



Category	Subcategories	Standard	<b>Effective</b> <i>In addition to the Standard guidelines:</i>	<b>Exemplary</b> <i>In addition to the Effective guidelines:</i>
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 <a href="#">TTU's Operating Policy 32.06</a> .	<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"/> Links are provided for students to access support when they need it in areas such as LMS Tutorials and LMS technical support.	<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



		<ul style="list-style-type: none"> <li><input type="checkbox"/> Link is provided for students to access technical support from TTU's IT Help Central</li> <li><input type="checkbox"/> Link to the TLPDC's Student Resources webpage is provided.</li> </ul>		webpage are visible from any page in the LMS.
<p>Instructional Design</p> <p>(Methodologies used for course delivery)</p>	5. Module/Unit/Lesson Objectives	<ul style="list-style-type: none"> <li><input type="checkbox"/> Objectives are defined at the beginning of each module.</li> <li><input type="checkbox"/> Objectives are easily located and clearly stated.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Objectives are written from students' perspective.</li> <li><input type="checkbox"/> Objectives are measurable.</li> <li><input type="checkbox"/> Module objectives align with course objectives and are appropriate for course level.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Objectives are referenced in each module.</li> <li><input type="checkbox"/> Objectives incorporate higher order thinking skills.</li> </ul>
	6. Content/ Instructional Material (Material should support student learning)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Content and curriculum contribute to and align with course objectives.</li> <li><input type="checkbox"/> Introductory or explanatory statements are provided for all content.</li> <li><input type="checkbox"/> Content and curriculum are complete as possible with the understanding that content may evolve throughout the semester.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose of content and how it relates to the objectives is explained.</li> <li><input type="checkbox"/> Optional and/or supplemental content is clearly labeled and differentiated from required content.</li> <li><input type="checkbox"/> Supporting material is appropriate to the course level and challenges students to achieve objectives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Varied content or media are used to address different learning styles (kinesthetic, visual, textual, and/or auditory).</li> <li><input type="checkbox"/> Students are provided with opportunities to be actively engaged.</li> <li><input type="checkbox"/> Modules have assignments or activities involving higher order thinking.</li> </ul>
	7. Inclusive Learning Environment	<ul style="list-style-type: none"> <li><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.).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional statements, supporting material, case examples, and course content are neutral and free of stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructions are provided for universal application.</li> </ul>
	8. Organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> Navigation is clear.</li> <li><input type="checkbox"/> Course content is logically organized.</li> <li><input type="checkbox"/> Links are clearly defined and relevant to their destination.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Icons are purposefully and consistently used.</li> <li><input type="checkbox"/> Quizzes, exams, discussions, etc. are appropriately identified and referred to in a consistent manner throughout the course.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Essential information (syllabi, assignments, etc.) is accessible from the homepage within 1-3 clicks.</li> </ul>
	9. Deadlines	<ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations are clearly stated.</li> <li><input type="checkbox"/> Calendar, syllabus, and other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule and/or calendar are easily accessible.</li> <li><input type="checkbox"/> Dates are posted on quizzes,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modules give further instructions of subsequent tasks.</li> </ul>



		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)



(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"/> Videos have synchronized Closed Captioning. <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)