

Standard Program/Course Framework

Based on the Quality Matters 2014 Rubric

Program name:

Date:

<i>Standard Category</i>	<i>Description</i>	<i>NIU Course Essentials</i>	<i>QM Standards</i>
Program Development	The following program development decisions need to be made before course development can begin.		Required/P program Decision
	eLearning will develop a course prototype for the program to be used as template for all the courses		Required/P program Decision
	eLearning will develop a slideshow template to match marketing materials to be used by all courses in the program		Required/P program Decision
	Development of a schedule of course delivery dates within the program will help eLearning schedule resources for initial development cycle (e.g., development of first 5 courses should be done by June 2015. Development of second set of 5 courses to start by June 2015).		Preferred/P program Decision
Course overview and introduction	Blackboard Skeleton Structure a) Blackboard Homepage b) Announcements c) Course Information d) Course Modules e) Groups f) Adobe Connect g) Discussion Board		Preferred/P program Decision
	Typical module includes: a) Introduction (module overview) b) Learning goals / objectives stated c) Standards d) Numbered list of activities e) Due date		Preferred/P program Decision

	<ul style="list-style-type: none"> f) Content (multiple format: readings, lecture, websites) g) Assignments (redesigned for online format) h) Interactive activities (e.g. discussion forum topics, group projects) i) Assessment j) Grade point value 		
	<p>Expectations for initial material submission to the eLearning Instructional Designer.</p> <ul style="list-style-type: none"> a) Course syllabus b) Major assessments and other assignments currently used c) List of standards addressed in the course. d) Document listing 12-16 modules, and the preferred delivery strategy for each (recorded lecture, reading, face-to-face, PowerPoint with voice over, Adobe connect session). 		Preferred/P rogram Decision
	1.1 Instructions make clear how to get started and where to find various course components.	Required	3
	1.2 Learners are introduced to the purpose and structure of the course.	Required	3
	1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	Preferred	2
	1.8 The self-introduction by the instructor is appropriate and is available online. Place in course information.	Preferred	1
	1.9 Learners are asked to introduce themselves to the class.	Preferred	1
Standardized Syllabus - FD has a sample for F2F.	Syllabi for this program has a standardized format and contain the following Quality Matter “Learning Objective” 2.1 – 2.5 and “Assessment and Measurement” 3.1 – 3.5 guidelines. Place in “Course Information”		Preferred/P rogram Decision

	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	Required at least in Syllabus	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	Preferred	1
	1.5 Minimum technology requirements are clearly stated and instructions for use provided. Link syllabus to http://niuonline.niu.edu/niuonline/tech_support/compreq.shtml	NIU has a basic list on NIUOnline	2
	1.7 Minimum technical skills expected of the learner are clearly stated. Link syllabus to http://www.learn.niu.edu/survey/survey_1.swf	Link NIU Online has a student readiness survey.	3
	Bibliography of recommended and required readings		Preferred/P rogram Decision
	No fewer than 12 modules in length		Preferred/P rogram Decision
	Varied assessments and interactive activities across modules		Preferred/P rogram Decision
	Response for graded activities 1 week after due date, and 2 weeks after due date for designated major projects.		Preferred/P rogram Decision
	Consistent timing for submission of assignments (e.g., due date 11:59 p.m. Sunday)		Preferred/P rogram Decision
	Grade roll maintained with assigned point values for every activity		Preferred/P rogram Decision
	Standards for response to student email or phone calls within 2 working days (not including weekends or holidays)		Preferred/P rogram Decision

	Guided and assessed discussions		Preferred/P rogram Decision
	All course materials will follow fair use and copyright rules for online courses, including getting permission from publishers, etc.		Preferred/P rogram Decision
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	Required	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	Preferred	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	Preferred	3
	2.4 Relationships between learning objectives or competencies and course activities is clearly stated	Preferred	3
	2.5 Learning objectives or competencies are suited to the level of the course	Preferred	3
Assessment and Measurement	3.1 Assessments measure the stated learning objectives or competencies.	Required	3
	3.2 Grading policies are clearly stated	Required	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	Required (Will provide links to resources)	3
	3.4 Assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	Preferred	2
	3.5 Provide learners with multiple opportunities to track their learning progress.	Required	2

Instructional Materials	4.1 Instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	Required for course level objectives.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	Preferred	3
	4.3 All instructional materials used in the course are appropriately cited.	Required	2
	4.4 The instructional materials are current.	Preferred	2
	4.5 A variety of instructional materials is used in the course.	Required (variety)	2
	4.6 The distinction between required and optional materials is clearly explained.	Preferred	1
Learner Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	Required	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	Preferred	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	Required	3
	5.4 The requirements for learner interaction are clearly stated.	Required	2
Course Technology	6.1 Tools used in the course support the learning objectives and competencies.	Required	3
	6.2 Tools promote learner engagement and active learning.	Preferred	3
	6.3 Technologies required in the course are readily obtainable and NIU supported	Required	2
	6.4 The course technologies are current.	Preferred	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	Preferred	1

Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	Required (Link to helpdesk)	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	Required (Link to DRC)	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	Required Link on NIU Online	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	Preferred	1
Accessibility and Usability	8.1 Course navigation facilitates ease of use.	Required	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	Preferred	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	Required	2
	8.4 The course design facilitates readability.	Preferred	2
	8.5 Course multimedia facilitate ease of use.	Preferred	2
Faculty Support and Professional Development	eLearning Services will help faculty design and develop online courses and a complete copy of the course will be archived by eLearning for future use.		Required/P rogram Decision
	eLearning Services staff will remain available for updates as long as the course is used in the online off-campus program		Required/P rogram Decision

	FacDev and eLearning will work together to develop training needs assessment survey for faculty.		Preferred/Program Decision
	FacDev and eLearning will develop a summer online course to help faculty develop, improve and teach online courses		Preferred/Program Decision
	FacDev will provide just in time support for new instructors		Preferred/Program Decision