

Quality standards (rubric) for Technical Instructional Design*							
Course Overview and Introduction	Learning Objectives	Assessment and Measurement	Instructional Materials	Course Activities and Learner Interaction	Course Technology	Learner Support	Accessibility and Usability*
Instructions make clear how to get started and where to find various course components.	The course goals are general guidelines that describe what you want to achieve. (Goals are high level, objectives are specific and use verbs.)	The assessments measure the achievement of the stated learning objectives.	The instructional materials contribute to the achievement of the stated learning objectives.	The learning activities promote the achievement of the stated learning objectives.	The tools used in the course support the learning objectives. (ie., code labs vs. an overhead projector)	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	Course navigation facilitates ease of use (ie., following universal design guidelines when appropriate.)
Learners are introduced to the purpose and structure of the course.	The topic or module-level learning objectives are specific and describe strategies and measureable outcomes for reaching the goals. Actionable, use verbs.	The course grading and certification policy is stated clearly at the beginning of the course.	The relationship between the use of instructional materials in the course and completing learning activities is clearly explained. (ie., let's watch a video that supports this idea.)	Learning activities provide opportunities for instructor to learner, and learner to learner interaction. (Supports active learning.)	Course tools promote learner engagement and active learning. (ie., code labs)	Course instructions articulate or link to the institution's accessibility policies and services.	The course design facilitates readability. (ie., following universal design guidelines when appropriate.)
Communication expectations for discussions and other forms of interaction are clearly stated.	Learning objectives are stated clearly, are written from the learner's perspective, and are prominently located in the course.	Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. (ie., topics presented in this course will be found the in the TSE EDU certification test.)	The course models the integrity and work ethic expected of learners by providing both source references and permissions for use of instructional materials.	The instructor's plan for interacting with learners and for interaction between learners during the course is clear.	A variety of technology is either reviewed or used throughout the course.	Course instructions articulate or link to support services and resources that can help learners succeed in the course.	The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. (ie., following universal design guidelines when appropriate.)
Policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided. ie., quality, kpis, okrs, etc	The relationship between learning objectives and learning activities is clearly stated. "ie., answers the question "Why are we doing this (activity)?"	The assessments used are thoughtfully developed; aligned with the content, and suited to the level of the course.	The instructional materials represent up-to-date theory and practice in the discipline.	The requirements for learner interactions (ie., activity instructions) are clearly stated prior to beginning any activity.	The course provides learners with information on protecting data and privacy.	Course instructions articulate or link to an avenue for feedback for resolving or requesting course issues and changes.	The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.(ie., following universal design guidelines when appropriate.)
When applicable, minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	All content presented is in alignment with the learning objectives, and is suited to the level of the course.	The course supports a variety of learning styles by using a variety of instructional materials (ie., lecture, video, practical application, discussion), so learner success can be tracked and/or measured across all styles.	A variety of instructional materials is used in the course.				Course multimedia facilitate ease of use. (ie., following universal design guidelines when appropriate.)
Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.							
The introduction by the instructor is professional and is available online.							
Learners are asked to introduce themselves to the class.							

*Based on Quality Matters Standards for Tech Ed and Continuing and Professional Education. www.qualitymatters.org Standards should be applied to appropriate training delivery method (modality).