



INTRODUCTION

The goal of this project is to help colleges and universities improve the accountability of their online courses. The main objectives of this project are:

- to create a useful evaluation tool (rubric) that can help faculty develop quality online courses;
- to identify "best practices" in online courses; and
- to be able to recognize faculty, programs, and institutions that are creating quality online courses.

RUBRIC

This rubric can be printed and used manually, or you can rate and add comments to each section directly inside the PDF. For the purpose of this rubric, please use the following scale:

- Non-Existent - Not Present, but should be, based on course design and content, or present, but not appropriate for this course.
- Developing - Some evidence of this criterion, but it needs to be presented more clearly or better developed.
- Meets - Evidence of this criterion is clear and is appropriate for this course. More could possibly be added.
- Exceeds - Evidence of this criterion is clear, appropriate for this course, and demonstrates best practices in a manner that models its use.
- N/A - Not applicable based on course design and content.

Points:

Non-Existent - 0 Points

Developing - 1 Point

Meets - 2 Points

Exceeds - 3 Points

N/A - Not Counted

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Course Information

Use this space to provide general information about the course being evaluated.

INTRODUCTION

Course Title:

Instructor:

Description:

TARGET AUDIENCE

Institution:

Department:

REVIEWER

Name:

Review Date:



I. Instructional Design

Instructional Design refers to the analysis of learning needs and the systemic approach of developing an online course in a manner that facilitates the transfer of knowledge and skills to the learner through the use of a variety of instructional methods, which relate to multiple learning styles, strategies, and preferences.

A. STRUCTURE

1. Sequence

Content is sequenced and structured in a manner which enables learners to achieve the stated goals.

Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

2. Chunking

Information is "chunked" or grouped to help students learn the content.

Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

3. Purpose

Purpose of learning activities is clearly presented.

Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

B. LEARNING GOALS/ OBJECTIVES/OUTCOMES

<p>1. Course Goals & Objectives</p>	<p>Course Goals and Objectives/Outcomes are present and explicitly stated to the learner.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>2. Module Objectives</p>	<p>Module Objectives / Outcomes are clearly presented to the learner and are aligned with the larger course objectives.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>C. COURSE INFORMATION</p>	
<p>1. Description</p>	<p>A course description is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>2. Instructor Information</p>	<p>Instructor information is available to student with contact, biographical, and availability information, and picture.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

<p>3. Instructional Materials</p>	<p>Students are provided with a list of supplies such as textbooks and other instructional materials needed for the course.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>4. Credit Hours</p>	<p>Course provides information regarding number of Credit Hours earned for successful completion.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>5. Content</p>	<p>A clear, concise list of modules and activities that will be completed within each of the course modules/chapters/topics is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>6. Grading Policy</p>	<p>Grading policy is provided, including grading scale and weights.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>7. Calendar</p>	<p>Calendar of due dates and other events is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

<p>8. Technical Competencies</p>	<p>A list of technical competencies necessary for course completion is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>9. Technical Requirements</p>	<p>A list of technical requirements such as connection speed, hardware, and software is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>D. INSTRUCTIONAL STRATEGIES</p>	
<p>1. Multimodal Instruction</p>	<p>A variety of instructional delivery methods, accommodating multiple learning styles, are available throughout the course.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>2. Knowledge Demonstration</p>	<p>A variety of ways for learners to demonstrate knowledge is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

3. Ice Breaker	<p>At the beginning of the course, students and the instructor are provided with an opportunity to introduce themselves to each other as a way of encouraging synergy within the course.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
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4. Presentation	<p>The selected tool for each activity is appropriate for effective delivery of the content.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
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E. ACADEMIC INTEGRITY

1. Course Development	<p>Course abides by copyright and fair use laws.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
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2. Code of Conduct	<p>A Code of Conduct, including netiquette standards and academic integrity expectations, is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
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F. USE OF MULTIMEDIA

<p>1. Audio</p>	<p>Audio files have a specific purpose that does not distract from course goals and objectives.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>2. Video</p>	<p>Video files have a specific purpose that does not distract from course goals and objectives.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

ADDITIONAL COMMENTS REGARDING INSTRUCTIONAL DESIGN

[Comments]

 <p>Communication, Interaction, & Collaboration</p>	<p>II. Communication, Interaction, & Collaboration Communication, Interaction, and Collaboration addresses how the course design, assignments, and technology effectively encourage exchanges amongst the instructor, students, and content.</p>
A. ACTIVITIES AND OPPORTUNITIES	
<p>1. Student-Student</p>	<p>Learning activities and other opportunities are developed to foster Student-Student communication and/or collaboration.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>2. Student-Instructor</p>	<p>Learning activities and other opportunities are developed to foster Student-Instructor communication and/or collaboration.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>3. Student-Content</p>	<p>Learning activities and other opportunities are developed to foster Student-Content interaction.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

B. ORGANIZATION AND MANAGEMENT

1. Types	<p>Course offers separate forums for Community, Course Questions, and Content.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
2. Organization	<p>Discussions are organized in clearly defined forums and/or threads.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
3. Access	<p>Access is available to individuals and groups based upon discussion's purpose, such as private conversations between student and instructor, group work, and class interactions.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
4. Role	<p>The instructor's role in discussion activities is clearly defined.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

C. GROUP WORK

1. Task

A statement of the group's overall task is provided, with clear and concise outcomes that are appropriate, reasonable, and achievable.

Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

2. Formation

Rules for forming groups and assigning roles within each are clearly stated.

Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

3. Management

Benchmarks and expectations of group participation are clearly stated.

Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

4. Delivery

A statement of how, when, and where the final product will be delivered is provided.

Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

ADDITIONAL COMMENTS REGARDING COMMUNICATION, INTERACTION, AND COLLABORATION

[Comments]

**Student Evaluation
&
Assessment**

III. Student Evaluation and Assessment

Student Evaluation and Assessment refers to the process your institution uses to determine student achievement and quality of work, including the assigning of grades.

A. GOALS AND OBJECTIVES

1. Aligned

Assessment and evaluation are aligned with learning objectives.

Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

2. Communicated

Assessment and evaluation goals are clearly communicated.

Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

B. STRATEGIES

1. Method

Assessments and evaluations use multiple methods, such as quizzes, tests, discussion, essay, projects, and surveys.

Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

2. Frequency

Assessments and evaluations are conducted on an ongoing basis throughout the course.

Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

<p>3. Tools</p>	<p>Assessment and evaluation tools are appropriate for measuring stated outcomes.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>4. Readiness</p>	<p>A tool/reporting mechanism is provided to help determine student's readiness for course.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>5. Academic Integrity</p>	<p>Assessments and evaluations are designed and administered to uphold academic integrity.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>C. GRADES</p>	
<p>1. Rubric</p>	<p>Explicit rubric, rationale, and/or characteristics are provided for each graded assignment.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

2. FERPA	<p>Defined course procedures for reporting grade information complies with FERPA and institutional regulations on reporting grade information to students.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
3. Grading Scale	<p>A grading scale that defines letter grades and/or weights, if applicable, is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
4. Penalties	<p>Penalties assessed to grades, if applicable, are provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
5. Participation	<p>Student participation is defined, and a mechanism for measuring quality and quantity is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

6. Extra Credit	<p>A statement describing whether or not Extra Credit is available is provided, and any extra credit assignments are described in detail, including where, when, and how any extra credit will be administered and submitted.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
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D. FEEDBACK

1. When	<p>A statement explaining when students should receive feedback is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
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2. What	<p>A statement explaining what type of feedback students will receive is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
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3. How	<p>A statement explaining how feedback will be given is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
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E. MANAGEMENT

<p>1. Time</p>	<p>A statement of the time allocated for each assessment is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>2. Deadline</p>	<p>A deadline for each activity is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>3. Availability</p>	<p>A date/time when each assessment will be available is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>4. Retake</p>	<p>A statement indicating whether or not the assessment can be retaken is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>5. Delivery Method</p>	<p>A description of the assessment delivery method is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

6. Submit

Instructions for completion and submission are provided.


Comments:

Non-Existent Developing Meets Exceeds
N/A

[Comments]

ADDITIONAL COMMENTS REGARDING STUDENT EVALUATION AND ASSESSMENT

[Comments]

	<p>IV. Learner Support & Resources Learner Support and Resources refers to program, academic, and/or technical resources available to learners.</p>
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A. INSTITUTIONAL/PROGRAM SUPPORT AND RESOURCES


<p>1. Policies</p>	<p>Links to institutional/program information and/or policies and procedures are provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>2. CMS Support</p>	<p>Links to tutorials and other CMS Support sites are provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>3. Technical Support</p>	<p>Links, E-mail Addresses, and/or phone numbers for technical support are provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>4. ADA Support</p>	<p>Statement of ADA Compliance and procedure for requesting special services is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

B. ACADEMIC SUPPORT AND RESOURCES

1. Glossary	<p>A glossary of terms is available.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
2. Orientation	<p>Opportunities for program and course orientation are provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
3. Resources	<p>A list of academic resources with links to the institution's library, tutoring center, counseling services, and other resources is provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
4. Gradebook	<p>A gradebook is available for checking progress.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

ADDITIONAL COMMENTS REGARDING LEARNER SUPPORT AND RESOURCES

[Comments]

	<p>V. Web Design Web Design refers to the use of Web pages, graphics, multimedia, and accessibility standards in the web pages of a course which are under the course developer's control.</p>
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A. LAYOUT/DESIGN

<p>1. Scrolling</p>	<p>Scrolling is minimized or facilitated with anchors.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>2. Consistency</p>	<p>Consistent layout design orients users throughout the site.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>3. Fonts</p>	<p>Font type, size, and color are readable and consistent throughout the site.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>4. Pop-up Windows</p>	<p>Use of Pop-up windows (windows with specific information, no scroll bars, and no menus) is appropriate.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

<p>5. Frames</p>	<p>Windows open in appropriate frames that do not confuse users. The use of additional frames, other than those within the CMS, is avoided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>B. USE OF MULTIMEDIA</p>	
<p>1. Technical Requirements</p>	<p>Audio/Video hardware requirements do not extend beyond the basic sound cards, speakers, and video players unless appropriately needed to meet course goals and objectives.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>2. Audio Standards</p>	<p>Audio files meet minimum standards in the following areas:</p> <ul style="list-style-type: none"> - Audio quality is clear. - Audio file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths. - Audio file length is adequate to meet the goals of the activity without adding unnecessary information. - Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in. <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

<p>3. Video Standards</p>	<p>Video files meet minimum standards in the following areas:</p> <ul style="list-style-type: none"> - Video quality is clear. - Video file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths. - Video file length is adequate to meet the goals of the activity without adding unnecessary information. - Video player required is compatible with multiple operating systems and requires only a standard, free plug-in. <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
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C. USE OF IMAGES

<p>1. Image Quality</p>	<p>Images are clear</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
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<p>2. Image File Size</p>	<p>Image files are optimized for efficient loading.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
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<p>3. Animation of Images</p>	<p>Use of animated GIFs is limited to only those that contribute to the learning experience or support the course content.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>D. LINKS/NAVIGATION</p>	
<p>1. Consistency</p>	<p>Navigation aids are located in the same location; graphics used as links are consistent.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>2. Hyperlink Identity</p>	<p>Navigation cues are present, clearly identifiable, offered in text and graphic formats, and are obvious links based on visual cues such as color, underlining, and text directives (e.g., Start here).</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>3. Hyperlink Function</p>	<p>Course has no broken links.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

4. Hyperlink Target

Hyperlinks open in appropriate windows or frames.

Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

E. ACCESSIBILITY

1. Section 508(B)

Course design indicates a conscious effort to comply with or exceed Level 1 of Accessibility standards.

- A text equivalent for every non-text element is provided (e.g. Alt Text, Transcripts, etc.)
- Captioning options is available for audio portions of multimedia presentations.
- Redundant text links are provided for links embedded on server-side image maps.
- Information conveyed with color is also available without color.
- When a Web page requires that an applet, plug-in, or other application be present on the client system to interpret page content, the page provides a link to the needed plug-in or applet.
- When a timed response is required, the user is alerted and given time to indicate that more time is required.
- Row and column headers are identified in data tables.


Comments:

Non-Existent Developing Meets Exceeds N/A

[Comments]

ADDITIONAL COMMENTS REGARDING WEB DESIGN

[Comments]

	<p>VI. Course Evaluation Course Evaluation refers to the processes and mechanisms used to elicit feedback from learners for the purpose of course improvement.</p>
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A. LAYOUT/DESIGN

<p>1. Physical Course</p>	<p>Opportunities for learner feedback throughout the course on issues surrounding the course's physical structure (e.g. spelling mistakes, navigation, dead links, etc.) are provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>2. Instruction</p>	<p>Opportunities for learners to offer feedback to instructor on instructional strategies are provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>
<p>3. Content</p>	<p>Opportunities for learners to offer feedback on course content are provided.</p> <p>Comments: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Developing <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> N/A</p> <p>[Comments]</p>

ADDITIONAL COMMENTS REGARDING COURSE EVALUATION

[Comments]

Evaluation

Use this space to calculate a quantitative final score for this course.

Category	Possible	Earned	Percent
Instructional Design	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication, Interaction, and Collaboration	<input type="text"/>	<input type="text"/>	<input type="text"/>
Student Evaluation and Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Learner Support and Resources	<input type="text"/>	<input type="text"/>	<input type="text"/>
Web Design	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Evaluation	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>

NOTES

[Notes]