Blackboard Exemplary Course Program Rubric and Submission Worksheet

This worksheet can be used to draft the necessary course details, design self-review, and accompanying narrative for submission of a Blackboard course for review through the Blackboard Exemplary Course Program. See [go.niu.edu/exemplary-course-program](https://go.niu.edu/exemplary-course-program) for more details about the Blackboard Exemplary Course Program.

There are 191 total points available in the [Exemplary Course Program Rubric](https://www.niu.edu/blackboard/exemplary-course-program/rubric.shtml). In order to receive an Exemplary course rating, a score of at least 85% (163 points or more) must be earned.

**Full Name**\* (full course number and name, e.g. ETT 510: Instructional Media and Technology)

# Course Information

## Course/Class Title\*

## Course/Class Number

## Which LMS was used to deliver this course?

Blackboard Learn - Original

Blackboard Learn - Ultra

### What language is this course written in?

### The environment for this course can best be described as:\*

Blended (a combination of face-to-face and online)

Totally online (a fully online course with no face-to-face component)

Number of students who were enrolled in the course you are submitting for review

Number of times this course has been offered in its present configuration

# Self-Evaluation Rubric Form

## Course Design

Course Design addresses elements of instructional design. For the purpose of this rubric, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

### Goals and Objectives

#### 1.1 Goals and objectives are clearly written and appropriate for the course level.\*

NOT MET (0 points)  
MET (5 points)

#### 1.2 Goals and objectives are easily located within the course visible in a variety of areas (e.g., within the syllabus and each individual learning unit). \*

NOT MET (0 points)  
MET (4 points)

#### 1.3 Goals and objectives are written in measurable outcomes (e.g., learners know what they are expected to be able to do).\*

NOT MET (0 points)  
MET (4 points)

### Content Composition and Structure

#### 1.4 Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules). \*

NOT MET (0 points)  
MET (5 points)

#### 1.5 Content is enhanced with multimedia (e.g., video, audio, images). \*

NOT MET (0 points)  
MET (4 points)

#### 1.6 Navigation is user friendly. Students know what steps to take next and where to navigate.\*

NOT MET (0 points)

Met (3 points)

#### 1.7 Digitally accessible materials are used when available.\*

NOT MET (0 points)

MET (1 point)

### Learner Engagement

#### 1.8 It is clear how the course activities will enable learners to reach course goals and objectives.\*

NOT MET (0 points)  
MET (5 points)

#### 1.9 Course design includes guidance for learners to work with content in meaningful ways (e.g., clear instructions, content outline, video, course orientation) and how to proceed.\*

NOT MET (0 points)

MET (5 points)

### Technology Use

#### 1.10 Learning Management System (LMS) tools are used efficiently to reduce the labor intensity of learning (e.g., providing links to needed resources, using 4 native LMS tools where available).\*

NOT MET (0 points)

MET (4 points)

#### 1.11 Technology available in the course is used to facilitate learning by engaging learners with course content (e.g., integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials).\*

NOT MET (0 points)

MET (3 points)

#### 1.12 Technologies are used in ways that transcend traditional, teacher-centered instruction (e.g., peer-led instruction, technology-supported learner choice, flipped classroom).\*

NOT MET (0 points)

MET (3 points)

### Accessibility of Course Design

#### 1.13 The design and delivery of content supports inclusive pedagogy by integrating alternative options (e.g., transcripts), enabling assistive processes (e.g., voice recognition), and inviting choice to support and engage students with diverse learning needs and preferences.\*

NOT MET (0 points)

MET (5 points)

#### 1.14 Course files (e.g., documents, PDFs, presentations) use built-in accessibility formatting options to support assistive technologies (e.g., screen readers, screen magnification).\*

NOT MET (0 points)

MET (5 points)

#### 1.15 Course includes multiple modalities for learner engagement (e.g., visual (seeing), auditory (hearing), kinesthetic (moving), and tactile (touching)).\*

NOT MET (0 points)

MET (3 points)

#### 1.16 Design factors such as color, text size manipulations, audio and video controls, and alt text use consistent and standard formatting to reflect universal accessibility considerations.\*

NOT MET (0 points)

MET (2 points)

**APPLICANT'S NARRATIVE FOR COURSE DESIGN** - Provide a narrative of up to 500 words describing how the design of this course meets the criteria stated above. - Include locations within your course that you consider evidence of exemplary course design.- As needed, please provide screenshots or other artifacts to illustrate exemplary course design which is not otherwise accessible by the reviewer.- Please place all additional evidence such as screenshots in a folder in your course copy titled "For the Reviewer". *For Blended Courses: If this is a blended learning environment, describe why the online components of the course were chosen and how they relate to the other learning activities in the course.*

#### Course Design Narrative:

## 2.0 Interaction and Collaboration

Interaction and Collaboration can take many forms. The ECP criteria place emphasis on the type and amount of interaction and collaboration within an online environment. Interaction denotes communication between and among learners and instructors, synchronously or asynchronously. Collaboration is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.

### Communication Strategies

#### 2.1 Communication activities include interactive components/elements (e.g., learners gain practice discussing course content spontaneously).\*

NOT MET (0 points)

MET (4 points)

#### 2.2 There are a variety of collaborative opportunities for learners to communicate (e.g., live meetings, chat, discussions, messages)\*

NOT MET (0 points)

MET (3 points)

#### 2.3 Communication strategies promote critical reflection or other higher order thinking aligned with learning objectives.\*

NOT MET (0 points)

MET (3 points)

### Development of Learning Community

#### 2.4 Collaboration activities reinforce course content and learning outcomes, while building workplace-useful skills (e.g., teamwork, cooperation, negotiation, consensus-building).\*

NOT MET (0 points)

MET (4 points)

#### 2.5 Learner-to-learner as well as learner-to-instructor interactions are required as part of the course.\*

NOT MET (0 points)

MET (3 points)

#### 2.6 Activities are designed to help build a sense of community, rather than each learner working independently.\*

NOT MET (0 points)

MET (2 points)

### Interaction Logistics

#### 2.7 Learners are provided a rubric or scoring guidelines to evaluate participation and interaction.\*

NOT MET (0 points)

MET (5 points)

#### 2.8 Instructions are written clearly (e.g., quantity of interactions, levels of participation).\*

NOT MET (0 points)

MET (3 points)

#### 2.9 Expectations for interaction are clearly outlined (e.g., what constitutes a "good" response in discussion forums)\*

NOT MET (0 points)

MET (4 points)

**APPLICANT'S NARRATIVE FOR INTERACTION & COLLABORATION** - Provide a narrative of up to 500 words describing how the interaction and collaboration within the course meeting the criteria and your scoring above. Include examples that you consider evidence of exemplary interaction and/or collaboration. Explain the nature and purpose of the communication tools used in the course, including evidence that the majority of the students were interacting in a meaningful way. If students are expected to interact with each other or collaborate in groups, include examples of the assignments that cause them to do so. If you wish to provide visual examples of any of your elements, please make sure no student data is included and place in a folder in your course body titled "For the Reviewer." *\*For Blended Courses: If this is a blended learning environment, also describe why the online interaction and collaboration components of the course were chosen and how they relate to the offline components of the course. If this is a blended learning environment and online interaction/collaboration is not an important element of this blended learning course, also indicate why and explain how it occurs face-to-face.*

#### Interaction and Collaboration Narrative:

## 3.0 Assessment

Assessment focuses on instructional activities designed to measure progress toward learning outcomes, provide feedback to students and instructors, and/or enable grading or evaluation. This section addresses the quality and type of student assessments within the course.

### Learner Expectations

#### 3.1 It is clear to learners how performance in assessments will be evaluated (e.g., rubric, scoring guidelines, section in syllabus).\*

NOT MET (0 points)

MET (5 points)

#### 3.2 Assessments align to goals, objectives, and content and are visible to the learner.\*

NOT MET (0 points)

MET (4 points)

#### 3.3 Instructions are written clearly (e.g., grading, acceptable file formats, due dates, number of attempts, required posts) and presented inline.\*

NOT MET (0 points)

MET (4 points)

#### 3.4 Template or examples of quality work are provided to the learner where appropriate (e.g., successful research papers from prior semesters, template 4 with guidelines, written discussion responses).\*

NOT MET (0 Points)

MET (4 Points)

### Assessment Design

#### 3.5 Formative and summative assessments occur regularly throughout the course to gauge student success and inform learner progress toward course objectives.\*

NOT MET (0 points)

MET (5 points)

#### 3.6 Multiple types of assessments are used (e.g., research project, objective test, discussions, etc.).\*

NOT MET (0 points)

MET (5 points)

#### 3.7 Assessments are designed to mimic authentic environments to facilitate knowledge transfer (e.g., role-playing, scenario-based questions, clinical experience, practicum).\*

NOT MET (0 Points)

MET (4 Points)

### Learner Self-Assessment

#### 3.8 Opportunities for learner self-assessment are provided (e.g., practice test/quiz, journal, self-reflection, knowledge check, etc.).\*

NOT MET (0 Points)

MET (2 Points)

#### 3.9 Self-assessments are purposeful and clearly marked as such.\*

NOT MET (0 Points)

MET (2 Points)

**APPLICANT'S NARRATIVE FOR** **ASSESSMENT** - Provide a narrative of up to 500 words describing how the assessment and assignment components meet the criteria stated above. - Include locations within your course that you consider evidence of exemplary assessments. - As needed, provide examples of student-teacher engagement in assessments and feedback from the instructor. These could be in the form of screen shots or other artifacts such as a sample assignment rubric, the completed assignment and instructor feedback. - Please place all additional evidence such as screenshots in a folder in your course copy titled "For the Reviewer". *For Blended Courses: If this is a blended learning environment, describe why the online assessment components of the course were chosen and how they relate to the face-to-face components of the course.*

#### Assessment Narrative:

## 4.0 Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Learner support resources address a variety of student services.

### Orientation to Course and LMS

#### 4.1 Orientation materials explain how to navigate both the LMS and the course.\*

NOT MET (0 Points)

MET (5 Points)

#### 4.2 Orientation materials are readily identifiable within the context of the course.\*

NOT MET (0 Points)

MET (3 Points)

#### 4.3 Information regarding required/optional technology, including how to access/acquire, and any additional costs, is provided.\*

NOT MET (0 Points)

MET (3 Points)

#### Instructor Contact Information and Communication 4.4 Contact information for the instructor is easy to find.\*

NOT MET (0 Points)

MET (5 Points)

#### 4.5 The instructor’s methods for collecting and returning work are clearly explained (e.g., submission details, accept early or late assignments).\*

NOT MET (0 Points)

MET (4 Points)

#### 4.6 Acceptable communication methods for contacting the instructor are identified and included (e.g., email, phone, messages, chat, social media).\*

NOT MET (0 Points)

MET (4 Points)

#### 4.7 Expected response time for instructor replies is included.\*

NOT MET (0 Points)

MET (3 Points)

#### 4.8 The instructor’s role within the course is explained (e.g., full instructor versus facilitator of self-paced course, etc.).\*

NOT MET (0 Points)

MET (3 Points)

#### Course/Institutional Policies and Support 4.9 Course/institutional policies (e.g., decorum, behavior, netiquette) are clear and easy to find.\*

NOT MET (0 Points)

MET (5 Points)

#### 4.10 Links to institutional policies (e.g., academic honesty policies, accessibility statement, DEI/DEIB statement), materials, and forms relevant for learner success are included and easy to find.\*

NOT MET (0 Points)

MET (4 Points)

#### 4.11 Links to institutional services that support learners (e.g., tech support, help desk, library, writing center) are included and easy to find.\*

NOT MET (0 Points)

MET (4 Points)

#### 4.12 Links to institutional contacts and procedures for supporting learners with disabilities are included and easy to find.\*

NOT MET (0 Points)

MET (4 Points)

### Digital Accessibility and Technical Factors

#### 4.13 Content is accessible and supports the needs and preferences of students with a wide range of abilities (e.g., transcripts for audio/visual content, file format options, platform neutrality). \*

NOT MET (0 Points)

MET (3 Points)

#### 4.14 Lengthy/large files are broken into smaller segments for improved content consumption and usability (e.g., six 10-minute audio/video files versus a single 60-minute file, five 10-page documents versus a single 50-page document). \*

NOT MET (0 Points)

MET (2 Points)

#### 4.15 Multimedia is optimized for web delivery (e.g., videos are streamed whenever possible, graphics are optimized for web delivery).\*

NOT MET (0 Points)

MET (2 Points)

#### 4.16 Course materials use standard formats to ensure usability.\*

NOT MET (0 Points)

MET (1 Point)

#### 4.17 If technology is required for a specific learning activity, the link to that technology is included along with the instructions.\*

NOT MET (0 Points)

MET (1 Point)

### Feedback

#### 4.18 Learners have opportunity to give formative feedback to the instructor regarding course design, content, and presentation of course delivery.\*

NOT MET (0 Points)

MET (5 Points)

#### 4.19. Feedback mechanisms allow learners to participate anonymously in course evaluation (e.g., course evaluation information is listed in syllabus, via course announcement, link to institutional announcement, etc.).\*

NOT MET (0 Points)

MET (3 Points)

**APPLICANT'S NARRATIVE FOR LEARNER SUPPORT** - Provide a narrative of up to 500 words describing how the learner support provided to students meets the criteria stated above. Include locations within your course that you consider evidence of exemplary support. Please place all additional evidence such as screenshots in a folder in your course copy titled "For the Reviewer". *For Blended Courses: If this is a blended learning environment, describe why the online components of the course were chosen and how they relate to the face-to-face components of the course*

#### Learner Support Narrative:

## Self Evaluation: Identify Exemplary Practices

Describe what you think are three “stand-out practices” in your course.

### Stand-out practice #1:

### Stand-out practice #2:

### Stand-out practice #3:

## Course Access

To participate in the review phase, you will need to provide a copy of your course that DOES NOT contain student data (see FERPA guidelines at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). You (or your system administrator) should create a copy of the course with instructor-level access and a new user ID to allow the reviewers to access the course for **at least six months**. Please contact your System Administrator for help creating a back-up of your course and providing access to it.

### URL (Instructor Level) \*

### Username \*

### Password \*

If you have any content in your course that requires \*\*additional login credentials\*\* (e.g. McGraw-Hill integration), please provide the login credentials below so reviewers can access the materials you are referencing OR provide screenshots/screencast videos in the "For the Reviewer" folder in the course.

### File Uploads as needed.

### Publisher/Other Content Login Credentials:

### Special Instructions:

### Date