



| Category | Subcategories | Standard | Effective <i>In addition to the Standard guidelines:</i> | Exemplary <i>In addition to the Effective guidelines:</i> |
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| Course Entry (Course entry point or the first screen students see when accessing an online course for the first time) | 1. Course and Instructor Information | <input type="checkbox"/> Course and instructor information are provided and include details such as course title, section, instructor's name, contact information. | <input type="checkbox"/> Course information includes a short description of the course. <input type="checkbox"/> List of technical requirements and expected skills is provided. <input type="checkbox"/> Explanation is provided on course delivery methods, informing students how to proceed in the course. | <input type="checkbox"/> Text format (font, style, and size) and position of the information on the page make it the center of attention. <input type="checkbox"/> Instructor's information includes virtual office hours including specifics on when and how a student can contact the instructor for asynchronous and/or synchronous meetings. <input type="checkbox"/> Web links are provided for any necessary technical downloads. |
| | 2. Instructor's Welcome Message | <input type="checkbox"/> Welcome message is provided introducing students to the course and instructor. | <input type="checkbox"/> Message is transformed into an engaging format (i.e. PPT, graphic, wiki, animation, etc.). <input type="checkbox"/> Message includes a picture and/or audio of instructor. <input type="checkbox"/> Message is brief (2-3 min.). | <input type="checkbox"/> Message is in video format. <input type="checkbox"/> Message includes an instructor biography and appropriate self-introduction which presents instructor as approachable and engaged. |
| | 3. Syllabus* (We recognize some of this information may be provided through other means and doesn't need to be duplicated in the syllabus.) | <input type="checkbox"/> Syllabus is linked on course entry page and is easily accessed. <input type="checkbox"/> Syllabus is clear and direct in verbiage. <input type="checkbox"/> Syllabus includes policies listed in TTU's Operating Policy 32.06 . | <input type="checkbox"/> Syllabus additionally includes: -Statement informing students from other institutions that they are bound by TTU policies in this course. -Prerequisites for the course. -Course and Institutional Policies (adapted for online delivery). -Clear expectations for the time students will be required to invest in the class through studying, student interaction, logging into the LMS, etc. | <input type="checkbox"/> Syllabus additionally includes: -Statement addressing netiquette. -Communication plan for when and how students can expect the instructor to communicate with them as well as a time-frame for responses to questions. -Computer Emergency Plan which instructs students on how to prepare for when their computer crashes and an assignment is due. |
| | 4. Learner/ Student Support | <input type="checkbox"/> Link is provided to TTU Blackboard Student support: http://www.depts.ttu.edu/elearning/blackboard/student/ | <input type="checkbox"/> Instructions are provided that explain how TTU's academic support services and resources foster a successful learning experience. | <input type="checkbox"/> Introductory activities are provided for students to practice the tools to be used in the course. <input type="checkbox"/> LMS technical support and TLPDC's Student Services and Resources |



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| | | <input type="checkbox"/> Link is provided to TTU IT Services for Students: http://www.ttu.edu/it4students/ <input type="checkbox"/> Link is provided for student access to the TTU Current Students services and resources webpage: https://www.ttu.edu/current-students/ | | webpage are visible from any page in the LMS. |
| Instructional Design (Methodologies used for course delivery) | 5. Module/Unit/Lesson Objectives | <input type="checkbox"/> Objectives are defined at the beginning of each module. <input type="checkbox"/> Objectives are easily located and clearly stated. | <input type="checkbox"/> Objectives are written from students' perspective. <input type="checkbox"/> Objectives are measureable. <input type="checkbox"/> Module objectives align with course objectives and are appropriate for course level. | <input type="checkbox"/> Objectives are referenced in each module. <input type="checkbox"/> Objectives incorporate higher order thinking skills. |
| | 6. Content/Instructional Material (Material should support student learning) | <input type="checkbox"/> Content and curriculum contribute to and align with course objectives. <input type="checkbox"/> Introductory or explanatory statements are provided for all content. <input type="checkbox"/> Content and curriculum are complete as possible with the understanding that content may evolve throughout the semester. | <input type="checkbox"/> Purpose of content and how it relates to the objectives is explained. <input type="checkbox"/> Optional and/or supplemental content is clearly labeled and differentiated from required content. <input type="checkbox"/> Supporting material is appropriate to the course level and challenges students to achieve objectives. | <input type="checkbox"/> Varied content or media are used to address different learning styles (kinesthetic, visual, textual, and/or auditory). <input type="checkbox"/> Students are provided with opportunities to be actively engaged. <input type="checkbox"/> Modules have assignments or activities involving higher order thinking. |
| | 7. Inclusive Learning Environment | <input type="checkbox"/> Content is designed to be inclusive and accommodate people with a broad range of abilities, disabilities, and other characteristics (i.e. age, reading abilities, learning styles, languages, cultures, etc.). | <input type="checkbox"/> Instructional statements, supporting material, case examples, and course content are neutral and free of stereotypes. | <input type="checkbox"/> Instructions are provided for universal application. |
| | 8. Organization | <input type="checkbox"/> Navigation is clear. <input type="checkbox"/> Course content is logically organized. <input type="checkbox"/> Links are clearly defined and relevant to their destination. | <input type="checkbox"/> Icons are purposefully and consistently used. <input type="checkbox"/> Quizzes, exams, discussions, etc. are appropriately identified and referred to in a consistent manner throughout the course. | <input type="checkbox"/> Essential information (syllabi, assignments, etc.) is accessible from the homepage within 1-3 clicks. |
| | 9. Deadlines | <input type="checkbox"/> Expectations are clearly stated. <input type="checkbox"/> Calendar, syllabus, and other | <input type="checkbox"/> Schedule and/or calendar are easily accessible. <input type="checkbox"/> Dates are posted on quizzes, | <input type="checkbox"/> Modules give further instructions of subsequent tasks. |



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| | | information used in past semesters are updated with current dates and policies. | exams, discussions, etc. | |
| | 10. Technology (LMS, software, simulations, apps, wikis, blogs, etc.) | <input type="checkbox"/> Technology is easily accessible to students. <input type="checkbox"/> Technology supports course and module objectives. | <input type="checkbox"/> Technology is current and performs well | <input type="checkbox"/> Support resources are provided for any technology used. |
| | 11. Web Design (best practices for displaying content) | <input type="checkbox"/> Links are fully functional. <input type="checkbox"/> Graphics and animations are purposeful and effective (i.e. depict ideas, theories, concepts, and are not merely for decoration or space holding). | <input type="checkbox"/> Text formatting is purposeful and effective in providing structure for content (font, color, style, etc.). <input type="checkbox"/> Graphics and animations load quickly and are of high quality. <input type="checkbox"/> Links to external websites open in new windows. | <input type="checkbox"/> Aesthetic design (background, images, etc.) present information clearly. |
| Evaluation/ Assessment (Course Evaluation, Activities, Assignments, and/or Exams used to assess student's progress) | 12. Student Feedback | <input type="checkbox"/> Students are given an opportunity to provide feedback on the course through discussion boards or other informal formats. | <input type="checkbox"/> Course includes a formal opportunity for students to provide feedback regarding course quality at the end of the course. <input type="checkbox"/> Feedback is designed to be anonymous. | <input type="checkbox"/> Course includes an opportunity for students to provide mid-course feedback regarding course quality. |
| | 13. Student Assessment | <input type="checkbox"/> Instructions for assignments are explicit and clear. <input type="checkbox"/> Assessment methods encourage academic integrity. | <input type="checkbox"/> Multiple opportunities are available for students to assess their own progress. <input type="checkbox"/> Assessment methods are appropriate for online delivery. | <input type="checkbox"/> Assessments encourage critical thinking. |
| | 14. Grading | <input type="checkbox"/> Turn-around time for grading is addressed. | <input type="checkbox"/> Grading expectations and percentages are well defined and outlined. | <input type="checkbox"/> Evaluation criteria are provided and clearly described for all assignments, activities, or assessments. |
| | 15. Alignment of assessments with module and course objectives. | <input type="checkbox"/> Assessments measure the stated course and module objectives. | <input type="checkbox"/> Assessments align with the stated objectives. | <input type="checkbox"/> Various types of assessments are used to provide alignment between content and course objectives. |
| Interaction, Engagement and Communication | 16. Student interaction with: content, instructor, and | <input type="checkbox"/> Students are asked to complete course activities and assignments. (Student-Content Interaction) | <input type="checkbox"/> Students are provided with a venue to ask questions regarding the course as a whole. (Student-Instructor-Student Interaction) | <input type="checkbox"/> Instructions provide guidance on strategies for collaboration and problem solving with peers. (Student-Student Interaction) |



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| (Methodologies used for communication) | other students. | <input type="checkbox"/> Student activities encourage interaction between students. (Student-Student Interaction) <input type="checkbox"/> Students are encouraged to contact the instructor via multiple types of communication. (Student-Instructor Interaction) | <input type="checkbox"/> Students are provided with an opportunity to engage with others. (Student-Student Interaction) <input type="checkbox"/> Opportunities for instructor-student interaction are provided. (Instructor-Student Interaction) | <input type="checkbox"/> Discussion topics require student cooperation and participation. (Student-Student Interaction) <input type="checkbox"/> Supplemental content provides additional opportunities for exploration, research, discussion, etc. (Student-Content Interaction) |
| Accessibility | 17. All files | <input type="checkbox"/> Documents and files are provided in an easily accessible and scanned documents are scanned using optical character recognition (OCR). | <input type="checkbox"/> Guidance is provided on how to obtain further accommodations for files that are somehow inaccessible. <input type="checkbox"/> Large files are identified so that students are able to anticipate extended download time. | <input type="checkbox"/> Larger presentations are broken up into multiple files. <input type="checkbox"/> Alternative file formats are provided for files and software that are not accessible to all students. |
| | 18. Graphics, Video, and Technology | <input type="checkbox"/> Graphics and images contain alt tags where appropriate, enabling a screen reader to audibly describe the image to students with a visual impairment. <input type="checkbox"/> Video, audio, and animations are transcribed. | <input type="checkbox"/> REQUIRED AS OF FALL OF 2014: Videos have synchronized captions. <input type="checkbox"/> Information overload is addressed and visual distractions are kept to a minimum. | <input type="checkbox"/> Alternative options are provided for any content that is not universally accessible. |
| | 19. Color | <input type="checkbox"/> Color is not exclusively used to emphasize a point or identify an item. | <input type="checkbox"/> Color variations are kept to a minimum (3 max.) | <input type="checkbox"/> Contrast is considered for colored text on colored backgrounds. |
| Copyright | 20. General | <input type="checkbox"/> Credit is given to authors of published or copyrighted material. | <input type="checkbox"/> Copyright statements are found throughout the course and inform students that materials supplied are protected by copyright laws and not to be re-distributed. <input type="checkbox"/> Materials in the course have not been obtained from e-Reserves. | <input type="checkbox"/> Written permission for all published materials (including those that fall under Fair Use) is provided. <input type="checkbox"/> Local copies of copyrighted material do not exist in the course. <input type="checkbox"/> Published materials are linked to the course via links directing the student to a host website or database which has proper copyright permission to post the material online. |
| | 21. Video | <input type="checkbox"/> Video clips and not full-length movies are used. | <input type="checkbox"/> Online videos (i.e., YouTube) are embedded or linked rather than downloaded into the LMS. | <input type="checkbox"/> Full-length video/movies have official letters granting permission to be viewed online. |



TEXAS TECH UNIVERSITY

Office of the Provost: Division of Undergraduate Education & Student Affairs

Teaching, Learning & Professional Development Center™

Glossary

LMS: Learning Management System (i.e. Blackboard, Moodle, e-Learning, etc.)

ID: Instructional Design

References

[5-Star Online Course Review](#) University of West Georgia: Distance & Distributed Education

[Blackboard Exemplary Course Program Rubric](#) Blackboard (2012)

[QOCI Rubric & Checklist](#) University of Illinois: Illinois Online Network

[Quality Checklist](#) Northern Arizona University: e-Learning Center

[Quality Matters Rubric Standards 2011-2013 edition](#) MarylandOnline, Inc. (2011)

[Rubric for Online Instruction](#), California State University, Chico (2003)

[Rubric for Statements of Teaching Philosophy](#) developed by Matt Kaplan, Chris O'Neal, Debbie Meizlish, Rosario Carillo, and Diana Kardia
(2005)