



Online Education

Guideline and Policy Handbook

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Overview

Northwestern Oklahoma State University recognizes the value of online education in advancing its mission to “provide quality educational and cultural opportunities to learners with diverse needs.” The university is committed to providing high quality online education and promoting teaching excellence.

This Online Education Guidelines and Policies handbook is issued by the Office of the Director of Online Services under the supervision of the Office of Academic Affairs. The information contained in this document is intended to inform the faculty and students about guidelines, policies, and procedures for online courses and programs at Northwestern.

The responsibility and authority for adherence to the policies included in this handbook reside with the Office of Academic Affairs. That responsibility may be shared with deans, department/division chairs, and the Director of Online Services, as appropriate.

Should you have any questions, please contact the Director of Online Services:

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Definition of Online Education

The Oklahoma State Regents for Higher Education (OSRHE) define online delivery as “teaching and learning that occurs in an online environment through the use of the internet or other computer-mediated format.” Any course that utilizes online delivery for more than 50% of its teaching and learning activities will be subject to the policies contained in this handbook.

State Authorization

Northwestern Oklahoma State University participates in the State Authorization Reciprocity Agreement (SARA). SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. The purpose of SARA is to make it less challenging for students to take online courses and programs offered by postsecondary institutions based in another state.

At this time, only California is not a SARA member state. If you reside in California and are interested in taking an online course at Northwestern, please contact the Director of Online Services.

Academic and Student Services

Students enrolled in online courses and programs have access to services comparable to those provided for students in on-campus courses and programs. These services include academic advising, accessibility services, library, registrar, financial aid, bookstore, counseling, career services, and technical support. Please contact the Director of Online Services if you have questions about services offered to online students.

Faculty Guidelines and Policies

Online Education Committee

The Online Education Committee is made up of members of the faculty, staff, and administration, as chosen by the Vice President for Academic Affairs. Every effort will be made to include faculty representation from both the School of Arts and Sciences and the School of Professional Studies.

The Online Education Committee is tasked with reviewing and approving new and existing online courses, as well as recommending changes and updates to Northwestern's online education policies and procedures.

Online Course Proposal and Approval Process

A member of faculty who wishes to propose a new online course should complete the online course proposal form ([Appendix A](#)). This completed form, along with the course syllabus, should then be sent to the department/division chairperson for approval. After department/division approval, the form should be sent for approval by the Dean of Faculty and Vice President for Academic Affairs. After approval has been granted from all required administrators, the proposal form will be sent to the Director of Online Services, who will create a Blackboard shell for the member of faculty to build the online course.

Faculty are responsible for the design and development of quality online courses. All online courses are required to provide academic rigor and quality consistent with on-campus courses. Faculty developing an online course at Northwestern for the first time are required to complete an online course development workshop.

After the course completion deadline, the Director of Online Services will present the new online course to the Online Education Committee for review. The Online Education Committee has adopted the "Online Course Review Rubric" ([Appendix B](#)) to measure the quality of Northwestern's online courses. This rubric will be used by the committee when considering online courses for approval. If the course is approved for online delivery, the course may be added to the course schedule for the semester indicated on the course proposal form. If the course is not approved, the Online Education Committee may, at its discretion, offer feedback to the course developer and review the course again at a later time.

Once a course is approved, the course will remain substantially the same unless it is resubmitted to the committee. Decisions concerning changes requiring resubmission will be made by the Vice President for Academic Affairs.

Faculty developing an online course will be compensated per credit hour based on rank. The current online course development pay rates can be found in the [faculty handbook](#). Faculty will receive their compensation immediately following the initial semester the course is offered. The course developer must still be employed by Northwestern Oklahoma State University through the initial semester the course is offered to be eligible to receive compensation for developing the course.

Course Development Deadlines

The deadlines associated with online course proposal and development are set by the Office of Academic Affairs. These deadlines can be found in the “Dates for Schedule and Program Modification Information” document disseminated each academic year. There will be no extension to these deadlines without the approval of the Vice President for Academic Affairs.

Online Course Review Cycle

Members of the Online Education Committee will be assigned to review approximately 20% of the university’s online courses each academic year. This will result in each online course being reviewed on a regular 5-year cycle. The current [online course review rubric](#) will be used to conduct these reviews. The Director of Online Services will compile the results of these reviews and forward this information to the Dean of Faculty. The Online Education Committee and members of the administration reserve the right to adjust this schedule or initiate a review of any online course at any time.

Copyright

It is the policy of Northwestern Oklahoma State University to abide by all intellectual property laws, including federal copyright laws. Faculty members are required to understand and adhere to these laws, as well as NWOSU copyright policies, which are consistent with federal regulations.

Online Course Accessibility

Federal regulations require that “electronic information must be equally accessible to individuals with and without disabilities.” As a public institution, we are required to meet federal accessibility standards in our online courses. When building an online course, any material that could potentially pose an issue for a student with a disability needs to be altered to accommodate full access. Northwestern instructors are responsible for ensuring that their courses are in compliance with federal accessibility laws.

Online course developers and instructors are required to utilize the Ally accessibility software that is integrated with Blackboard. This can help identify areas of an online course that need remediation. Contact the Director of Online Services if you need training in use of the Ally tool.

It is the responsibility of the instructor to confirm the accessibility of any material, including that provided by a third party, before using it in an online course.

Northwestern uses Blackboard as its Learning Management System. More information about Blackboard’s accessibility can be found here:

<https://help.blackboard.com/Accessibility>

Information on Attendance

According to the Federal Student Aid Handbook, acceptable indications of attendance in an online course may include the following:

- Completion of an initial assignment regarding academic policies, introduction discussion board posting, or graded assignment
- Submitting an academic assignment
- Completing an exam, an interactive tutorial, or a computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters

- Initiating contact with a faculty member to ask a question about the academic subject studied in the course

Per the Federal Student Aid Handbook, “in a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student.” Essentially, a student must be required to do more than just “log in” to be documented as having attended an online course.

We encourage all online instructors to have at least one academic-related activity each week. This will give students an opportunity to demonstrate attendance on a weekly basis and will allow for clear documentation of a student’s last date of attendance. Policies established in the [faculty](#) and [student handbooks](#) regarding attendance requirements govern all courses, including online courses.

Identity Verification Requirement

Ensuring academic honesty in an online environment is vital to the integrity of our online classes and programs at Northwestern Oklahoma State University. Accordingly, at least one exam that constitutes a significant percentage of the course grade (a major exam such as a mid-term or final) in every online class offered by Northwestern must be proctored. The instructor may choose to require that more than one exam be proctored. **This policy does NOT require, nor may an instructor require, that students come to a campus.** Proctoring must be done using the following approved methods:

- The faculty member should always present the students with the option of using an approved online proctoring service (i.e. Respondus Monitor, Remote Proctor Now, Examity) as an alternative to coming to campus. The student is responsible for any fee.
- The faculty member may choose to proctor his/her own exam.
- The faculty member may coordinate with the ITV office to set aside a block or blocks of time during which students may schedule to have their exam proctored at the Alva, Enid, or Woodward campus. This must be done following the ITV Test Proctoring Schedule and in accordance with the ITV Test Proctoring Guidelines. It is the student’s responsibility to schedule a time to take the test within the window arranged by the faculty member. This proctoring service is free of charge.
- The faculty member may allow students to take the exam at the University Center in Ponca City. It should be noted that the University Center may charge the student a fee. If a fee is charged, the student is responsible for the fee.
- The faculty member may allow students to have the test proctored at a university or community college testing center. The student is responsible for any fee.
- The faculty member may allow the student to have the test proctored at a commercial testing center (e.g. Pearson VUE). The student is responsible for any fee.
- The faculty member may allow military students to have a commissioned officer whose rank is higher than their own proctor their exam. Military students may also have their exam proctored at a Military Education Center. The student is responsible for any fee.
- The faculty member may allow students to have the test proctored by a librarian, school administrator, or tribal official. The student is responsible for any fee.

Any proctoring arrangement not listed above must be approved by the Online Education Committee prior to implementation.

For courses that do not utilize traditional testing, or as an alternative to a proctored exam, the faculty member may include an identity-verifying, point-bearing activity such as a Zoom conference or video posting. This exception should be requested as a part of the course proposal process to be considered by the Online Education Committee. Because submission to a plagiarism-detection software may be completed by a person other than the student, this activity is not a viable alternative to fulfill this requirement.

In all cases, a photo ID will be required for verification of identity.

All costs associated with proctoring are the responsibility of the student. Northwestern students who choose to come to a Northwestern campus will not be charged a fee.

The course syllabus should clearly state the requirement outlined in this policy. The test or tests which must be done on campus or through an online proctoring service should be identified, along with the fees involved with proctoring. This policy does NOT require, nor may an instructor require, that students to come to a campus. It should be an option together with an online proctoring service. In this regard, the student has the option of paying a fee or coming to campus where there will be no charge.

In courses that do not lend themselves to online testing due to unique needs (a need for students to create schematics or submit numerical or symbolic characters), students may be required to complete the exam(s) at one of the campuses or an approved testing center. These exceptions should be requested as a part of the course proposal process to be considered by the Online Education Committee.

Blackboard Usage

Online instructors must use Blackboard for all assignment submissions and discussion board interactions. If a third-party program is used, such as a publisher platform, grades must be posted in Blackboard. It is the responsibility of the instructor to provide precise records in the event of a grade dispute. Instructors should try to avoid accepting assignments via email. If Blackboard training is needed, please contact the Director of Online Services.

Ownership of Online Courses

Course materials developed by faculty members will be the property of Northwestern Oklahoma State University and may not be marketed to other entities unless the faculty member receives prior approval in writing from the Northwestern Oklahoma State University administration.

FERPA in Online Education

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. All courses, including online courses, are governed by FERPA and University privacy policies. Online instructors should adhere to the following guidelines:

- Do not post (or require students to post) personal contact information in a course
- Do not require students to post a picture of themselves in a course
- Do not send email to a student at an address not issued by the University
- Use only the Blackboard Grade Center to post grades

Course Readiness

Courses should be ready to teach and made available for students to access by 8:00 AM on the first day of the semester. The administration reserves the right to check online courses to ensure course readiness.

Office Hours

Online faculty members will be required to maintain the same number of office hours as face-to-face faculty members. In an effort to accommodate the needs of online students, some office hours may be held online utilizing technology for student consultation.

Use of Synchronous Meetings in Online Courses

For the purposes of this policy, a synchronous meeting will be defined as a meeting between an instructor and one or more students that takes place in real-time. Virtual office hours are excluded from this policy.

One-time or occasional synchronous meetings between an instructor and an individual student or a small group of students are allowed. The instructor should be flexible with the student's schedule. It is recommended that the instructor be available during some evening hours.

One-time or occasional synchronous meetings between an instructor and the entire class are allowed when the following criteria are met:

- The instructor should be flexible with the students' schedules.
- Generally, attendance at the live meeting should be optional, but viewing a recording of the meeting at a later time may be required. If real-time attendance at meetings is mandatory, this expectation must be printed in the course schedule notes for students to consider prior to enrollment.
- All instructional material presented at the meeting must be made available to students who were unable to attend. This requirement may be achieved by posting a video recording of the meeting.

If synchronous meetings are used, the course syllabus should contain information regarding meeting details, including attendance expectations.

Semester Schedule for Online Courses

Final exams for online courses must be completed prior to the beginning of final exams for on-campus courses. Please see the additional information component of the semester course schedule for exact dates of final exams. With the exception of the final exam schedule, the semester schedule for online courses (the beginning of the semester, university holiday breaks, add/drop deadlines, etc.) will remain consistent with the school calendar for Northwestern Oklahoma State University. These dates can be found on [Northwestern's website](#).

Credit Hour Definition

Northwestern adheres to the policy of the Oklahoma State Regents for Higher Education when defining the credit hour.

The semester-credit-hour is the standard and traditional unit of credit to be used by institutions in evaluating student's educational attainment and progress. Semester-hour of credit is calculated as follows:

- One semester-hour of credit is normally awarded for completions of a course meeting 800 instructional minutes, (50 minutes per week for sixteen weeks), exclusive of enrollment, orientation, and scheduled breaks. Organized examination days may be counted as instructional days.
- Laboratory credit is normally awarded at a rate not to exceed one-half the instructional rate. One semester-hour of credit is normally awarded for completion of a laboratory meeting a minimum of 1600 minutes (100 minutes per week for sixteen weeks).
- Instruction offered through a combination of class and laboratory meetings would normally observe the standards set for the above on a pro rata basis. For example, a course offered for four semester-hours of credit might meet for 100 minutes of organized instruction plus 200 minutes of laboratory per week for 16 weeks.
- Block or alternative course schedules may also occur within the dates set forth for a semester or summer session. Courses offered during academic terms shorter than a semester will observe the same academic standards involving instructional hours per semester-credit-hour as those courses offered during a standard academic semester.

There are alternatives to reliance on time-in-class as the basis for determining academic credit-hours earned. The achievement of academic credit-hours should be linked to demonstrated student learning either through regular class assignments and evaluations or demonstration of competencies.

When determining the appropriate academic credit for non-traditional or accelerated format courses, institutions must adhere to the Higher Learning Commission (HLC) Handbook of Accreditation standards. The HLC requires institutions to assess rigorously student attainment as a result of the courses they take. Institutions offering courses in accelerated or other non-traditional formats are expected to be especially diligent in documenting that students in these courses master the skills and knowledge expected of students in traditional courses.

Additional Information for Online Faculty

Faculty who teach online courses have the same rights and responsibilities as faculty who teach in the traditional classroom setting (see [NWOSU Faculty Handbook](#)), as well as the same responsibility for selecting and presenting materials in online courses that they do in the face-to-face educational setting.

Maintaining a presence in an online course through active engagement and ready availability requires frequent participation on the part of the instructor.

Providing feedback in an online environment can be challenging and time consuming, but it is absolutely necessary. Moreover, feedback should be meaningful and delivered in a timely manner. When possible, feedback should be linked to the course learning objectives.

It is expected that faculty will respond to students within 24 hours (48 hours on a weekend). If a circumstance arises that prohibits timely response, the instructor should post a course announcement to that effect.

Student Guidelines and Policies

General Information for Students about Online Education

Online courses can be an effective and rewarding way to meet your educational goals while allowing some flexibility in your schedule. Success in these courses, however, will require a certain amount of time and dedication. Before you take an online course, you need to consider if you have the necessary skills to be a successful online student. Here are a few tips to help you decide if an online course will be right for you:

- Online courses take a lot of time. Expect to spend at least as much time working on an online course as you would for an on-campus course.
- Discipline is a must. Do not allow yourself to get distracted from your work in an online course. Plan ahead. Set a schedule for yourself and stick to it.
- Active participation in the course is crucial. A discussion board or other avenues of interaction will be required in an online course. Your participation will be required.
- You must be able to effectively communicate in writing since the online learning environment primarily utilizes written communication. You should be clear, detailed and succinct in your written communication. You must also be willing to share your personal experiences, questions, thoughts, and opinions with your classmates and your instructor.
- The burden for learning and success is on you. You must take the initiative to ask the instructor questions if you do not understand a point. You must engage your classmates in meaningful discussion. You must take the time to read the chapters, view course materials, and complete all assignments and exams. You need to read the syllabus carefully to make sure you understand the course expectations, then have the drive to fulfill those expectations.

Some common activities that you may be expected to do in your online course include:

- Participating in online discussions
- Taking quizzes and exams online
- Submitting assignments via Blackboard
- Reading and taking notes on course material
- Participating in video conferences

If you have any questions about the course expectations, email your instructor immediately using your university email account.

Equipment and Skills Requirements

Online students need to have access to a computer and a reliable high-speed internet connection. An updated list of minimum technical requirements is maintained on [Northwestern's Online Education webpage](#). It should be noted that these are minimum technical requirements. There may be additional requirements for specific classes.

Students who enroll in an online course are responsible for having a certain level of computer proficiency. Your online instructor is not responsible for teaching these skills within the course. Here is a list of skills that will be required:

- Using a word processing application such as Microsoft Office to create documents
- Using a discussion board and uploading assignments to a Blackboard site
- Saving files to your computer and retrieving them at a later time
- Downloading and uploading files
- Using email, including sending attachments
- Navigating the internet using a web browser
- Performing research using internet search engines and library databases

If you do not possess these skills, you may want to take a computer class to increase your technical knowledge before enrolling in an online course.

Proctored Exam Requirement

Most online courses will require students to take at least one proctored exam. Online exam proctoring is offered free of charge on any of Northwestern's three campuses. Students who choose another option for exam proctoring will be responsible for any fees incurred. Students who choose to have their exam proctored by an online proctoring service will need to have access to a web camera and microphone. The online proctoring service will capture both video and audio recordings of the student and the student's surrounding workspace and room. Any student, by using an online proctoring service, shall be deemed to have consented to these recordings. Students who do not wish to use the online proctoring service may use an alternative form of proctoring.

Student Attendance

Students will be expected to log in to their online class regularly in order to keep up with coursework. Federal regulations define attendance in online classes as participation in an online discussion forum, digital submission of an assignment, or completion of a quiz or exam. The University attendance requirements outlined in the [student handbook](#) govern all courses at Northwestern, including online courses.

General Expectations of Online Students

Students participating in online courses are expected to abide by the same code of conduct as students in a traditional classroom setting (see [NWOSU Student Handbook](#)). A failure to comply with appropriate standards of conduct may result in the student's removal from the online course.

Students are expected to treat each other and the instructor with courtesy and respect. Inappropriate or offensive language is not to be used in any form of communication in an online class. Students are allowed to disagree with each other, but must do so in a civil manner.

Student Complaint Process

Northwestern Oklahoma State University seeks to maintain the highest standards of integrity and fairness in its relationship with students, resolving student complaints, grievances, and concerns in an expeditious and fair manner. Students taking online courses from Northwestern who wish to file a complaint or resolve a grievance should follow the University's Student Complaint or Grievance procedure as outlined in the [student handbook](#) and the course syllabus. In the unlikely event that an issue cannot be resolved by the University, students may file a complaint with the Oklahoma State Regents for Higher Education. Students are urged to exhaust all possible internal avenues for resolution before filing a complaint with an external agency.

ADA Accommodations

Any student needing academic accommodations for a physical, mental, or learning disability should contact the Dean of Student Affairs and Enrollment Management within the first week of the semester so that appropriate accommodations may be arranged. More information can be found on [Northwestern's Student Services website](#).

Appendix A – Online Course Proposal Form



Online Course Proposal Form

Course Information			
Department/Division			
Course Number and Name			
Expected Enrollment		Minimum Enrollment	Expected Enrollment Cap
Type of Proposal: <input type="checkbox"/> New Course <input type="checkbox"/> Course Redesign			
Course Length: <input type="checkbox"/> 16 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> Other If other, explain:			
Has this course been offered under a different course number/name? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, list alternative numbers/names:			
Date approved by the department/division			
Effective date for the course to be online			

Course Developer Information	
Developer Name	
Developer Email	
Rank (Associate Professor, Adjunct Instructor, etc.)	
Will the course developer be the instructor for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, list the expected instructor:	
Have you previously developed an online course at Northwestern? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you completed the QM “Developing Your Online Course” workshop? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, list date of completion:	

Rationale (Approval for rationale must be obtained before development of this course begins)

Please describe below how teaching this online course will meet the department/division long-term strategy and priorities and/or program needs:

Need/Justification

Please check all that apply to your course and add other appropriate justifications in the section entitled "Other."

Increase Access: Online learning courses are very appealing to students who have work, parenting, or other scheduling conflicts that make attending traditionally taught, campus-based classes difficult or impossible. Students who regularly take campus-based classes may also appreciate the convenience offered by online learning.

Serve New Students: In addition to increasing access, online learning classes may attract students who otherwise might not participate in higher education at all.

Other (please specify):

Target Population:

Who is your target population? Include the characteristics of the population you are planning to reach and what knowledge and technical skills you expect them to have in order to successfully complete this course. Also, include any prerequisites students should possess prior to enrolling in the course.

Course Design:

The university has adopted standards regarding the design of online courses. Will your design meet the below listed criteria? If not, explain what will not comply and why.

Yes

No (if no, explain)

Design Criteria:

Standard 1 – Course Overview and Introduction

- Instructions make clear how to get started and where to find various course components.
- Learners are introduced to the purpose and structure of the course.
- The syllabus is clearly labeled and can be easily found in a tab that is labeled “syllabus.”
- The course contains orientation materials in a tab labeled “start here.”
- Communication expectations for online discussions, email, and other forms of interaction are clearly stated.
- Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.
- Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.
- Computer skills and digital information literacy skills expected of the learner are clearly stated.
- Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
- The self-introduction by the instructor is professional and is available online.
- Learners are asked to introduce themselves to the class

Standard 2 – Learning Objectives

- The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
- Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course.
- The relationship between learning objectives or competencies and learning activities is clearly stated.
- The learning objectives or competencies are suited to the level of the course.

Standard 3 – Assessment and Measurement

- The assessments measure the achievement of the stated learning objectives or competencies.
- The course grading policy is stated clearly at the beginning of the course.
- Specific and descriptive criteria are provided for the evaluation of learners’ work, and their connection to the course grading policy is clearly explained.
- The assessments used are sequenced, varied, and suited to the level of the course.
- The course provides learners with multiple opportunities to track their learning progress with timely feedback.

Standard 4 – Instructional Materials

- The instructional materials contribute to the achievement of the stated learning objectives or competencies.
- The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
- The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.
- The instructional materials represent up-to-date theory and practice in the discipline.
- A variety of instructional materials is used in the course.

Standard 5 – Learning Activities and Learner Interaction

- The learning activities promote the achievement of the stated learning objectives or competencies.
- Learning activities provide opportunities for interaction that support active learning.
- The instructor’s plan for interacting with learners during the course is clearly stated.
- The requirements for learner interaction are clearly stated.

Standard 6 – Course Technology

- The tools used in the course support the learning objectives or competencies.
- Course tools promote learner engagement and active learning.
- A variety of technology is used in the course.
- The course provides learners with information on protecting their data and privacy.

Standard 7 – Learner Support

- The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
- Course instructions articulate or link to the institution’s accessibility policies and services.
- Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course.
- Course instructions articulate or link to the institution’s student services and resources that can help learners succeed.

Standard 8 - Accessibility and Usability

- Course navigation facilitates ease of use.
- The course design facilitates readability.
- The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
- The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.

- Course multimedia facilitate ease of use.
- Vendor accessibility statements are provided for all technologies required in the course.

Additional Requirement

- The course adheres to the online course identity verification policy and the syllabus communicates specific details about this requirement to students.

All online courses must be approved by the department/division, the dean of faculty, the vice president for academic affairs, and the online education committee.

Approval Signatures:

Course Developer _____ Date _____

Department/Division Chair _____ Date _____

Dean of Faculty _____ Date _____

VP for Academic Affairs _____ Date _____

Director of Online Education _____ Date _____

Appendix B - Online Course Review Rubric



Online Course Review Rubric

Standard 1: Course Overview and Introduction

The overall design of the course is made clear to the learner at the beginning of the course.

Specific Review Standards	Points	Met	Not Met
1.1 Instructions make clear how to get started and where to find various course components.	3		
1.2 Learners are introduced to the purpose and structure of the course.	3		
1.3 The syllabus is clearly labeled and can be easily found in a tab that is labeled "syllabus."	3		
1.4 The course contains orientation materials in a tab labeled "start here."	3		
1.5 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2		
1.6 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2		
1.7 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2		
1.8 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1		
1.9 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1		
1.10 The self-introduction by the instructor is professional and is available online.	1		
1.11 Learners are asked to introduce themselves to the class.	1		

Standard 2: Learning Objectives

Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Specific Review Standards	Points	Met	Not Met
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3		

2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3		
2.3 Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course.	3		
2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3		
2.5 The learning objectives or competencies are suited to the level of the course.	3		

Standard 3: Assessment and Measurement

Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Specific Review Standards	Points	Met	Not Met
3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3		
3.2 The course grading policy is stated clearly at the beginning of the course.	3		
3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work, and their connection to the course grading policy is clearly explained.	3		
3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2		
3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2		

Standard 4: Instructional Materials

Instructional materials enable learners to achieve stated learning objectives or competencies.

Specific Review Standards	Points	Met	Not Met
4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3		
4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3		
4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2		
4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2		
4.5 A variety of instructional materials is used in the course.	2		

Standard 5: Learning Activities and Learner Interaction

Learning activities facilitate and support learner interaction and engagement.

Specific Review Standards	Points	Met	Not Met
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3		
5.2 Learning activities provide opportunities for interaction that support active learning.	3		
5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3		
5.4 The requirements for learner interaction are clearly stated.	2		

Standard 6: Course Technology

Course technologies support learners' achievement of course objectives or competencies.

Specific Review Standards	Points	Met	Not Met
6.1 The tools used in the course support the learning objectives or competencies.	3		
6.2 Course tools promote learner engagement and active learning.	3		
6.3 A variety of technology is used in the course.	1		
6.4 The course provides learners with information on protecting their data and privacy.	1		

Standard 7: Learner Support

The course facilitates learner access to institutional support services essential to learner success.

Specific Review Standards	Points	Met	Not Met
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3		
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3		
7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3		
7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1		

Standard 8: Accessibility and Usability

The course design reflects a commitment to accessibility and usability for all learners.

Specific Review Standards	Points	Met	Not Met
8.1 Course navigation facilitates ease of use.	3		
8.2 The course design facilitates readability.	3		
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3		
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2		

8.5 Course multimedia facilitate ease of use.	2		
8.6 Vendor accessibility statements are provided for all technologies required in the course.	2		

Additional Requirement

The course adheres to the online course identity verification policy and the syllabus communicates specific details about this requirement to students.	3		
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