><b>I have included Learning Objectives in the syllabus and/or elsewhere in the course and describe outcomes that are measurable and observable.</b></p> <p>Review your learning objectives to make sure they contain action verbs that are measurable. Learning objectives avoid words like know, understand, and learn as these actions are not observable or measurable.</p> <p>→ <b>Quick Tip:</b> For examples of measurable and observable action verbs, visit <a href="#">Revised Bloom's Taxonomy of Action Verbs</a> in the <a href="#">Summer Asynchronous Training</a> course.</p>
<input type="checkbox"/>	<p><b>I have reviewed the course assessments and course content to ensure that they support the course learning objectives.</b></p> <p>Review your course to ensure your assessments and content relate directly to the learning objectives. Doing this is vital to ensure that students have access to all pertinent instruction to help them succeed in the course. This confirmation also makes sure that students are not inundated with unnecessary information or activities.</p> <p>→ <b>Quick Tip:</b> Look at <a href="#">Aligning Assessments</a> in the <a href="#">Summer Asynchronous Training</a> course for more information about how you can ensure assessments and content support the learning objectives in your course.</p>
<input type="checkbox"/>	<p><b>I have ensured that the course content, activities, and assessments use the appropriate scaffolding to support the course learning objectives.</b></p> <p>Evaluate your course to ensure that all assignments, content, and learning activities are broken down into steps and provide content and activities to help students achieve the learning outcome.</p> <p>→ <b>Quick Tip:</b> Draw from your students' prior knowledge and build up on existing skill sets. Starting at this point ensures student success and helps students reach deeper levels of learning.</p> <p>→ <b>Quick Tip:</b> Build in "check-points" where you check for learning and adjust teaching to accommodate learning needs.</p> <p>→ <b>Quick Tip:</b> Ensure that learning activities align with objectives, and prepare students for the next learning experience in your course or the next course in their program.</p>

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## IV. Organization

Yes ✓	The course supports accessible content by ensuring:
<input type="checkbox"/>	<p><b>I have organized the course by weekly or topical modules, and I have reviewed it to ensure that it has a consistent design.</b></p> <p>Check the visibility of individual items and Modules as a whole and set-up any desired <a href="#">prerequisites</a>. Review your course content from <a href="#">Student View</a> to experience your course from a student perspective.</p> <p>→ <b>Quick Tip:</b> To learn more about consistent design throughout the pages of your modules, preview the <a href="#">16 Week Template Canvas Course</a>. More templates can be previewed and downloaded under the 'Canvas Templates and Course Organization' section of the <a href="#">UK Teach Anywhere</a> website.</p> <p>→ <b>Quick Tip:</b> Student View allows you to review your modules and adds a test student to Grades. After participating in Student View, enter your Gradebook as a teacher to view any Test Student entries. * <b>Note:</b> Some third-party tools may not have student view functionality.</p>

## V. Grading & Assessment

Yes ✓	The following instructor-focused settings and details are configured:
<input type="checkbox"/>	<p><b>I have written the course grading policy to be stated clearly at the beginning of the course and/or in the syllabus.</b></p> <p>Review your grading policy to ensure that it shows the letter, percentages, and point grades (preferably within a table or matrix). If the course covers both undergrad and graduate work, two individual grading policies (one for each group) needs to be provided.</p> <p>→ <b>Quick Tip:</b> Visit <a href="#">UK Senate Course Syllabi</a> to learn more about the required grading components of a syllabus.</p>
<input type="checkbox"/>	<p><b>I have clearly stated the plan for providing feedback on graded assignments.</b></p> <p>Review your plan for providing feedback on graded assignments. This plan can be an all-encompassing statement on how you plan to keep the students up-to-date concerning course performance.</p> <p>→ <b>Quick Tip:</b> View <a href="#">Grading and Evaluating Policies</a> in the <a href="#">Teach Anywhere with Canvas, Zoom, and Yuja</a> course to learn more about constructing a feedback statement.</p>
<input type="checkbox"/>	<p><b>I have provided (or plan to provide) feedback that has helped (will help) my learners to understand their strengths and weaknesses relative to the course's goals and objectives.</b></p> <p>Ensuring students receive feedback to their assessment submissions is vital to their success in the course. Consider the use of rubrics and checklists to help guide feedback, in addition to freeform comments.</p> <p>→ <b>Quick Tip:</b> For Canvas Quizzes/Exams, consider providing feedback text with your questions so that students can better understand why (or why not) an answer was correct.</p> <p>→ <b>Quick Tip:</b> Utilize the <a href="#">Canvas SpeedGrader</a> to evaluate individual and group assignments quickly. For file submissions, you can use a variety of annotation tools to provide feedback within the document.</p>

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## VI. Course Delivery

Yes ✓

The following instructor-focused settings and details are configured:



**I have established clear expectations about communication, including preferred contact methods and protocols.**

Review expectations about communication. These expectations can include both student-instructor, and student-student protocols such as netiquette (how students are expected to behave in the online learning environment), professional behavior (specific to the field of study), awareness of bias and selective perception, or other protocols required by you, the University, College, Department, or another governing body).

→ **Quick Tip:** For help setting boundaries and expectations with students, you can facilitate the [creation of community guidelines or ground rules](#) to foster an inclusive and open environment.

→ **Quick Tip:** Visit [Communication Tools](#) in the [Summer Asynchronous Training](#) course to learn how to maximize communication expectations with your students in Canvas.



**I have set the tone for an active, supportive, and inclusive learning environment.**

Review the syllabus and course to ensure that the content, assessment, and language used within reflect a tone that acknowledges and is respectful of the diversity and experiences of all students. Make sure to interrupt and address any negative language, hate speech, or microaggressions that may arise.

→ **Quick Tip:** You can remind students often that you are available if they need to voice concerns or ask questions.

→ **Quick Tip:** You can include a Diversity Statement ([link to sample statements](#)) as well as a list of Student Support Services; this demonstrates a commitment to fostering an inclusive classroom.

→ **Quick Tip:** Visit [Social Justice Resources](#) to learn how to challenge yourself and others when it comes to bias in the classroom and beyond.

## VII. Student Engagement

Yes ✓

The following student engagement guidelines have been followed:



**I have created course content and activities that provide opportunities for student-to-content interaction.**

Engaging with course content can take on many modes (multimodal), such as text, embedded images ('still' media such as slides, photos, figures, illustrations, digital imagery, etc.), video, audio, quizzes, discussion boards and case studies or a combination of all the above.

→ **Quick Tip:** You can learn more about engaging with students on [UK Online's Engagement](#) web page.

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<input type="checkbox"/>	<p><b>I have created course content and activities that provide opportunities for student-to-student interaction.</b></p> <p>Course activities can inhabit many forms, such as practice, group or team-based learning, debates, discussions, conversations, presentations, behavior modeling, games, quizzes, collaborations, polls, and surveys, and can occur both synchronously and asynchronously. In either case, instructions should be present in the course and syllabus to provide expectations and outcomes to learners. Learner-Learner Interactions or Student-to-Student Interactions are present when the content or activity implies the need for such interactions (action verbs such as discussion, debate, role-play, collaboration, and others are used).</p> <p>→ <b>Quick Tip:</b> You can learn more about how to foster student-to-student interaction on <a href="#">UK Online's Student-to-Student Interaction Online</a> web page.</p>
<input type="checkbox"/>	<p><b>I have created course content and activities that provide opportunities for instructor-to-student interaction.</b></p> <p>Instructor-to-student Interactions encompass all contact from instructor to the whole class, groups of students, or individual students. This contact can be in the form of an announcement, lecture, email, or synchronous session such as office hours.</p> <p>→ <b>Quick Tip:</b> You can learn more about why <a href="#">Keeping up Communication</a> is important in online courses, found in the <a href="#">Summer Asynchronous Training</a> course, which is available to all faculty.</p>

## VIII. Accessibility & Usability

Yes ✓	The course supports accessible content by ensuring:
<input type="checkbox"/>	<p><b>I have captioned videos.</b></p> <p>Review provided captions and/or transcripts that allow students an alternative way of accessing auditory information.</p> <p>→ <b>Quick Tip:</b> You can edit the captioning of videos uploaded to Yuja using the instructions found within the <a href="#">Editing Captions Yuja Help Document</a>.</p>
<input type="checkbox"/>	<p><b>I have added an alternative text (alt-text) description to all images.</b></p> <p>Review Alt-text that allows students an alternative way of accessing visual information. This is not only useful to all students but is needed by assistive technology to convey visual content.</p> <p>→ <b>Quick Tip:</b> Read more about tips and best practices on writing alternative text on <a href="#">WebAIM</a>.</p>

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<input type="checkbox"/>	<p><b>I have reviewed the course to ensure that there is a significant color contrast between the text and the background (e.g., very dark text on very light backgrounds).</b></p> <p>Check your Course Pages to ensure they have significant contrast (e.g., very dark text on very light backgrounds) which helps make information easy to read.</p> <p>→ <b>Quick Tip:</b> DesignTools has a built-in <a href="#">contrast checker</a> that will tell you if you are in compliance with the above standards.</p> <p>→ <b>Quick Tip:</b> To learn more about how to check for color contrast, check out the <a href="#">Canvas-ability: Designing Accessible Content in Canvas</a> video (this also covers information about Headers and Hyperlinks).</p>
<input type="checkbox"/>	<p><b>When providing documents, I have reviewed them to ensure that they use headers to designate page structure for organization and ease of reading.</b></p> <p>Check headings to ensure that they provide structure to content pages and help students navigate content in a logical and organized manner. Headers are also used by assistive technology as a way to translate page content to students.</p> <p>→ <b>Quick Tip:</b> You can learn more about providing structural cues within Word Documents and other text-based learning materials by reviewing <a href="#">Text Documents</a> content within the <a href="#">Accessibility Fundamentals in Canvas</a> course.</p> <p>→ <b>Quick Tip:</b> You can also <a href="#">add text headings</a> to your Modules.</p>
<input type="checkbox"/>	<p><b>I have created all links as descriptive text rather than actual web addresses.</b></p> <p>Check hyperlinks text to ensure that they incorporate the hyperlink destination/purpose and includes words and phrases to provide context for assistive technology.</p> <p>→ <b>Quick Tip:</b> Avoid using raw URLs, e.g., <a href="https://www.canvaslms.com">https://www.canvaslms.com</a>.</p>