



## eSAIL – Essential Elements Scorecard for Online Courses

Boxes in grey are elements that are in the “good to have” category.

Element	Present and meets good practices Score: 3	Somewhat present. Needs work (30 minutes of work) Score: 2	Needs major improvement (Needs an hour + of work) Score: 1	Absent Score: 0
<b>Structure</b>				
Course includes Welcome, contact information for instructor, department and Getting Started content, with links to campus policies on plagiarism, ADA and getting help.				
Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.				
An orientation or overview is provided for the course overall, as well as in each module. A clear schedule is provided with due dates and times for all activities. Navigation is clearly setup for learners.				
Course provides access to learner success resources including a printable and accessible syllabus (technical help, orientation, tutoring). Requisite skills for using technology tools (websites, software, and hardware).				
<b>Content</b>				
A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together with self-evident titles).				



Element	Present and meets good practices  Score: 3	Somewhat present. Needs work (30 minutes of work)  Score: 2	Needs major improvement (Needs an hour + of work)  Score: 1	Absent  Score: 0
Course content has been chunked appropriately and information is divided into manageable sections. Workload is balanced as much as possible across the time period of the course.				
Instructions are provided and well written.				
Course is free of grammatical and spelling errors. <b>(optional)</b>				
Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the entire course. <b>(optional)</b>				
Any slides or documents follow a consistent layout and format follow good practices in text density and content. <b>(optional)</b>				
<b>Media (if using)</b>				
Video Quality: Effective focus techniques Angles that enhance Captivating eyes/gestures Framing that enhances Lighting that enhances Motion that enhances Background that enhances				
Audio Quality has consistent volume, consistent EQ. Enunciation / Pacing that enhances learning Pristine clean sound				
<b>Engagement</b>				
Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.				



Element	Present and meets good practices  Score: 3	Somewhat present. Needs work (30 minutes of work)  Score: 2	Needs major improvement (Needs an hour + of work)  Score: 1	Absent  Score: 0
Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.				
Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. ( <b>optional</b> )				
<b>Accessibility</b>				
Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.				
A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).				
Text, graphics, and images are understandable when viewed without color.				
<b>Interaction</b>				
There is a plan to establish and maintain instructor presence and instructor-student interaction (expectations for timely and regular feedback on assessments are clearly outlined). One hour or more as appropriate for class size interaction per week is included.				
Course offers opportunities for learner to learner interaction and constructive collaboration with activities intended to build community.				



Element	Present and meets good practices  Score: 3	Somewhat present. Needs work (30 minutes of work)  Score: 2	Needs major improvement (Needs an hour + of work)  Score: 1	Absent  Score: 0
Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).				
<b>Assessment</b>				
Course grading policies are clearly outlined in syllabus and repeated in all assessment elements.				
Course includes frequent and appropriate methods (formative and summative) to assess learners' mastery of content.				
Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).				
Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).				
Major assignments are clearly aligned to course learning objectives and have intermediate steps built in to show progress and earn points				

Score of 60+ on fundamental elements = Excellent

Score of 54+ on fundamental elements = Good

Score of 44+ on fundamental elements = Average

Score of 40 and below is undesirable and course design should be reconsidered

## Documentation of Instructional Time – Planning Table

The university requires courses taught in online and hybrid formats to show credit hour equivalency to face-to-face courses

This planning table is NOT a requirements checklist. This is to provide a frame work for faculty teaching online as options they might use in their courses to meet the instructional time requirements. If any element is not present in your course, it may be marked with zero hours.

<b>Direct Faculty Instruction = &gt; 45 hours. 2,250 minutes</b>	<b>Estimated Minutes per Occurrence</b>	<b>Occurrences</b>	<b>Total Minutes per Type</b>
Read and understand Lecture videos, tutorial videos			
Read and understand faculty produced text or materials			
Read and respond to Discussion posts, blogs, journals			
Read and understand class announcements			
Guided small group activities			
Quizzes			
Exams			
Recitations, review sessions, live chat, case discussions			
Giving and watching student presentations with feedback			
Virtual labs			
Instructor guided activity			
Instructor-driven, self-guided activity			
Other			
<b>TOTAL Direct Faculty Instruction</b>			

<b>Other Activities = 90 hours approx. 4,500 minutes</b>	<b>Estimated Minutes per Occurrence</b>	<b>Occurrences</b>	<b>Total Minutes per Type</b>
Planning and building projects and presentations			
Assignments such as designing, coding, or writing a paper			
Laboratory work, studio work			
Research assignments			
Internships, practical, field work, independent study			
Attending cultural events, oral presentations, seminars			
Service Learning or civic engagement			
Attending individual or group conferences			
<b>TOTAL Other Academic Activities approx. 4,500 minutes</b>			
<b>TOTAL Direct Instruction PLUS Other = &gt; 6,650 minutes</b>			