

## Course Basics

Addresses elements of instructional design and course fundamentals based on SACS Best Practices and WCET and USDLA recommendations.

	<b>Incomplete [0]</b>	<b>Sufficient [1]</b>	<b>Accomplished [2]</b>	<b>Exemplary [3]</b>
<b>Welcome</b> – <i>An introduction to the course.</i>	Nothing stated in syllabus; no welcome announcement, welcome message in Course Overview, or welcome content item.	Welcome information addressing either general course topics or specific getting started information present in one place in the course.	Both syllabus and a secondary welcome provide an introduction (either course themes or where to begin in the course). OR One audio / video welcome message.	Introduction to course present in multiple areas. Course topics are mentioned, students are directed where to begin within the course shell, and video/audio is used.
<b>Instructor Bio</b> – <i>Introduces the instructor to the students and sets the tone for the course.</i>	No instructor bio is present, or bios are not present for all instructors in the course.	Instructor bio text is present, but does not include photo/audio/video, or photo may be present without accompanying text.	Photo accompanies instructor bio or introduction.	Audio or video accompanies or is used for instructor bio or introduction. (A welcome announcement may fulfill this category if it introduces the instructor in addition to the course.)
<b>Learning Outcomes</b> – <i>Measurable course-level learning outcomes indicate the skills that students will gain as a result of engagement with course content.</i>	No course-level learning outcomes are provided.	Outcomes are listed, but not measurable.	Measurable outcomes are listed, but no specific ties to activities, units, or assessments are articulated.	Measurable course-level outcomes are listed and tied to specific course activities, units, or assessments.
<b>Evaluation Design</b> – <i>Assessments are varied and reflect course learning outcomes.</i>	Fewer than three different types of assessments are present in the course.	A minimum of three different types of assessments are present in the course.	A minimum of three different types of assessments are present in the course. AND Assessments are clearly labeled with their associated learning outcomes.	A minimum of three different types of assessments are present in the course. AND Assessments are clearly labeled with their associated learning outcomes. AND Rubrics are present for all course assessments (other than multiple-choice exams).

	<b>Incomplete [0]</b>	<b>Sufficient [1]</b>	<b>Accomplished [2]</b>	<b>Exemplary [3]</b>
<b>Grading Policy</b> – <i>Explains how students will be evaluated, grades will be calculated, and feedback will be provided.</i>	No policies or procedures stated.	Grading scale (points or percentage equivalent to letter grades) is present. OR Grading structure (breakdown of course assignments and their relative impact on the final grade) is present.	Grading scale is present. AND Grading structure is present.	Grading scale is present. AND Grading structure is present. AND TCU Online Grades is explained as a place to view grades.
<b>Content Presentation &amp; Organization</b> – <i>Course content is easily accessible and engaging.</i>	Content is not organized into modules. OR No visual/auditory elements enhance the content.	Content is organized into modules; few or no visual/auditory elements enhance the content.	Content is organized into modules. AND Visual/ auditory elements enhance the content.	Content is organized into modules AND Content is enhanced with visual and auditory elements; AND Navigation through course content is clear and discussions, quizzes, assignments, etc. appear as links to TCU Online tools inside the appropriate content modules.
<b>Redundancy</b> – <i>Essential information or directions are present in multiple locations in the course.</i>	No redundancy of essential information.	1 -2 instances of repetition in the syllabus and welcome message, but repetition is not generally present at the unit level or accompanying specific assignments.	2 or more instances of repetition used in syllabus and welcome message, but repetition is not generally present at the unit level or accompanying specific assignments.	Redundancy of essential information is achieved throughout the course; redundancy extends to the repetition of course policies, the grading scale or grading structure, dates, submission protocol, and other information accompanying units, assignments, or activities.

	<b>Incomplete [0]</b>	<b>Sufficient [1]</b>	<b>Accomplished [2]</b>	<b>Exemplary [3]</b>
<b>Environmental Look</b> - <i>Elements of the environmental look include the layout, templates, font, images, and navigational banners.</i>	No modifications to course shell defaults.	Some modification of graphical elements, but changes are inconsistent or visual appeal.	Modified graphical elements create a course that is visually appealing.	Themed look is achieved; elements combine to give the course a consistent look and feel; the course is visually appealing and leaves a professional impression.

### Interaction and Collaboration

Communication between and among learners, as well as how learners themselves interact with course content

	<b>Incomplete [0]</b>	<b>Sufficient [1]</b>	<b>Accomplished [2]</b>	<b>Exemplary [3]</b>
<b>Student &amp; Content Interactions</b> – <i>Course activities in which students interact with the content.</i>	Students engage with content solely by reading.	Interactive materials are regularly offered to help students understand material (e.g. self-assessments, brain teasers, weekly quizzes). Higher-order thinking may or may not be required to complete activities. Differentiated instruction or supplementary resources are absent or available on a limited basis.	Application of concepts to authentic problems or new situations are regularly used (e.g. case studies, papers, role plays, debates, simulations, discussions, etc.). Higher-order thinking is required only for some activities. Differentiated instruction or supplementary resources are absent or available on a limited basis.	Application of concepts to authentic problems or new, meaningful situations are regularly used (e.g. case studies, papers, role plays, debates, simulations, discussions, etc.). These activities significantly draw upon students' higher-order thinking skills. Differentiated instruction or supplementary resources are provided.
<b>Student Self-Assessment</b> – <i>The opportunity for students to reflect on or evaluate their learning progress.</i>	No self-assessment activities are present in the course.	Self-assessment activities are present, but they do not offer constructive or meaningful feedback (e.g. checklists).	Self-assessment activities provide constructive or meaningful feedback (e.g. mastery quizzes, self-tests, sample problems, written reflections, etc.).	Students have many opportunities to engage in self-assessment activities that provide constructive and meaningful feedback (e.g. mastery quizzes, self-tests, sample problems, written reflections, etc.).

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<b>Development of Learning Community</b> - <i>Opportunities for students to connect with one another while focusing on course content.</i>	No viewable opportunities for student-student interaction; student introductions may or may not be present.	Discussions are single postings, student introductions are not present. OR Discussions are in-depth dialogues where peer feedback is evident, but student introductions are not present.	Discussions are in-depth dialogues where peer feedback is evident. AND Student introductions are present.	Course facilitates a community feeling: discussions are in-depth dialogues where peer feedback is evident. Student introductions are present. AND Course provides at least one group project where members collaborate to produce a single artifact or provide small-group leadership for the rest of the class (such as leading a discussion).
<b>Participation Logistics</b> – <i>Expectations regarding the quality and quantity of student participation in the course.</i>	No information is provided regarding the desired quantity of posts/shared items. OR No information is provided regarding the desired quality of participation within the course.	Information explaining required levels of participation (i.e., quantity of interactions) is provided. OR Information regarding the quality of communications (i.e., what constitutes a “good” answer) is provided.	Information explaining required levels of participation (i.e., quantity of interactions) is provided. AND Information regarding the quality of communications (i.e. what constitutes a “good” answer) is provided.	Rubric explaining required levels of participation (i.e., quantity of interactions) is provided. AND Rubric regarding the quality of communications (i.e., what constitutes a “good” answer) is provided.
<b>Online Etiquette</b> – <i>Guidelines for acceptable online behavior and the consequences for misbehavior.</i>	No information provided.	Link provided to external information regarding online etiquette. OR Description of what instructor considers acceptable online etiquette listed on syllabus. Text may or may not reference either particularities in the subject matter or indicate how violations will be addressed.	Link provided to external information regarding online etiquette. AND Description of what instructor considers acceptable online etiquette listed on syllabus. Text may or may not reference either particularities in the subject matter or indicate how violations will be addressed.	Link provided to external information regarding online etiquette. AND Description of what instructor considers acceptable online etiquette listed on syllabus. Text references either particularities in the subject matter or indicates how violations will be addressed.

## Course Facilitation

Items that make the course run smoothly and improve the learning experience

	<b>Incomplete [0]</b>	<b>Sufficient [1]</b>	<b>Accomplished [2]</b>	<b>Exemplary [3]</b>
<p><b>Faculty-centered Tools -</b>  <i>Tools within TCU Online that do not primarily call upon student knowledge of course content: Announcements, Attendance, Awards, Calendar, Competencies, Date restrictions, FAQ tool, Forms, Links, and surveys.</i></p>	<p>0-1 tools used in course.  OR  Course uses outside tools instead of embedded available tools (i.e. students are instructed to view a Google calendar).</p>	<p>2 tools used in course.</p>	<p>3-5 tools used in course.  OR  A smaller number of tools are used, but these tools are used intensively.</p>	<p>6 or more tools used in course, and tools result in meaningful engagement with course content or other students.  OR  A smaller number of tools are used, but tools are used creatively in ways that promote connections to course content.</p>
<p><b>Student-centered Tools -</b>  <i>Tools within TCU Online where students are producing content, demonstrating skills, collaborating, or working toward mastery: Assignments, Blog, Chat, Checklist tool, Discussions, Glossary, Groups, Rubrics, release conditions, Self-Assessments, Quizzes, and Wiggio. Outside learning tools may include embedded flashcards or games, an online course gallery, external lab/quiz programs, etc.</i></p>	<p>0-1 tools used in course.  OR  Course uses outside tools instead of embedded available tools (i.e. students are instructed to email documents instead of using the Assignments tool).</p>	<p>2 tools used in course.  OR  Tools do not result in meaningful engagement with course content or other students.</p>	<p>3-5 tools used in course.  OR  A smaller number of tools are used, but these tools result in meaningful engagement with course content or other students.</p>	<p>6 or more tools used in course, and tools result in meaningful engagement with course content or other students.  OR  A smaller number of tools are used, but tools are used creatively in ways that transcend traditional, instructor-centered content delivery.</p>

	<b>Incomplete [0]</b>	<b>Sufficient [1]</b>	<b>Accomplished [2]</b>	<b>Exemplary [3]</b>
<b>Instructor Involvement</b> - <i>Instructor presence and engagement during the current course.</i>	No viewable involvement by the current instructor.	Instructor provides course updates, reminders, special announcements, etc.	Instructor is involved in threaded discussions, synchronous chats, or online virtual office hours. OR Instructor frequently offers assistance and encourages students to follow-up regarding questions.	Instructor is an active participant through threaded discussions, synchronous chats, or online virtual office hours. AND Instructor frequently offers assistance and encourages students to follow-up regarding questions, or instructor makes adaptations during the semester to address learner differences and particular circumstances.
<b>Unit Intro</b> - <i>The unit introduction is the instructor's opportunity to discuss progression through course content, class events, and prepare students for the new unit's content.</i>	No introduction or a simple unit title is provided.	Week's activities and/or topics are introduced with adequate detail, but without references to current events or course news; likely written before the start of the semester.	Introduction includes references to current class news or current external events with comments obviously written in current semester. OR Introduction includes an audio/video element to grab students' attention.	A robust introduction links current lesson to previous knowledge/topics; explains why content is relevant. AND Introduction includes references to current class news or current external events with comments obviously written in current semester; or introduction includes an audio/video element to grab students' attention.
<b>Feedback</b> - <i>Grades and comments used to communicate assessment results.</i>	Gradebook is not used. OR Gradebook is incomplete: grades for some course assessments are not included in the online Gradebook.	All course assessments have grades posted in the online Gradebook.	Brief, non-individualized, or inconsistent comments are provided in the online Gradebook. (Online exams where the students can later see the exam do not require comments.)	All assignments contain extensive, individualized comments in the online Gradebook. (Online exams where the students can later see the exam do not require comments.)

## Learner Support and Policies

Resources available to students to help them succeed in the course

	<b>Incomplete [0]</b>	<b>Sufficient [1]</b>	<b>Accomplished [2]</b>	<b>Exemplary [3]</b>
<b>TCU Online Orientation –</b> <i>Information provided to students about how to navigate the course shell and use course tools.</i>	No mention of the student orientation tutorial.	Student orientation tutorial is mentioned, but directions for accessing it are not provided.	Student orientation tutorial is mentioned, and directions for accessing it are provided.	Student orientation tutorial is mentioned, and directions for accessing it are provided. AND How-to information for specific course tools is provided via a link or embed, or text directs students how they might find this documentation.
<b>Getting Help -</b> <i>Clear directions for obtaining assistance through the 24/7 TCU Online Help Desk are provided.</i>	No help information is provided in the course. OR Incorrect contact information is listed.	Correct contact information is listed only in one place in the course.	Correct contact information is listed in more than two areas in the course.	Correct contact information is listed in more than two areas in the course. AND Students are directed to contact the instructor to keep him/her apprised of student progress in dealing with technical issues.
<b>Instructor Contact Information –</b> <i>Information about how students should contact the instructor and the timeliness of a response.</i>	No contact information present in course.	Contact information is present, but does not include email or virtual office hours response/review time.	Contact information includes email or virtual office hours response/review time.	Contact information includes email or virtual office hours response/review time. One additional method of contact is also provided (e.g. phone or in-person office hours).

	<b>Incomplete [0]</b>	<b>Sufficient [1]</b>	<b>Accomplished [2]</b>	<b>Exemplary [3]</b>
<b>Disability Accommodations</b> – <i>University –level and course-level assistance for learners with disabilities.</i>	No links to institutional policies, contacts, and procedures to support learners with disabilities.	Links to institutional policies, contacts, and procedures to support learners with disabilities are present.	Links to institutional policies, contacts, and procedures for supporting learners with disabilities are present.  Alternative resources (e.g. transcripts) are integrated; OR Design factors such as color, text size manipulations, audio and video controls, and alt tags reflect universal accessibility.	Links to institutional policies, contacts, and procedures for supporting learners with disabilities are present.  Alternative resources (e.g. transcripts) are integrated; AND Design factors such as color, text size manipulations, audio and video controls, and alt tags reflect universal accessibility.
<b>Academic Integrity</b> - <i>Information about academic honesty including university policies and the instructor's requirements.</i>	No policies present in course.	Brief, non-specific statement on academic integrity is offered; link to the official TCU policy may or may not be present.	Detailed academic honesty policy statement includes cheating, plagiarism, and collusion. AND Either the official TCU policy is present or a link is provided; or course-specific examples of what instructor sees as cheating are provided.	Detailed academic honesty policy statement includes cheating, plagiarism, and collusion. AND Either the official TCU policy is present or a link is provided; and course-specific examples of what instructor sees as cheating are provided.
<b>Learner Evaluation of the course</b> – <i>Students have an active role in reviewing the course.</i>	Instructor does not remind students to complete the eSPOT. Opportunities within the course shell for learners to give feedback may or may not exist.	Instructor reminds students to complete the eSPOT.	Instructor reminds students to complete the eSPOT. AND Learners have an in-course opportunity to give feedback to the instructor regarding course design and/or course content, but only after course completion.	Instructor reminds students to complete the eSPOT. AND Some form of mid-semester/ongoing feedback regarding course design and course content is present within the course shell.



