

Category 3	Baseline	Effective	Exemplary
<b>Instructional Design &amp; Delivery</b>	<p>A. Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content.</p>	<p>A. Course offers some opportunities for interaction and communication student to student, student to instructor and student to content.</p>	<p>A. Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content.</p>
	<p>B. Course goals are not clearly defined and do not align to learning objectives.</p>	<p>B. Course goals are defined but may not align to learning objectives.</p>	<p>B. Course goals are clearly defined and aligned to learning objectives.</p>
	<p>C. Learning objectives are vague or incomplete and learning activities are absent or unclear.</p>	<p>C. Learning objectives are identified and learning activities are implied.</p>	<p>C. Learning objectives are identified and learning activities are clearly integrated.</p>
	<p>D. Course provides few visual, textual, kinesthetic and/or auditory activities to enhance student learning.</p>	<p>D. Course provides some visual, textual, kinesthetic and/or auditory activities to enhance student learning.</p>	<p>D. Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning.</p>
	<p>E. Course provides limited or no activities to help students develop critical thinking and/or problem-solving skills.</p>	<p>E. Course provides some activities to help students develop critical thinking and/or problem-solving skills.</p>	<p>E. Course provides multiple activities that help students develop critical thinking and problem-solving skills.</p>

## Category 4

### Assessment & Evaluation of Student Learning

#### Baseline

- A. Course has limited activities to assess student readiness for course content and mode of delivery.
- B. Learning objectives, instructional and assessment activities are not closely aligned.
- C. Assessment strategies are used to measure content knowledge, attitudes and skills.
- D. Opportunities for students to receive feedback about their own performance are infrequent and sporadic.
- E. Students' self-assessments and/or peer feedback opportunities are limited or do not exist.

#### Effective

- A. Course has some activities to assess student readiness for course content and mode of delivery.
- B. Learning objectives, instructional and assessment activities are somewhat aligned.
- C. Ongoing strategies are used to measure content knowledge, attitudes and skills.
- D. Opportunities for students to receive feedback about their own performance are provided.
- E. Students' self-assessments and/or peer feedback opportunities exist.

#### Exemplary

- A. Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.
- B. Learning objectives, instructional and assessment activities are closely aligned.
- C. Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills.
- D. Regular feedback about student performance is provided in a timely manner throughout the course.
- E. Students' self-assessments and peer feedback opportunities exist throughout the course.

## Category 5

### Innovative Teaching with Technology

#### Baseline

- A. Course uses limited technology tools to facilitate communication and learning.
- B. New teaching methods are applied to enhance student learning.
- C. Multimedia elements and/or learning objects are limited or non-existent.
- D. Course uses Internet access and engages students in the learning process.

#### Effective

- A. Course uses some technology tools to facilitate communication and learning.
- B. New teaching methods are applied to innovatively enhance student learning.
- C. Multimedia elements and/or learning objects are used and are relevant to student learning.
- D. Course optimizes Internet access and effectively engages students in the learning process.

#### Exemplary

- A. Course uses a variety of technology tools to appropriately facilitate communication and learning.
- B. New teaching methods are applied and innovatively enhance student learning, and interactively engage students.
- C. A variety of multimedia elements and/or learning objects are used and are relevant to student learning throughout the course.
- D. Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course.