Category	Subcategories	Standard	**Effective** *In addition to the Standard guidelines:*	**Exemplary** *In addition to the Effective guidelines:*
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	☐ Course and instructor information are provided and include details such as course title, section, instructor's name, contact information.	☐ Course information includes a short description of the course. ☐ List of technical requirements and expected skills is provided. ☐ Explanation is provided on course delivery methods, informing students how to proceed in the course.	☐ Text format (font, style, and size) and position of the information on the page make it the center of attention. ☐ 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. ☐ Web links are provided for any necessary technical downloads.
	2. Instructor's Welcome Message	☐ Welcome message is provided introducing students to the course and instructor.	☐ Message is transformed into an engaging format (i.e. PPT, graphic, wiki, animation, etc.). ☐ Message includes a picture and/or audio of instructor. ☐ Message is brief (2-3 min.).	☐ Message is in video format. ☐ 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.)	☐ Syllabus is linked on course entry page and is easily accessed. ☐ Syllabus is clear and direct in verbiage. ☐ Syllabus includes policies listed in TTU's Operating Policy 32.06.	☐ 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.	☐ 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	☐ Links are provided for students to access support when they need it in areas such as LMS Tutorials and LMS technical support.	☐ Instructions are provided that explain how TTU's academic support services and resources foster a successful learning experience.	☐ Introductory activities are provided for students to practice the tools to be used in the course. ☐ LMS technical support and TLPDC's Student Services and Resources

		☐ Link is provided for students to access technical support from TTU's IT Help Central ☐ Link to the TLPDC's Student Resources webpage is provided.		webpage are visible from any page in the LMS.
Instructional Design (Methodologies used for course delivery)	5. Module/Unit/ Lesson Objectives	☐ Objectives are defined at the beginning of each module. ☐ Objectives are easily located and clearly stated.	☐ Objectives are written from students' perspective. ☐ Objectives are measureable. ☐ Module objectives align with course objectives and are appropriate for course level.	☐ Objectives are referenced in each module. ☐ Objectives incorporate higher order thinking skills.
	6. Content/ Instructional Material (Material should support student learning)	☐ Content and curriculum contribute to and align with course objectives. ☐ Introductory or explanatory statements are provided for all content. ☐ Content and curriculum are complete as possible with the understanding that content may evolve throughout the semester.	☐ Purpose of content and how it relates to the objectives is explained. ☐ Optional and/or supplemental content is clearly labeled and differentiated from required content. ☐ Supporting material is appropriate to the course level and challenges students to achieve objectives.	☐ Varied content or media are used to address different learning styles (kinesthetic, visual, textual, and/or auditory). ☐ Students are provided with opportunities to be actively engaged. ☐ Modules have assignments or activities involving higher order thinking.
	7. Inclusive Learning Environment	☐ 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.).	☐ Instructional statements, supporting material, case examples, and course content are neutral and free of stereotypes.	☐ Instructions are provided for universal application.
	8. Organization	☐ Navigation is clear. ☐ Course content is logically organized. ☐ Links are clearly defined and relevant to their destination.	☐ Icons are purposefully and consistently used. ☐ Quizzes, exams, discussions, etc. are appropriately identified and referred to in a consistent manner throughout the course.	☐ Essential information (syllabi, assignments, etc.) is accessible from the homepage within 1-3 clicks.
	9. Deadlines	☐ Expectations are clearly stated. ☐ Calendar, syllabus, and other	☐ Schedule and/or calendar are easily accessible. ☐ Dates are posted on quizzes,	☐ 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.)	☐ Technology is easily accessible to students. ☐ Technology supports course and module objectives.	☐ Technology is current and performs well	☐ Support resources are provided for any technology used.
	11. Web Design (best practices for displaying content)	☐ Links are fully functional. ☐ Graphics and animations are purposeful and effective (i.e. depict ideas, theories, concepts, and are not merely for decoration or space holding).	☐ Text formatting is purposeful and effective in providing structure for content (font, color, style, etc.). ☐ Graphics and animations load quickly and are of high quality. ☐ Links to external websites open in new windows.	☐ 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	☐ Students are given an opportunity to provide feedback on the course through discussion boards or other informal formats.	☐ Course includes a formal opportunity for students to provide feedback regarding course quality at the end of the course. ☐ Feedback is designed to be anonymous.	☐ Course includes an opportunity for students to provide mid-course feedback regarding course quality.
	13. Student Assessment	☐ Instructions for assignments are explicit and clear. ☐ Assessment methods encourage academic integrity.	☐ Multiple opportunities are available for students to assess their own progress. ☐ Assessment methods are appropriate for online delivery.	☐ Assessments encourage critical thinking.
	14. Grading	☐ Turn-around time for grading is addressed.	☐ Grading expectations and percentages are well defined and outlined.	☐ Evaluation criteria are provided and clearly described for all assignments, activities, or assessments.
	15. Alignment of assessments with module and course objectives.	☐ Assessments measure the stated course and module objectives.	☐ Assessments align with the stated objectives.	☐ 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	☐ Students are asked to complete course activities and assignments. (Student-Content Interaction)	☐ Students are provided with a venue to ask questions regarding the course as a whole. (Student-Instructor-Student Interaction)	☐ Instructions provide guidance on strategies for collaboration and problem solving with peers. (Student-Student Interaction)

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

Glossary

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

ID: Instructional Design

References

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