



# TEXARKANA COLLEGE

## Quality Standards for Online and Blended/Hybrid Courses



Faculty Name

Course

100% Online

Blended/Hybrid

Date

The standards listed below integrate specific Texarkana College (TC) practices with:

- 21 **Quality Matters Essential** Standards indicated with **(QM)**(3 points) **MUST** be met
- 14 **Quality Matters Very Important** Standards indicated with **(qm)**(2 points)
- 8 **Quality Matters Important** Standards indicated with **(qm)**(1 point)

1: Course Overview and Introduction	Yes	No
1.1 Instructions make clear how to get started and where to find various course components. <b>(QM)</b> (3)		
1.2 Learners are introduced to the purpose and structure of the course. <b>(QM)</b> (3)		
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated. <b>(qm)</b> (2)		
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. <b>(qm)</b> (2)		
1.5 Minimum technology requirements are clearly stated and instructions for use provided. <b>(qm)</b> (2)		
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. <b>(qm)</b> (1)		
1.7 Minimum technical skills expected of the learner are clearly stated. <b>(qm)</b> (1)		
1.8 The self-introduction by the instructor is appropriate and is available online. <b>(qm)</b> (1)		
1.9 Learners are asked to introduce themselves to the class. <b>(qm)</b> (1)		
2: Learning Objectives (Competencies)	Yes	No
<b>General Standard: Learning Objectives or competencies describe what learners will be able to do upon completion of the course.</b>		
2.1 The course-level objectives, or course/program competencies, describe outcomes that are measurable. <b>(QM)</b> (3)		
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. <b>(QM)</b> (3)		
2.3 All learning objectives are stated clearly and written from the learner's perspective. <b>(QM)</b> (3)		
2.4 The relationship between learning objectives or competencies and course activities is clearly stated. <b>(QM)</b> (3)		

2.5 The learning objectives or competencies are suited to the level of the course. (QM)(3)		
<b>3: Assessment and Measurement</b>	<b>Yes</b>	<b>No</b>
<b>General Standard: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.</b>		
3.1 The assessments measure the stated learning objectives or competencies. (QM)(3)		
3.2 The course grading policy is stated clearly. (QM)(3)		
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy. (QM)(3)		
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed. (qm)(2)		
3.5 The course provides learners with multiple opportunities to track their learning progress. (qm)(2)		
<b>4: Instructional Materials</b>	<b>Yes</b>	<b>No</b>
<b>General Standard: Instructional materials enable learners to achieve stated learning objectives or competencies.</b>		
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies. (QM)(3)		
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. (QM)(3)		
4.3 All instructional materials used in the course are appropriately cited. (qm)(2)		
4.4 The instructional materials are current. (qm)(2)		
4.5 A variety of instructional materials is used in the course. (qm)(2)		
4.6 The distinction between required and optional materials is clearly explained. (qm)(1)		
<b>5: Course Activities and Learner Interaction</b>	<b>Yes</b>	<b>No</b>
<b>General Standard: Course activities facilitate and support learner interaction and engagement.</b>		
5.1 The learning activities promote the achievement of the stated learning objectives or competencies. (QM)(3)		
5.2 Learning activities provide opportunities for interaction that support active learning. (QM)(3)		
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated. (QM)(3)		
5.4 The requirements for learner interaction are clearly stated. (qm)(2)		
<b>6: Course Technology</b>	<b>Yes</b>	<b>No</b>
<b>General Standard: Course technologies support learners' achievement of course objectives or competencies.</b>		
6.1 The tools used in the course support the learning objectives and competencies. (QM)(3)		
6.2 Course tools promote learner engagement and active learning. (QM)(3)		
6.3 Technologies required in the course are readily obtainable. (qm)(2)		
6.4 The course technologies are current. (qm)(1)		
6.5 Links are provided to privacy policies for all external tools required in the course. (qm)(1)		
<b>7: Learner Support</b>	<b>Yes</b>	<b>No</b>
<b>General Standard: The course facilitates learner access to institutional support services essential to learner success.</b>		
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. (QM)(3)		

<b>7.2</b> Course instructions articulate or link to the institution's accessibility policies and services. <b>(QM)(3)</b>		
<b>7.3</b> Course instructions articulate or link to an explanation of how the institutions academic support services and resources can help learners succeed in the course and how learners can obtain them. <b>(qm)(2)</b>		
<b>7.4</b> 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. <b>(qm)(1)</b>		
<b>8: Accessibility and Usability</b>	<b>Yes</b>	<b>No</b>
<b>General Standard: The course design reflects a commitment to accessibility and usability for all learners.</b>		
<b>8.1</b> Course navigation facilitates ease of use. <b>(QM)(3)</b>		
<b>8.2</b> Information is provided about the accessibility of all technologies required in the course. <b>(QM)(3)</b>		
<b>8.3</b> The course provides alternative means of access to course materials in formats that met the needs of diverse learners. <b>(qm)(2)</b>		
<b>8.4</b> The course design facilitates readability. <b>(qm)(2)</b>		
<b>8.5</b> Course multimedia facilitate ease of use. <b>(qm)(2)</b>		
<b>Total Points</b>		

Reviewer

Date