1.0 Instructional Design		Exemplary	Acceptable	Needs Revision	N/A
Categories	Criteria	3	2	1	0
Instructional and Audience Analysis	1. Prerequisites are described.	Prerequisites are clearly listed in multiple areas within the course and give examples of why they are needed.	Prerequisites are clearly listed within the syllabus.	Prerequisites are incomplete or are poorly organized within course.	No prerequisites are listed to evaluate at this time.
	2. Technology requirements are listed.	Technology requirements are clearly listed in multiple areas within the course and give examples of usage.	Technology requirements are clearly listed in syllabus.	Technology requirements are incomplete or are poorly organized within the course.	No technology requirements are listed to evaluate at this time.
Course Goals/Objectives	3. Goals and objectives are available to student.	Goals and objectives are given for the course and for each unit within the course.	Goals and objectives are listed for the course within the syllabus.	Goals and objectives are vague or are not consistently listed throughout the course.	No goals or objectives are listed to evaluate.
Instructional Activities	4. Activities support achievement of goals and objectives.	All activities are clearly related to the achievements of goals and objectives.	Activities appear to support the achievement of goals and objectives.	Activities do not appear to be related to the achievement of goals and objectives.	No activities are listed to evaluate.
	5. Content and activities are sequenced logically to support achievement of goals.	All content and activities are sequenced logically to support achievement of goals and goals are individually defined throughout course.	Content and activities are sequenced logically to support the achievement of goals.	Content and activities are not logically sequenced to support the achievement of goals.	No activities are listed to evaluate.
Evaluation	6. Evaluation measures student progress toward the stated course goals and objectives.	Evaluations of student progress are given consistently throughout the course and clearly state the goals and objectives for each.	Evaluation measures student progress toward stated goals and objectives.	Student evaluation does not measure student progress.	No evaluations are listed.
Teaching Strategies	7. Teaching strategies are used to assist learners progress toward goals and objectives.	Teaching strategies are clearly defined throughout the course and assist the learners progress towards the goals and objectives.	Teaching strategies appear to assist learners progress towards goals and objectives.	Teaching strategy is vague or unclear or does not effectively assist learners progress toward goals and objectives.	No teaching strategy is defined.

2.0 Interaction and Feedback		Exemplary	Acceptable	Needs Revision	N/A
Categories	**Criteria**	3	2	1	0
Interaction and Collaboration Among Learners	8. Email, discussion board, groups or virtual classroom used to increase student interaction.	Regular interaction among students is facilitated by the use of multiple communication tools.	Communication tools are used to increase student interaction.	Little student interaction is designed or interaction needs consistency or clarification.	No interaction or collaboration among learners defined to evaluate.
	9. Designed course activities increase and encourage student interaction.	All course activities require regular interaction and collaboration among students.	Some course activities encourage student interaction.	Course activities do not encourage student interaction.	No activities are listed.
Interaction Between Learners and Instructor	10. Email, discussion board, or virtual classroom used to facilitate student/instructor interaction.	Multiple communication tools are incorporated consistently and throughout the course to facilitate student/instructor interaction.	Some communication tools are incorporated and facilitate student/instructor interaction.	Minimal use of communication tools present OR the use of communication tools does not facilitate student/instructor interaction.	No communication tools are used to evaluate.
	11. Use of communication tools provides adequate support to students.	Multiple communication tools are incorporated to provide several flexible options for students to seek instructor support.	Some communication tools are incorporated to provide adequate support to students.	Minimal use of communication tools present OR instructor support and communication is not clearly defined.	No communication tools are used to evaluate.
	12. Instructor uses communication tools to keep students on target.	Multiple communications tools are incorporated consistently throughout course to keep students on target.	Some communication tools are incorporated to keep students on target.	Minimal use of communication tools present and are not consistently used to keep students on target.	No communication tools are used to evaluate.
Interaction Between Learners and Instructional Materials	13. Instructional materials are easily accessible.	Instructional materials are offered in multiple formats allowing maximum flexibility for student access.	Most instructional materials are easily accessible.	Instructional materials either require too many technical steps to access OR are nested too deeply within folders OR require excessive scrolling to access comfortably.	No instructional materials are present to evaluate.
	14. Clear instructions accompany course materials.	Clear instructions on when and how students should interact with the material is present on all documents and folders.	Some form of instruction accompanies all course materials.	Instructions accompany some documents, but not all OR instructions are vague and add no real instructional value to students.	No instructions accompany materials.
	15. Materials are logically organized.	Materials are organized logically and in sync with the syllabus and supplemental materials, outside of required materials, are clearly marked and organized accordingly.	Materials are logically organized.	Materials are present but not organized logically OR organization is overly complicated or cluttered.	No materials to evaluate.

	16. Instructional materials are ADA compliant or suitable alternatives are provided.	The syllabus contains an ADA statement, all audio, video and imagery includes captions or transcripts and all documents are supplied in alternative web-accessible formats.	The syllabus contains an ADA statement and all audio, video and imagery includes captions or transcripts.	The syllabus contains a statement regarding ADA.	No ADA compliance or statement thereto are evident.
Feedback Systems	17. A plan for instructor feedback and the timing of that feedback is clearly communicated to learner.	Multiple options for instructor feedback is repeatedly stated throughout the course content and allows for maximum flexibility for the student.	A plan for instructor feedback and the timing of feedback is communicated to the learner.	The plan for instructor feedback is unclear or inconsistently represented in the course.	No instructor feedback plan is stated.
Pace of Learning and Procrastination	18. Course pace follows schedule set by instructor.	Course schedule and pace are listed in the syllabus and pace is defined on assignment and assessment level as well.	Course schedule is listed in the syllabus and course pace is described.	Course schedule is listed in syllabus but no indication or example of pace is defined.	No pace or schedule is listed to evaluate.
Asynchronous/ Synchronous Electronic Communication	19. Tools are used to effectively facilitate communication.	Communication tools are used effectively to facilitate communication at take maximum advantage of time independent and real time communication modes.	Communication tools are used to effectively facilitate communication.	Communication tools are implemented in an ineffective manner.	No communication tools are used to facilitate communication.
	20. Participation expectations are communicated to learner.	Participation expectations are communicated to the learner in the syllabus and throughout the course materials.	Participation expectations are communicated to learner within the syllabus.	Participation expectations are vague or are not consistent.	No participation expectations are defined.
Online Student Assessment and Grade Reporting	21. Assessments measure progress toward goals and objectives.	Assessments are consistently given throughout the course to measure progress towards goals and objectives and feedback is given consistently to students.	Some assessments are given to measure progress toward goals and objectives.	Assessments are given but are not tied to specified goals or objectives.	No assessments are given to evaluate.
	22. Grade reporting is confidential and secure.	All grades are posted consistently using the Gradebook and a stated method of communication exists for students to discuss grades with instructor.	Grades are posted consistently using Gradebook.	Grades are posted using some other method besides Gradebook or grades are not consistently posted.	Gradebook not used.

3.0 Instructional Media		Exemplary	Acceptable	Needs Revision	N/A
Categories	**Criteria**	3	2	1	0
Information Presentation	23. Information is organized to facilitate information processing and reading.	Course content is clearly organized. Content presentations, reading assignments, and assessment activities are presented in a logical manner.	Course content is clear. Presentations, reading materials, and assessment activities could be more logically organized.	Content presentations, reading assignments, assessment activities are spread out throughout the course and are not logically linked.	Not enough course content available to evaluate this item.
	24. Course content is clear and documents are logically linked.	Course content is clearly presented to students in each learning unit. Presentations incorporate various media other than text. Supporting material are readily available and logically linked to the content.	Course content is clear. Content, reading materials, and assessment activities could be more logically organized.	Course content is unclear. Documents are present but not logically linked to supporting materials.	Not enough course content available to evaluate this item.
	25. Course content anticipates slow dial-up Internet connections.	Alternative options are available and posted in Blackboard for all content with large files.	No alternative options posted. Alternative options are available by request.	Large files present in course. No alternative present or mentioned by faculty member.	Not enough course content available to evaluate this item OR content is presented as text only and would not be a problem for slow dial-up connections.
	26. Alternative methods for information presentation are available for students with disabilities.	Accessibility accommodations mentioned in syllabus. Students may request alternative presentation formats. Presentations currently posted in more than one format.	Accessibility accommodations mentioned in syllabus. Students may request alternative presentation formats.	No notice of accessibility accommodations posted in course.	Not enough course content available to evaluate this item OR content is presented as text only.
	27. All textual information should be formatted in an easy to read manner and should not include unnecessary spaces, line breaks or hard to read upper case lettering.	All textual information is formatted exceptionally well for reading on screen and is uploaded into the course in a consistent and easy to read manner.	Textual information if formatted adequately.	Textual information needs better formatting OR text is presented in all upper case making the information hard to read.	No textual information is present to evaluate.
	28. Document and folder descriptions should be used consistently and clearly	Document and folder descriptions are used in an exceptionally clear manner and aid in information exchange and navigation.	Document and folder descriptions are used in an appropriate manner.	Document descriptions have been used inappropriately to display large text documents, OR folder descriptions are used incorrectly.	No document or folder descriptions are present to evaluate.

Interface Design	29. Navigation elements are clear and consistent and provide a clear sense of direction.	Buttons, folders and files are logically organized. Faculty member provides student with orientation to course in announcement area.	Buttons, folders and files organized. No message from faculty regarding course orientation.	Buttons, folders and file structure is confusing. It would be frustrating for a student to use this course. There is no message from faculty about course orientation.	Not enough course content available to evaluate this item.
	30. Graphics are used for information processing or navigation design.	Graphics present in lecture presentations to help demonstrate a concept or illustrate a point. Graphics support content presentation. Graphics are high quality and are formatted for the Web.	Graphic elements present in lecture presentations but are unrelated to content.	All graphics are unrelated to the course content or navigation. OR Poor quality graphics or unnecessarily large graphics present (not formatted for Web).	No graphics are present in this course.
	31. Only buttons and tools that are used are enabled in the course.	No unused buttons or tools enabled.	1 - 2 unused buttons or tools enabled.	More than 2 unused buttons or tools enabled.	There is not enough content available to evaluate this item.
	32. The use of color and textured buttons should be used sparingly as a backdrop to the information, not to overpower the information.	Color and button texture is used throughout course in a consistent manner and enhances information presentation and navigation.	Color or button textures are used in an appropriate way and do not interfere with information presentation.	Loud colors or textured buttons overpower information presentation.	Color is not used.
Multimedia Elements	33. Multimedia elements assist in information processing and meet instructional objectives.	Multimedia elements present in the course are logically linked to course content presentations and assignments. Text transcripts of the audio are available in the course for students to review.	Multimedia elements present in the course are linked to the course content but no text alternative is available.	Multimedia elements appear to be unrelated to course content. OR - Multimedia elements present are difficult to access, plug-ins required but not specified by instructor.	No multimedia elements present in course.
	34. Audio reinforces content and is not the primary delivery method.	Audio present in the course is logically linked to course content presentations and assignments. Text transcripts of the audio are available in the course for students to review.	Audio present in the course is linked to the course content but no text transcripts are available.	Audio present in the courses does not appear to be linked to content presentation or assignments.	No audio is included in this course.
	35. Animation assists in visualizing information and does not distract the user.	Animation elements are directly related to content presentation.	Animation elements are not directly related to course content but are not distracting.	Animation is distracting and is unrelated to the course content.	No animation elements are present in this course.

36. Video reinforces content and is accessible to low end computers.	Video is directly related to content and is part of a course activity. High and low bandwidth versions are posted.	Video is directly related to course content but does not appear to be tied to any course activity or assessment. High and low bandwidth versions are posted.	Video does not appear to be directly linked to course content, activities or assessment. High bandwidth version only.	No video is present in this course.

4.0 Course Management		Exemplary	Acceptable	Needs Revision	N/A
Categories	**Criteria**	3	2	1	0
Time Requirements	37. Time requirements to develop and deliver an online course have been examined and resources allocated.	An ample amount of time has been taken to develop this course and the time to deliver this course effectively has been very well planned.	An adequate amount of time has been allocated to develop and deliver this course effectively.	More time is needed to develop this online course OR the course will require an excessive amount of time to deliver effectively as designed.	Not enough time has been allocated to develop or deliver this online course.
	38. Content and experience has been examined and maximum enrollment defined.	Course is limited to a maximum enrollment determined by the instructor.	Content and experience has been examined and determined to be suitable for an effective course and maximum enrollment is inline with experience.	Content or experience will make the effective delivery of this course extremely difficult OR the maximum enrollment is far too high to be effective.	No maximum enrollment set for course OR the content or experience is inadequate to deliver an effective online course.
	39. Instructor communication empowers students to be responsible for their own learning.	Faculty provide continual guidance, timelines and direction in messages, announcements and posted items.	Communication is limited to periodic reminders to complete a task.	There appears to be very little communication from the instructor to the student. Content is simply posted in folders for students to review.	There is not enough information available to evaluate this item.
	40. Information on support and assistance for Blackboard is available within the course.	Orientation to the course is available with instructions for obtaining support and assistance. Information also included in course syllabus.	Information is available in the course syllabus.	No information about support and assistance for Blackboard is available in the course.	There is not enough information available to evaluate this item.
Tracking and Evaluating Student Progress	41. Student learning is tracked consistently throughout the duration of the online course.	Formative assessment is present in each learning unit. Faculty member will clearly be able to determine student's progress toward goals and objectives using one or more of the following (quizzes, exams, assignments, communication tools, surveys).	Student learning can be tracked periodically during the course from course assessments.	Tracking student learning will only be possible through 4 or less assessments. No other method of tracking evident in course.	It is difficult to determine how student learning will be tracked in this course.

	42. Evaluation activities are appropriate for fully online instruction.	Evaluation activities are appropriate for fully online instruction and maximize the flexibility that online instruction affords.	Evaluation activities are appropriate for fully online instruction.	Evaluation activities are included but do not translate well to a fully online environment.	No evaluation activities are available to evaluate.
Providing Adequate Feedback	43. The instructor responds to email and discussion forums in a timely manner.	The instructor has a clear plan for feedback and response time. The information is posted in the syllabus and with each Discussion Board or activity.	The course is utilizing Discussion Boards and Email. Policies are posted for response time and feedback in the syllabus only.	There appears to be very little communication from the instructor to the student And no response time for feedback is stated.	There is not enough information available to evaluate this item.
Managing Asynchronous/Synchronous Electronic Communication	44. The instructor states how and by when feedback will be given and how the student is to participate.	The instructor has a clear plan for feedback and response time. The information is posted in the syllabus and with each Discussion Board. The instructor has set expectations for response time and feedback and communication tool etiquette.	Policies are posted for response time feedback and student participation in the syllabus only.	There is no policy or statement on how and by when feedback will be given, OR there is no definition for student participation even though communication tools are present in course.	There is not enough information available to evaluate this item.
	45. The protocol for student interaction when using virtual classroom is clearly stated.	The protocol is clearly stated and is presented to the student with the instructions to use the virtual classroom (how & when). The policy is also clearly stated in the syllabus.	There is a protocol listed in the syllabus, or within a specific module or assignment, for student interaction when using the virtual classroom.	There is no protocol stated for student interaction in the virtual classroom, even though the virtual classroom tool is enabled.	The virtual classroom will not be utilized in this course.
Promoting Online Learning Community	46. The instructor utilizes communication and group work tools.	The instructor has incorporated the Discussion Board (and/or Virtual Classroom) as an integral part of the course. Groups are assigned with well developed roles & responsibilities that reinforce goals and objectives.	The instructor has created Discussion Boards for student use but is not requiring it as part of the course (i.e. - not a part of any specific module) OR groups are defined but have vague goals and objectives or instructions.	No communication or group tools are utilized in this course.	There is not enough information available to evaluate this item.

47. Effort is made to enhance communication between students as well as with the instructor.	The instructor has incorporated the Discussion Board (and/or Virtual Classroom) as an integral part of the course. The instructor will be using these tools with every module and requiring student participation.	The instructor has created Discussion Boards for student use but is not requiring it as part of the course (i.e. - not a part of any specific module).	No communication or group tools are utilized in this course, OR communication and group tools are inadequately or inconsistently implemented.	There is not enough information available to evaluate this item.