Wake Technical Community College
EPIC Quality eLearning Standards Rubric

Rubric Rating Scale

For the purpose of this rubric, we will employ the following scale:

- **Non-Existent:** The standard is not evident in the course; however, based on course design/and or content, the standard should have been included.
- **Needs Improvement:** Some evidence of this standard, but it needs to be presented more clearly or better developed.
- **Meets:** Course meets the minimum expectation for this standard; recommendations are suggested based on best practices. Reviewer outlines suggestions for improvement that once implemented will lead to exceeding the baseline requirement.
- **Exceeds:** Course easily meets or exceeds expectations for this standard. Reviewer can find nothing further to offer as suggestion for improvement.
- **N/A:** Not applicable based on course design and/or content.
- **N/O:** Not observed.

Section A: Getting Started – Orients Student to Course

The following hyperlinks provide description of each rubric item:

- A1: Navigation Menu description
- A2: Welcome message description
- A3: Getting Started description
- A4: Introduction Assignment/Ice Breaker description

Section A Rubric

Section	Topic	Rating:	Comments:
A1	LMS Navigation Menu (Essential standard)	<select a rating>	
A2	Welcome message (Essential standard)	<select a rating>	
A3	Getting Started (Essential standard)	<select a rating>	
A4	Introduction Assignment/Ice Breaker (Essential Standard)	<select a rating>	

Section B: Faculty Information

The following hyperlinks provide description of each rubric item:

- B1: Faculty Information description
- B2: Faculty Self-Introduction description

Section B Rubric

Section	Topic and Description	Rating:	Comments:
B1	Faculty Information (Essential standard)	<select a rating>	
B2	Faculty Self-Introduction (Essential standard)	<select a rating>	

Section C: Course Resources

The following hyperlinks provide description of each rubric item:

- C1: Syllabus description
- C2: Course Information description
- C3: Course Materials description
- C4: Grading Policy description
- C5: Course Calendar/Schedule description
- C6: Attendance Policy description
- C7: Instructions description
- C8: Communication Expectations description
- C9: Course Policies description

Section C Rubric

Section	Topic and Description	Rating:	Comments:

Section	Topic and Description	Rating:	Comments:
C1	Syllabus (Essential standard)	<select a rating>	
C2	Course Information (Essential standard)	<select a rating>	
C3	Course Materials (Essential standard)	<select a rating>	
C4	Grading Policy (Essential standard)	<select a rating>	
C5	Course Calendar/Schedule (Essential standard)	<select a rating>	
C6	Attendance Policy (Essential standard)	<select a rating>	
C7	Instructions (Essential standard)	<select a rating>	
C8	Communication Expectations (Essential standard)	<select a rating>	
C9	Course Policies (Essential standard)	<select a rating>	

Section D: Lessons

The following hyperlinks provide description of each rubric item:

- D1: Navigation description
- D2: Consistency description
- D3: Structure description
- D4: Mechanics description
- D5: Intellectual Property description
- D6: Student Learning Outcomes (SLOs) description
- D7: Expectations description
- D8: Variety description
- D9: Access description
- D10: Compatibility description
- D11: Assessments description
- D12: Rubrics/Grading Criteria description
- D13: Faculty Expectations description

Section D Rubric

Section	Topic and Description	Rating:	Comments:
D1	Navigation (Essential standard)	<select a rating>	
D2	Consistency (Essential standard)	<select a rating>	
D3	Structure (Essential standard)	<select a rating>	
D4	Mechanics (Essential standard)	<select a rating>	
D5	Intellectual Property (Essential standard)	<select a rating>	

Section	Topic and Description	Rating:	Comments:
D6	Student Learning Outcomes (SLOs) (Essential standard)	<select a rating>	
D7	Expectations (Essential standard)	<select a rating>	
D8	Variety (Essential standard)	<select a rating>	
D9	Access (Essential standard)	<select a rating>	
D10	Compatibility (Essential standard)	<select a rating>	
D11	Assessments (Essential standard)	<select a rating>	
D12	Rubrics/Grading Criteria (Essential standard)	<select a rating>	
D13	Faculty Expectations (Essential standard)	<select a rating>	

Section E: Announcements
The following hyperlink provides a description of the rubric item:
- E1: Announcement Examples Present description

Section E Rubric

Section	Topic and Description	Rating:	Comments:
E1	Announcement Examples Present (Essential standard)	<select a rating>	

Section F: Tools Organized
The following hyperlink provides a description of the rubric item:
- F1: Tools Organized description

Section F Rubric

Section	Topic and Description	Rating:	Comments:
F1	Tools Organized (Essential standard)	<select a rating>	

Section G: My Grades
The following hyperlink provides a description of the rubric item:
- G1: Gradebook description

Section G Rubric

Section	Topic and Description	Rating:	Comments:
G1	Gradebook (Essential standard)	<select a rating>	

Section H: Student Support
The following hyperlinks provide description of each rubric item:
- H1: Student Support description

Section H Rubric

Section	Topic and Description	Rating:	Comments:
H1	Student Support (Essential standard)	\<select a rating\>	

Section I: Collaboration and Communication
The following hyperlinks provide description of each rubric item:
- I1: Learning Activities description
- I2: Faculty Presence description
- I3: Student Participation description
- I4: Interactive Tools description

Section I Rubric

Section	Topic and Description	Rating:	Comments:
I1	Learning Activities (Essential standard)	\<select a rating\>	
I2	Faculty Presence (Essential standard)	\<select a rating\>	
I3	Student Participation (Essential standard)	\<select a rating\>	
I4	Interactive Tools (Essential standard)	\<select a rating\>	

Section J: ADA Compliance
The following hyperlink provides a description of the rubric item:
- J1: ADA Compliance description

Section J Rubric

Section	Topic and Description	Rating:	Comments:
J1	ADA Compliance (Essential standard)	\<select a rating\>	

Definitions of Rubric Elements

Section A: Getting Started Definitions

A1: LMS Navigation Menu (Essential Standard)
Order and structure of course menu within the LMS conforms to EPIC eLearning Quality Standards. Color contrast is used to create text that is readable and consistent. Course Entry Quiz is used through the 10% point only and hidden after that point.
Navigation Menu rating options:
- Non-existent
- Needs Improvement
- Meets

Return to Section A: Getting Started

A2: Welcome Message (Essential Standard)
A "Welcome" message is posted that is visible when the student first enters the course in either Announcements or Getting Started.
Welcome Message rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

Return to Section A: Getting Started

A3: Getting Started (Essential Standard)
Instructions clearly direct students how to get started. This includes links or directions to various course components, polices, and resources. The course instructions introduce students to the purpose and structure of the course and how best to succeed in an online learning environment. This information may be contained in the "Welcome" message.

Getting Started rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

Return to Section A: Getting Started

A4: Introduction Assignment/Ice Breaker (Essential Standard)
Students are asked to introduce themselves to the class and interact with their classmates using a collaboration tool early in the course as a way to encourage positive rapport and to build community within the course. Clear instructions are given for student participation in the introductory assignment.

Intro Assignment/Ice Breaker rating options:

- Non-existent
- Needs Improvement
- Meets
- Exceeds

Section B: Faculty Information Definitions

Faculty provides contact information, establishes communication expectation, and introduces him/herself as a positive presence in the course.

B1: Faculty Information (Essential Standard)
Contact information is easy to find and contains multiple forms of communication* (office phone, e-mail, and/or other). Where appropriate, office hours and location and clear instructions on the instructor's preferred method of communication for the fastest response time are provided. The expectations for faculty availability are clearly articulated. Faculty Information should include a representative photograph or an avatar. EPIC Online Teaching Certified badge should be posted here. *Adjunct faculty may list only email as a mode of communication.

Faculty Information rating options:
- Non-existent
- Needs Improvement
- Meets

B2: Faculty Self-Introduction (Essential Standard)
A self-introduction by the faculty member is appropriate and available on LMS to assist in building community. Faculty member's initial self-introduction is designed to create sense of connection between faculty member and students and presents faculty in a professional, friendly, and approachable manner.

Faculty Self-Information rating options:
- Non-existent
- Needs Improvement
- Meets
  Exceeds

Section C: Course Resources Definitions

Information and instructions are provided to ensure students understand course expectations, course policies, and how best to approach the course.

C1: Syllabus (Essential Standard)
A syllabus is posted that clearly states any prerequisite knowledge in the discipline and/or any required competencies, including technical skills. The syllabus is posted under Course Resources and should be located in no more than 3-4 clicks. It is provided in a printable format, such as .docx. The syllabus can be also linked to or posted in other locations, for example in Getting Started. (Essential Standard)

**If your syllabus is defined at the department/division level, then this (C1) will not adversely impact a course evaluation. Any feedback provided should be forwarded to supervisor/dean.

Syllabus rating options:
- Non-existent
- Needs Improvement
- Meets

C2: Course Information (Essential Standard)
Any pre-requisite knowledge in the discipline and/or any required competencies, including technical skills, are clearly stated. The course description from the NCCCS CCL, as appropriate, is posted. Student Learning Outcomes (SLO's) for the course are clearly stated, measurable, and consistent with the scope of the course.

**If the course SLO's are defined at the department level, then this (C2) will not adversely impact a course evaluation. Any feedback provided should be forwarded to supervisor/dean.

Course Information rating options:
- Non-existent
- Needs Improvement
- Meets

C3: Course Materials (Essential Standard)
Any required textbooks (including ISBN), supplies, publisher content, and/or software are clearly stated either on the syllabus and/or as a separate item. Any materials, readings, publisher materials, software, and/or supplies that are recommended for the course but not required are clearly stated, and their use is clearly explained. A distinction is made between required and optional materials. A*ll materials are relevant to the course and are current.*

Course Materials rating options:
- Non-existent

- Needs Improvement
- Meets

C4: Grading Policy (Essential Standard)

The course grading policy is stated clearly (including scale and weights) either on syllabus and/or as a separate item. Penalties applied to grades for late or incomplete work, if applicable, are provided. The grading policy and practices are easy for a student to understand. Penalties for late submission of course work are clearly stated.

Grading Policy rating options:
- Non-existent
- Needs Improvement
- Meets

C5: Course Calendar or Schedule (Essential Standard)

Course calendar or schedule is posted either on syllabus and/or as a separate item with a clear breakdown based on lesson/week/module/unit structure of the course, as appropriate. The course calendar/schedule should be accessible and provided in a printable format, such as .docx. It is posted within Course Resources and should be located in no more than 3-4 clicks. It can be also posted or linked in other locations.

Course Calendar or Schedule rating options:
- Non-existent
- Needs Improvement
- Meets

C6: Attendance Policy (Essential Standard)
Attendance policy is clearly stated and explained, including how the Course Entry Quiz constitutes entry into the course, what constitutes attendance in the course, the consequences for non-attendance, and a clear explanation as to why attendance in the course is important for persistence and success. The Attendance Policy is posted either on syllabus and/or as a separate item.

Attendance Policy rating options:
- Non-existent
- Needs Improvement
- Meets

C7: Instructions (Essential Standard)
General assignment and assessment instructions are provided, including instructions on how to submit assignments. Instructions are written clearly and with sufficient detail to ensure comprehension. Specific instructions should be posted within each lesson/week/module/unit. Course instructions answer basic questions related to research, writing (format), and technology, or link to tutorials or other resources that provide the information.

Instructions and Submission rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

C8: Communication Expectations (Essential Standard)
The expectations for student interaction are clearly articulated. Communication expectations for online discussions, e-mail, social media, and other forms of written interaction are stated clearly.

Communication Expectations rating options:
- Non-existent
- Needs Improvement
- Meets

C9: Course Policies (Essential Standard)
Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. Required information includes student code of conduct, academic integrity expectations, grievance policy (including how to lodge a complaint), attendance policy, and withdrawal policy (including how to withdraw from a course). Course policies can be posted either on syllabus and/or as a separate item and/or linked to content in Student Support.

Course Policies rating options:
- Non-existent
- Needs Improvement
- Meets

Section D: Lessons Definitions

Course navigation, structure, and the technology employed in the course are designed to foster student engagement and ensure access to instructional materials and resources. Established assessment

methods are used to measure effective learning, evaluate student progress toward student learning outcomes, and are designed to be integral to the learning process.

D1: Navigation (Essential Standard)
Navigation within Lessons is consistent, logical, and efficient. Unused navigation elements have been removed or hidden. All content should be accessed within 3-4 clicks.

Navigation rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

D2: Consistency (Essential Standard)
Consistent layout design easily orients students. Font type, size, and color are readable and consistent throughout the course.

Consistency rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

D3: Structure (Essential Standard)
Content within lesson/week/module/unit is sequenced and structured in a consistent manner (for example employing lesson/week/module/unit folders) that enables learners to readily access course material.

Structure rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

D4: Mechanics (Essential Standard)
Course is free of errors, typos, and broken links to ensure it conveys a level of academic quality.

Mechanics rating options:
- Non-existent
- Needs Improvement
- Meets

D5: Intellectual Property (Essential Standard)

Faculty members are to use copyrighted materials in accordance with federal copyright laws and Wake Tech policy. All resources and materials used in the course are appropriately cited.

Intellectual Property rating options:
- Non-existent
- Needs Improvement
- Meets

D6: Student Learning Outcomes (SLO's) (Essential Standard)
SLO's for the lesson/week/module/unit are measurable, clearly stated, and are consistent with the course level Student Learning Outcomes. SLO's can be presented in a format deemed appropriate by the faculty member. Lesson/week/module/unit SLO's can be named in a way to differentiate them from course level SLO's, for example Lesson Learning Outcomes or Module Learning Outcomes.

**If the SLO's are defined at the department level, then this (D6) will not adversely impact the review. Any feedback provided should be forwarded to supervisor/dean.*

Student Learning Outcomes rating options:
- Non-existent
- Needs Improvement
- Meets

D7: Expectations (Essential Standard)
All lesson/week/module/unit expectations and activities are clearly stated. Due dates are clearly stated in a prominent place. This includes all readings, learning activities, and assessments within each lesson/week/module/unit.

Expectations rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

D8: Variety (Essential Standard)
Learning activities use a variety of technology tools and teaching methods which attempt to facilitate communication, enhance learning, and interactively engage students. Examples are wikis, journals, discussions, interactive content, social media, and/or group work.

Variety rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

D9: Access (Essential Standard)

Students can readily access the instructional materials required in the course. Large files are identified to help learners consider download times. Alternative (smaller) files are provided where appropriate. Where necessary, links are provided to plug-ins or similar utilities. (Can provide link to information contained in Course Resources.)

Access rating options:
- Non-existent
- Needs Improvement
- Meets

D10: Compatibility (Essential Standard)
Instructional materials posted in LMS are easily opened in both PC and Mac computers. If third-party instructional resources have limitations (such as only working on a Windows PC), they should be clearly stated. To avoid document compatibility issues, it is suggested to use .docx (Word Format).

Compatibility rating options:
- Needs Improvement
- Meets

D11: Assessments (Essential Standard)
The types of assessments utilized in the course logically complement course activities and resources. Assessments used are suitable for a distance learning environment either within LMS, proctored, or via third-party vendor. Assessments and evaluations use multiple methods such as quizzes, tests, discussions, assignments, essays, projects, or surveys, as appropriate for the course. Established assessment methods are used to measure effective learning, to evaluate student progress, and to promote student learning outcomes, and are designed to be integral to the learning process. Instructions such as time limits on assessments are clearly stated.

Assessments rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

D12: Rubrics/Grading Criteria (Essential Standard)

Rubrics or grading criteria are required for substantive assignments (e.g. assignments that have a significant impact on final grade, i.e. >5% individual or cumulative). When used, rubrics provide specific, descriptive criteria and a breakdown of point structure/percentage to assess student work and participation. Criteria and point structure relate directly to the Student Learning Outcomes and course grading policy. The format of the rubric is up to the discretion of the faculty member.

Rubrics/Grading Criteria rating options:
- N/A
- Needs Improvement
- Meets
- Exceeds

[Return to Section D: Lessons](#)   [Jump to Section D Rubric](#)

D13: Faculty Expectations (Essential Standard)

Clear standards are established for instructor responsiveness and availability. The methods of collecting and returning work are clearly explained within the course. There is evidence that these standards are upheld.

If a division or department standard does not currently exist, the following are recommendations of "timely" feedback:

- Turn-around time for responding to e-mails/voicemails: 24 hours or next business day (excluding weekends, holidays, or semester breaks)
- Turn-around time for responding and/or grading Discussion Boards/Weekly Assignment: 7 days
- Grading Intensive Assignments/Projects: Faculty should state when students will receive feedback and their grade. It is recommended in a 16-week course that larger projects and paper grades are returned within two weeks.

Note: Turn-around time expectations will be extended as needed to accommodate college holiday and breaks.

Faculty Expectations rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

[Return to Section D: Lessons](#)   [Jump to Section D Rubric](#)

Section E: Announcements Definitions

Faculty member uses Announcements or communicates using other mediums when appropriate.

E1: Announcements (Essential Standard)
Examples of appropriate announcements include clarifying issues relevant to all students, informing students of inclement weather, reminders of assignments and approaching due dates, college announcements, and other information applicable to students.
Faculty can elect to employ e-mail or other communication mediums to deliver course announcements.

Note: If a faculty member elects to use some other instrument for announcements, examples must be provided for the review team, i.e. copies of the emails sent. While not all communications for the semester are required, sufficient evidence should be given.

Announcement Examples rating options:
- N/O
- Needs Improvement
- Meets

Return to Section E: Announcements   Jump to Section E Rubric

Section F: Tools Definitions

Faculty can customize the availability of Tools in LMS.

F1: Tools Organized (Recommended Standard)
Faculty can customize the availability of Tools in LMS. Unused Tools should be made invisible to users to avoid confusion, make relevant content easier to find, and streamline course design. Required tools for all online courses: Announcements, My Grades, Contacts, Roster, Discussion Board, Send Email and Starfish. Links to LMS tools within course content can be used to reduce labor intensity.

Tools Organized rating options:
- Needs Improvement
- Meets

Return to Section F: Tools Organized   Jump to Section F Rubric

Section G: My Grades Definitions

Grades for all assessments or averages of assessments should be included in the LMS gradebook.

G1: Gradebook (Essential Standard)

A gradebook is maintained and updated in a timely manner within LMS or a third-party vendor for students to check progress. A weighted column or total column should be provided so that students can determine and keep up with their course progress. Within the gradebook unused rows or columns should be hidden or deleted. At any time, a student should be able to locate a column in "My Grades" or similar denoting their current accurate course average. (Essential standard)

Gradebook rating options:
- Non-existent

- Needs Improvement
- Meets

Section H: Student Support Definitions

"Student Support" is pre-populated in the LMS Course Menu, and content should not be removed. Information and instructions are provided to enable students to access institutional services essential to their success.

H1: Student Support (Essential Standard)

Instructions provide links to campus resources. Required pre-populated links:

- College Catalog
- Disability Support Services
- Wake Tech Help Desk
- Individualized Learning Center (ILC)
- 24 Hour Bb Support
- Libraries
- Open Computer Labs
- Student Success
- Career and Employment Resources

These instructions articulate an explanation of how these academic support services, technical support services, and other resources can help students succeed in the course and how students can access these services.

Faculty can add additional, customized information, such as links to division or department web pages, links to publisher content, tech support, etc.

Student Support rating options:
- Non-existent
- Needs Improvement
- Meets

Section I: Collaboration and Communication Definitions

Meaningful interaction between the instructor and students, among students, and between students is encouraged. Course materials are employed to motivate students and foster individual and collective learning.

I1: Learning Activities (Essential Standard)

Course learning activities provide opportunities for faculty-student, content-student, and, if appropriate for the course, student-student interaction to support active learning.

Learning Activities rating options:
- Non-existent

- Needs Improvement
- Meets
- Exceeds

I2: Faculty Presence (Essential Standard)

Consistent faculty presence and responsiveness are evident in the course, achieved through announcements, participation on discussion forums, and/or detailed feedback on assessments, etc. There is evidence that these standards are upheld.

Faculty Presence rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

I3: Student Participation (Essential Standard)

Student participation is defined, and a mechanism for measuring quality and quantity is provided. Consequences for students who do not comply with participation requirements are clearly stated. Evidence of student interaction exists in the course.

Student Participation rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

I4: Interactive Tools (Essential Standard)

Discussions, blogs, wikis, social media, and journals or other interactive content (for example, Soft Chalk) are available within course and located or linked to relevant content.

Interactive Tools rating options:
- Non-existent
- Needs Improvement
- Meets
- Exceeds

Section J: ADA Compliance Definitions

All online course components are designed to be accessible to all students.

J1: Compliance (Essential Standard)
The course is designed to accommodate the use of assistive technologies which facilitate readability and minimize distractions for those students using assistive technologies. Course design and content is in compliance with the EPIC eLearning Quality Standards, Appendix A - Accessibility Guidelines.

Compliance rating options:
- Non-existent
- Needs Improvement
- Meets

Return to Section J: ADA Compliance   Jump to Section J Rubric