

# Online & Blended Course Development Guidelines and Review Rubric

Fresno Pacific University

Center for Online Learning

## Purpose:

The Center for Online Learning has developed an **Online Course Development Guidelines and Review Rubric** and an online course review process to provide faculty with recommendations on what a high quality online course looks like and constructive feedback on the design and instruction of their online or blended course. The *Online Course Development Guidelines and Review Rubric* represents adult learning research and national standards such as those established by the *Quality Matters Program™* for the delivery of quality online and blended courses. This rubric is intended as an adaptable tool for developing online and blended courses as well as for reviewing the various components of an online and blended course. Expected benefits are: Constructive feedback regarding course design and effectiveness, a process for online instructional improvement, faculty growth in the areas of teaching with technology, and opportunities for faculty collaboration through peer interaction and learning communities.

## Overview:

The evaluation rubric defines the essential standards required for a quality online or blended course. Quality criteria are based on national standards (iNACOL, OLC) and address the design and development of course content and activities required for students to effectively interact with the course materials and activities in an online format. Each section of the rubric contains several criteria and a *reviewer feedback* column for reviewer comments regarding the strengths of the course and recommendations for improvement. The rubric contains seven (7) sections related to the evaluation of course design and online instruction.

- I. Course Organization & Design
- II. Syllabus
- III. Interactivity & Engagement
- IV. Course Materials
- V. Assessment
- VI. Course Technology and Media Value
- VII. Accessibility & Compliance



These guidelines are based upon established research and representative of national standards and best practices for online teaching.

Adapted with permission from Missouri State University

Approved by FPU Online Advisory Committee 2. 18. 2016

### Course Information

Course ID:														
Course Title:														
School:		BUS		SOE		HRSS		NS		SEM		CE		
Delivery Method:						Online							Blended	
Course Developer:														
Reviewer:														
Review Completion Date:														

### Review Summary

A course meeting 'minimum criteria' in all rubric criteria sections is approved for 'online delivery'. A rubric score of '2.1' indicates the item 'meets minimum criteria'. A rubric score of '2' and below indicates the item 'does NOT meet minimum criteria' for online delivery. A course 'not meeting minimum criteria' is returned to the program director for revisions. Once revisions are received by COL and meet the 'minimum criteria' standard, the course is approved for 'online delivery'.

Rubric Section	Meets 'minimum criteria'	Does 'NOT meet minimum' criteria	Revisions Needed
1. Course Organization & Design			
2. Syllabus			
3. Interactivity & Engagement			
4. Course Materials			
5. Assessment			
6. Course Technology and Media Value			
7. Accessibility & Compliance			
<b>Overall Comments:</b>			

### Online Course Review Rubric

<b>SECTION I: COURSE ORGANIZATION &amp; DESIGN</b>						
Course provides essential course information, orients students to the content, and is logically sequenced to support learning.						
<b>CRITERIA</b>	<b>0.00-1.00 Not Evident</b> Marginal/Not Evident	<b>1.01-2.00 Approaches Criteria</b> Needs Attention	<b>2.01-3.00 Meets Minimum Criteria</b> Acceptable	<b>3.01-4.00 Exceeds Criteria</b> Exemplary	<b>Score (0.00-4.00)</b>	<b>Reviewer Feedback Comments</b>
<b>Course Header</b> Course information is clearly listed and easily accessible to students.	Essential elements are minimal or missing, exhibiting lack of course context for students.	Course Header section includes some essential elements, but other elements are either missing or incomplete.	Course Header section includes Course ID #, title, and catalog description. Course related documents and resources (syllabus, announcement forum, course orientation, templates, forms, etc.) are listed and complete.	Course Header section includes Course ID #, title, catalog description and an image/video relevant to course content. Course related documents and resources (syllabus, announcement forum, course orientation, templates, forms, etc.) are <b>attractively listed, complete, and use labels as sub-headers to organize information and resources.</b>		
<b>Instructor Profile Block</b> Instructor contact information is easily available to students.	No contact information is provided.	Most basic contact elements are provided, but one or more are missing.	Instructor Profile block is complete, containing an appropriate (professional-looking) photo of the instructor along with basic contact information (email and phone #).	Instructor Profile block is complete, containing an appropriate (professional-looking) photo of the instructor along with basic contact information (email, phone #), and <b>includes alternate forms of information (e.g. virtual office hours, Skype, GoogleHangout) for faculty contact.</b>		
<b>Course Orientation</b> Provides a clear starting point and welcome for students.	Course orientation is missing.	The course orientation (text-based) is limited. Elements of the course overview and/or 'getting-started' instructions are vague, incomplete, or missing.	A text-based course orientation is provided, giving students a complete overview of the course - outlining major course topics, describing the overall purpose and structure of the course, and listing clear instructions on how to get started with the course.	A <b>video-based (narrated screencast)</b> course orientation is provided, giving students a complete overview of the course - outlining major course topics, describing the overall purpose and structure of the course, and listing clear instructions on how to get started with the course.		

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<p><b>Navigation &amp; Design</b> Content is organized and logically sequenced to support learning.</p>	<p>Course is disorganized, difficult to navigate, and not professional in appearance. Course has not been organized into any structure and/or materials are not sequenced in a logical order of completion or appear incomplete. Course resources and activities appear randomly placed and no purposes for learning are communicated. Requires excessive scrolling.</p>	<p>Course navigation and design is not intuitive, lacks logical sequencing, and is inconsistent throughout. One or more of the essential design elements (module titles, labels, logical sequencing of course materials and activities) are inconsistent throughout or are missing, interrupting the navigation and flow of the course. Course design requires excessive scrolling due to lengthy texts and/or overly large amounts of content segments.</p>	<p>Course navigation and design is intuitive, logical, and consistent throughout the course. Modules or weeks are clearly labeled with titles. Within a week or module, course materials are well-organized and presented in a logical and ideal order of completion. Similar or repeated content items are presented in a consistent order and format each week for ease of navigation. Labels are used as sub-headers to organize content and activities. Course design avoids excessive scrolling by embedding lengthy texts and overly large content segments in linked pages.</p> <p>For blended courses - major topics/activities covered in the <b>F2F portion</b> of a blended course are clearly identified, providing context of the full course content for each week/module.</p>	<p>Course navigation and design is intuitive, logical, and consistent throughout the course. Modules or weeks are clearly labeled with titles. Within a week or module, course materials are well-organized and presented in a logical and ideal order of completion. Similar or repeated content items are presented in a consistent order and format each week for ease of navigation. Labels are used as sub-headers to organize content and activities. Course design avoids excessive scrolling by embedding lengthy texts and overly large content segments in linked pages.</p> <p>For blended courses - major topics/activities covered in the <b>F2F portion</b> of a blended course are clearly identified, providing context of the full course content for each week/module. <b>Course is aesthetically pleasing and has a highly professional appearance. Weekly modules contain subject-appropriate graphics, enhancing the visual appearance and navigation of the course. Links to resources contain subject-relevant titles (e.g. Video: Cultural Analysis Lecture - vs. Lecture). Links to activities contain subject-relevant titles and are numbered (e.g. Activity 2.3: Research Article Analysis Paper - vs. Assignment 1, Assignment 2).</b></p>		
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Online & Blended Course Development Guidelines and Review Rubric

<b>SECTION II: SYLLABUS</b>						
Syllabus includes clear information and policies regarding calendar of topics, expectations, and grading criteria.						
<b>CRITERIA</b>	<b>0.00-1.00</b> <b>Not Evident</b> Marginal	<b>1.01-2.00</b> <b>Approaches Criteria</b> Needs Attention	<b>2.01-3.00</b> <b>Meets Minimum</b> <b>Criteria</b> Acceptable	<b>3.01-4.00</b> <b>Exceeds Criteria</b> Elements of Distinction	<b>Score</b> <b>(0.00-4.00)</b>	<b>Reviewer Feedback</b> <b>Comments</b>
<p><b>Course Calendar of Topics</b> Provides a clear overview of topics covered in the course.</p>	<p>The course content deviates significantly from the syllabus course calendar (or vice versa). There is a significant mismatch between the topics listed in the syllabus and the topics or content displayed in the course. Topics are not easily or clearly identified, making it difficult for students to get a sense of the content covered in the course.</p>	<p>There are inconsistencies between the topics listed in the syllabus course calendar and the topics listed in the course. Topics may generally reflect similar content, however some adjustments need to be made either to the syllabus, the course, or both to obtain a closer match.</p>	<p>Syllabus contains a complete course calendar that is easy to follow, listing major topics covered during each week or module. Weekly modules in the course match and are consistent with the course calendar in the syllabus, allowing students to easily navigate content between syllabus and course for each week.</p> <p>For blended courses – a clear distinction is made in the syllabus between the F2F and online portion of the course – each section identifying resources/topics/activities covered, providing context of the full course content for each week/module.</p>	<p>Syllabus contains a complete <b>and highly detailed</b> course calendar that is easy to follow, clearly listing major topics covered during each week or module, <b>including a detailed list of all related content materials for each week or module – readings, videos, websites, etc.</b> Weekly modules in the course match and are consistent with the course calendar in the syllabus, allowing students to easily navigate content between syllabus and course for each week.</p> <p>For blended courses – a clear distinction is made in the syllabus between the F2F and online portion of the course – each section <b>clearly</b> identifying resources/topics/activities covered, providing a <b>complete</b> context of the full course content for each week/module.</p>		

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<p><b>Course Policies</b> Course and University policies are clearly stated and available to students.</p>	<p>Course, grading, and current university academic policies (or link to) are not included. Student success expectations and/or instructor feedback timeframe are missing.</p>	<p>Course, grading, and current university academic policies (or link to) are included in the syllabus, but are not clearly identified and require searching. Student success expectations and/or instructor feedback timeframe may not be clearly defined.</p>	<p>Course, grading, and current university academic policies (or link to) are included in the syllabus – they are clearly written and identified or indexed, making it easy for students to find. Course policies include student success expectations regarding online participation, decorum, and netiquette; instructor expected response time for email and response time for assignment feedback (how quickly will the instructor respond to emails; grade submitted assignments?); as well as assignment submission procedures (e.g. file type, uploading).</p>	<p>Course, grading, and current university academic policies (or link to) are included in the syllabus – they are clearly written and identified or indexed, making it easy for students to find. Course policies include student success expectations regarding online participation, decorum, and netiquette; instructor expected response time for email and response time for assignment feedback (how quickly will the instructor respond to emails; grade submitted assignments?); as well as assignment submission procedures (e.g. file type, uploading). <b>A link (<a href="http://registrar.fpu.edu/catalog">http://registrar.fpu.edu/catalog</a>) to the current university academic policies is clearly posted on the course home page (e.g. in course header section), in addition to the syllabus. All graded items for each module/week are numbered (e.g. 1.1, 1.2, 2.1, 2.2) in the syllabus, making it easy for students to track assignments due each week.</b></p>		
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<b>SECTION III: INTERACTIVITY &amp; ENGAGEMENT</b>						
Course provides opportunity for students to introduce themselves and various ways to interact with one another.						
<b>CRITERIA</b>	<b>0.00-1.00</b> <b>Not Evident</b> Marginal	<b>1.01-2.00</b> <b>Approaches Criteria</b> Needs Attention	<b>2.01-3.00</b> <b>Meets Minimum</b> <b>Criteria</b> Acceptable	<b>3.01-4.00</b> <b>Exceeds Criteria</b> Elements of Distinction	<b>Score</b> <b>(0.00-4.00)</b>	<b>Reviewer Feedback</b> <b>Comments</b>
<b>Student Introductions</b> Students are asked to introduce themselves to the class allowing for a common start to build community.	An introduction forum or icebreaker activity is not provided.	Course includes an Introduction Forum or icebreaker activity, but instructions for what to include in the introduction are minimal or missing.	An Introduction Forum or icebreaker activity at the beginning of the course invites students to introduce themselves to the class. Clear instructions are provided for what should be included in the introduction.	An Introduction Forum or icebreaker activity at the beginning of the course invites students to introduce themselves to the class. Clear instructions are provided for what should be included in the introduction. <b>The Introduction provides for alternate introduction formats, asking students to introduce themselves using multi-media tools and/or video.</b>		
<b>Student Collaboration</b> Learning activities provide opportunities for students to collaborate with one another and actively engage in the learning environment.	Students are not provided opportunities to collaborate with classmates. There are no guidelines for student collaboration. Students do not critically discuss or collaborate on the content presented to them.	Students are provided limited opportunities to collaborate and interact with classmates. Discussion guidelines and prompts are vague or too general, failing to promote active collaboration, dialogue, or critical thinking analysis among students.	Students are provided opportunities to collaborate and interact with classmates through class or group discussion forums throughout the course. Discussion guidelines and prompts are clear and well-crafted, promoting active student dialogue and critical thinking directly related to course content (vs. just individual student postings of simple answers).	Students are provided opportunities to <b>frequently</b> collaborate and interact with classmates through <b>different types of learning activities</b> such as class or group discussions, <b>small group projects, peer review activities, group presentations, rotating leaders.</b> Discussion guidelines and prompts are clear and well-crafted, promoting active student dialogue and critical thinking directly related to course content (vs. just individual student postings of simple answers). <b>Rubrics provide student collaboration requirements and grading criteria. Students are provided with a variety of collaboration tools (e.g., chat, blog, journal, Google Hangout, Adobe Connect).</b>		

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<b>SECTION IV: COURSE MATERIALS</b>						
Instructional resources and activities represent a variety of learning styles.						
<b>CRITERIA</b>	<b>0.00-1.00</b> <b>Not Evident</b> Marginal	<b>1.01-2.00</b> <b>Approaches Criteria</b> Needs Attention	<b>2.01-3.00</b> <b>Meets Minimum Criteria</b> Acceptable	<b>3.01-4.00</b> <b>Exceeds Criteria</b> Elements of Distinction	<b>Score</b> <b>(0.00-4.00)</b>	<b>Reviewer Feedback</b> <b>Comments</b>
<b>Module Overview</b> Students are introduced to and guided through the content in each module.	A module overview is missing. It is unclear how students should move through the learning module.	Weekly module overview is provided but severely limited. One or more of the essential elements (topic, purpose, learning outcomes, task list) may be vague, incomplete, or missing. Student instructions for how to move through the module are vague.	A text-based module overview is provided at the beginning of each module, briefly outlining the topic, purpose, and learning outcomes for the week. Overview includes clear instructions on how to begin the module and how students should use the materials, providing students with a 'big picture' of what they will cover and which assignments they need to submit in a given module.	A <b>video-based</b> (narrated screencast) module overview is provided at the beginning of each module, briefly outlining the topic, purpose, and learning outcomes for the week. Overview includes clear instructions on how to begin the module, <b>including a specific task list</b> , providing students with a 'big picture' of what they will cover and which assignments they need to submit in any given week. <b>A learning guide or checklist is provided within each module to guide students. This guide instructs students on how to use the materials and clearly explains the learning activities and expectations for the activities. Module overview may include various multimedia elements (narrated PPT, screencast, diagram, text, etc.).</b>		
<b>Content Resources</b> The presentation of instructional materials represents a variety of learning styles.	Content resources lack diversity in terms of presentation and learning styles (e.g. text-based only).	Course includes minimal or insufficient content resources. Instructional materials rely heavily on textbook resources with limited enrichment from the instructor in terms of lecture notes, tutorials, outlines, and organizers, etc. Instructions for how students should engage with the resource are limited or vague.	Course includes a variety of content resources. Instructional materials are presented in a variety of ways (e.g., lecture notes, lecture capture or tutorials, outlines and organizers, multimedia, external links, resources, articles, journals, narrated PPTs, image-based presentations, videos, audio, websites, graphs, slideshows, animations,	Course includes a variety of content resources. Instructional materials are presented in a variety of ways (e.g., lecture notes, lecture capture or tutorials, outlines and organizers, multimedia, external links, resources, articles, journals, narrated PPTs, image-based presentations, videos, audio, websites, graphs, slideshows, animations, video-recorded lectures) providing a rich learning environment. Content resources are appropriately labeled and have instructions for how students should engage with the resource. <b>Students are provided opportunities to contribute to the course resources becoming</b>		

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			video-recorded lectures) providing a rich learning environment. Content resources are appropriately labeled and have instructions for how students should engage with the resource.	<b>co-creators of the learning environment. Suggested or optional references are provided for continued study.</b>		
<b>Student Activities</b> The use of a variety of learning activities represents a variety of learning styles.	Course lacks variety in activities from week to week (e.g., each week students read a chapter, and take a quiz with little else to do). Instructions for how students should complete the activity is limited or missing.	Course makes an attempt at including various activities, but instructions (or prompts) for how to complete the activities lack sufficient clarity or detail for students to effectively complete the activity.	Course includes a variety of learning activities, allowing students to interact with the content and each other. Activities are not limited to a single type (e.g. exclusive use of discussion forums asking students to respond to a question or the readings and reply to other students) but include a variety of activity types (e.g. discussion forums, research paper, electronic poster, case study analysis, virtual presentation, media project, audio reflection, journal, quiz, surveys, polls, etc.). All activities contain instructions (or prompts) for how students should complete the activity.	Course includes a variety of learning activities, allowing students to interact with the content and each other. Activities are not limited to a single type (e.g. exclusive use of discussion forums asking students to respond to a question or the readings and reply to other students) but include a variety of activity types (e.g. discussion forums, research paper, electronic poster, case study analysis, virtual presentation, media project, audio reflection, journal, quiz, surveys, polls, etc.). All activities contain <b>clear, detailed</b> , instructions (or prompts) for how to complete the activity. <b>Course makes effective use of and creatively integrates relevant Web 2.0 tools in learning activities, allowing students to respond to content and interact with others in alternate and creative ways.</b>		

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<b>SECTION V: ASSESSMENT</b>						
A variety of appropriate assessment types allow students to evaluate their learning and progress in the course.						
<b>CRITERIA</b>	<b>0.00-1.00</b> <b>Not Evident</b> Marginal	<b>1.01-2.00</b> <b>Approaches Criteria</b> Needs Attention	<b>2.01-3.00</b> <b>Meets Minimum Criteria</b> Acceptable	<b>3.01-4.00</b> <b>Exceeds Criteria</b> Elements of Distinction	<b>Score</b> <b>(0.00-4.00)</b>	<b>Reviewer Feedback</b> <b>Comments</b>
<b>Learning Assessment</b> The type of assessments selected appropriately measure the stated learning objectives.	Activities to assess students' learning or skill attainment are missing.	Assessment of learning is limited to mostly one type of assessment (e.g. quiz at end of each week; simple discussion forum each week), leaving students with limited opportunities to demonstrate learning. Instructions for how to complete the assessment activity may be vague.	Course includes various assessment types, allowing for diverse learning styles and providing varied opportunities for students to demonstrate their content knowledge and/or skill attainment (quizzes, tests, discussions, essays, projects, surveys, web-based projects/productions, etc.) All assessments contain instructions (or prompts) for how to complete the assessment.	Course includes various assessment types, allowing for diverse learning styles and providing varied opportunities for students to demonstrate their content knowledge and/or skill attainment (quizzes, tests, discussions, essays, projects, surveys, web-based projects/productions, etc.). All assessments <b>contain clear, detailed</b> instructions (or prompts) for how to complete the assessment. <b>Regular self-check opportunities (formative assessments or 'low-stakes testing') are provided for students to gauge their own learning (e.g. ungraded quizzes, games, peer review). Rubrics or a list of criteria with associated point values is included for major written assignments and learning activities (discussion forums).</b>		
<b>Grading</b> The grading schema outlined in the syllabus is consistent with the course grade book.	There are severe deficiencies in the grading schema. A significant mismatch exists between graded items listed in the syllabus and those in the course. Graded items are not easily identified, either in the syllabus or the course. Graded items	The grading schema between the syllabus and the course grade book is inconsistent. Some graded items listed in the syllabus do not fully match graded items and/or calculations in the course grade book. Some graded items listed in the syllabus are not reflected in the course grade book or vice versa.	The grading schema between the syllabus and the course grade book is consistent. All graded items listed in the syllabus are easily identified in the course grade book. All graded assignments have a point value or rubric score assigned to them, matching the point value in the syllabus. Final grade	The grading schema between the syllabus and the course grade book is consistent. All graded items listed in the syllabus are easily identified in the course grade book. All graded assignments have a point value or rubric score assigned to them, matching the point value in the syllabus. Final grade calculation reflects and is consistent with the grading formula in the syllabus, making it easy for students to track their progress in the course. For blended courses - this includes graded items for the F2F and online portion of the course.		

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	<p>may be missing point values, making it impossible for students to accurately track their progress.</p>	<p>Graded items may not have a point value assigned to them or the point value is inconsistent from what is listed in the syllabus. Final grade calculation may not be consistent with the grading formula listed in the syllabus. For blended courses – only graded items from the online portions are listed, but are missing from the F2F portion.</p>	<p>calculation reflects and is consistent with the grading formula in the syllabus, making it easy for students to track their progress in the course. For blended courses - this includes graded items for the F2F and online portion of the course.</p>	<p><b>Graded items appear in a numbered sequence in the course grade book in the order in which they are due for each module (e.g., 1.1, 1.2, 2.1, 2.2) making it easy for students to track their progress in the course.</b></p>		
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<b>SECTION VI: TECHNOLOGY</b>						
Technology tools and media are appropriate, varied, and functional.						
<b>CRITERIA</b>	<b>0.00-1.00</b> <b>Not Evident</b> Marginal	<b>1.01-2.00</b> <b>Approaches Criteria</b> Needs Attention	<b>2.01-3.00</b> <b>Meets Minimum Criteria</b> Acceptable	<b>3.01-4.00</b> <b>Exceeds Criteria</b> Elements of Distinction	<b>Score</b> <b>(0.00-4.00)</b>	<b>Reviewer Feedback</b> <b>Comments</b>
<b>Technology and Media Selection</b> The technology tools and media are appropriate for the stated learning objectives.	The technology and any media selected severely deficient in supporting student engagement. Information and instructions on how to use the technology tools or how to view the media are missing.	The technology and any media selected are ineffective in the delivery of the course content and supporting student engagement. Information and instructions on how to use the technology tools or how to view the media are limited. Presentations are long and not broken into topical chunks (15-20 min recommended). Slides use only text.	The technology and any media selected are effective in the delivery of the course content and supporting student engagement. Clear information and instructions are provided on how to use the technology tools or how to view the media. Longer presentations are broken into topical chunks (15-20 min recommended). Slides use a mix of graphics and text.	The technology and any media selected are effective in the delivery of the course content and supporting student engagement. Clear information and instructions are provided on how to use the technology tools or how to view the media. Longer presentations are broken into topical chunks (15-20 min recommended). Slides use a mix of graphics and text <b>Written content in each module is reinforced through the use of related images, graphics, audio, and/or video to frame the context of the topic. Students are provided opportunities to use the course technology or Web 2.0 tools to create and demonstrate their learning.</b>		
<b>Technology and Media Functionality</b> The technology tools and media are functional and accessible to students.	Selected multimedia elements lack quality, significantly affecting the navigation of and engagement with the content. Course contains many broken links, disconnected media streams, and/or improperly uploaded files throughout.	Most selected multimedia elements meet minimum standards for quality, however there are some inconsistencies throughout (e.g. inconsistent size, volume, inefficient loading, long presentations). Course contains some broken links, disconnected media streams, and/or improperly uploaded files throughout.	Selected multimedia elements (audio, video, images, animations...) meet minimum standards (clear quality, consistent size, optimized for efficient loading). Recordings (audio/video) have a good volume and are clear. All links, resources, and media elements (media streams, uploaded files) included in the course are functional (no broken links). Windows	Selected multimedia elements (audio, video, images, animations...) meet minimum standards (clear quality, consistent size, optimized for efficient loading). Recordings (audio/video) have a good volume and are clear. All links, resources, and media elements (media streams, uploaded files) included in the course are functional (no broken links). Windows <b>Selected media elements and resources (e.g. YouTube videos, web-based presentations) are embedded into the course rather than linked, keeping students from having to navigate to an external source.</b>		

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			open in appropriate frames or pages, allowing for a smooth and non-confusing experience for students.			
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<b>SECTION VII: ACCESSIBILITY &amp; COMPLIANCE</b>						
Course provides a flexible learning environment with equivalent alternatives to text, auditory, and visual content and reflects the university's Accommodation policy						
<b>CRITERIA</b>	<b>0.00-1.00</b> <b>Not Evident</b> Marginal	<b>1.01-2.00</b> <b>Approaches Criteria</b> Needs Attention	<b>2.01-3.00</b> <b>Meets Minimum Criteria</b> Acceptable	<b>3.01-4.00</b> <b>Exceeds Criteria</b> Elements of Distinction	<b>Score</b> <b>(0.00-4.00)</b>	<b>Reviewer Feedback</b> <b>Comments</b>
<p><b>Course Accessibility</b></p> <p>The course reflects the university's Accommodation Policy and online materials are compliant with current ADA requirements.</p>	<p>No references to current ADA requirements are apparent in the course.</p>	<p>The course introduction module may provide a link to the university's Accommodation Policy for students (<a href="https://www.fresno.edu/student-life/student-services/disability-services">https://www.fresno.edu/student-life/student-services/disability-services</a>). However, course menus, internet links, and file names are not descriptive or do not have meaningful names (e.g., a link may state 'Click Here' rather than 'Quiz 1').</p>	<p>The course introduction module provides a link to the university's Accommodation Policy for students. (<a href="https://www.fresno.edu/student-life/student-services/disability-services">https://www.fresno.edu/student-life/student-services/disability-services</a>). Course menus, internet links, and file names are descriptive and enable vision-impaired students to use screen reader software.</p>	<p>The course introduction module provides a link to the university's Accommodation Policy for students. (<a href="https://www.fresno.edu/student-life/student-services/disability-services">https://www.fresno.edu/student-life/student-services/disability-services</a>). Course menus, internet links, and file names are descriptive and enable vision-impaired students to use screen reader software.</p> <p><b>All images have alternate text. Text alternatives are provided to accommodate students who may be using screen reader software. Text-based files have high contrast font/background colors. Audio and video lectures are accompanied by a text transcript or audio captioning.</b></p>		
<p><b>Credit Hour Equivalence</b></p> <p>The course content reflects the credit hour equivalence stated in the syllabus.</p>	<p>There is a severe discrepancy between the course content and the workload (units) listed in the syllabus.</p>	<p>The course content appears limited and not an accurate reflection of the workload (units) listed in the syllabus.</p> <p>For blended courses – an outline of topics may NOT be listed for the F2F portion of the course, failing to provide a full context of the entire course load.</p>	<p>The course content is reasonably reflective of the workload (units) listed in the syllabus.</p> <p>For blended courses – an outline of topics is listed for the F2F portion of the course, providing context of the entire course load.</p>	<p>The course content is <b>highly</b> reflective of the workload (units) listed in the syllabus.</p> <p>For blended courses – an outline of topics is listed for the F2F portion of the course, providing context of the entire course load. <b>Course content is exceptionally well organized, clearly identifying the work/activities completed for the F2F and online portions of the course.</b></p>		

These guidelines are based upon established research and representative of national standards and best practices for online teaching.

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Approved by FPU Online Advisory Committee 2. 18. 2016

## Online & Blended Course Development Guidelines and Review Rubric

<p><b>Grammar</b> The course text is representative of excellent academic writing and quality.</p>	<p>Course text is of exceptional poor quality.</p>	<p>Course text (assignment and activity directions, prompts, explanations, etc.) contains <b>numerous</b> writing errors (grammar, spelling, mechanics).</p>	<p>Course text (assignment and activity directions, prompts, explanations, etc.) contains <b>some</b> writing errors (grammar, spelling, mechanics).</p>	<p>Course text (assignment and activity directions, prompts, explanations, etc.) is <b>free</b> of writing errors (grammar, spelling, mechanics).</p>		
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