

Rubric for Course Organization and Design

Course:

Reviewer:

Baseline	√	Effective	√	Exemplary	√
Much of the course is under construction, with some key components identified such as the syllabus.		Course is organized and navigable. Students can understand the key components and structure of the course.		Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.	
Course documentation does not communicate clearly what is expected of students.		Course documentation identifies and delineates roles of students and faculty in the online environment.		Course documentation clearly identifies and delineates roles of students and faculty in the entirety of the course and online environment.	
Aesthetic design does not present and communicate course information clearly.		Aesthetic design presents and communicates portions of course information clearly.		Aesthetic design presents and communicates course information clearly throughout the course.	
Web pages are inconsistent both visually and functionally.		Most web pages are visually and functionally consistent.		All web pages are visually and functionally consistent throughout the course.	
Accessibility features are not implemented nor addressed.		Accessibility features are partially implemented or addressed.		Accessibility features are completely implemented or addressed.	

Comments:

Rubric for Instructional Design and Delivery

Course:

Reviewer:

Baseline	√	Effective	√	Exemplary	√
Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content.		Course offers some opportunities for interaction and communication student to student, student to instructor and student to content.		Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content.	
Learning outcome/course competencies are absent.		Learning outcome/course competencies are unclear.		Learning outcome/course competencies are clearly identified.	
Learning outcomes/course competencies are vague or incomplete and connections to learning activities are absent or unclear.		Learning outcomes/course competencies are identified and connections to learning activities are implied.		Learning outcomes/course competencies are identified and learning activities are clearly integrated.	
Course design does not clearly promote achievement of learning outcomes/course competencies.		Course design adequately promotes achievement of learning outcomes/course competencies.		Course design clearly promotes achievement of learning outcomes/course competencies.	
Course design promotes learning through delivery based on a limited variety of teaching and learning styles.		Course design promotes learning through delivery based on an adequate variety of teaching and learning styles.		Course design promotes learning through delivery based on an ample variety of teaching and learning styles.	
Course provides limited or no activities to help students develop critical thinking and/or problem solving.		Course provides some activities to help students develop critical thinking and/skills or problem-solving skills.		Course provides multiple activities that help students develop critical thinking and problem-solving skills.	

Comments:

Rubric for Academic Integrity in Online Courses

Course:

Reviewer:

Baseline	√	Effective	√	Exemplary	√
Instructor mentions plagiarism and other forms for academy dishonesty in syllabus, including penalties for plagiarism and cheating in syllabus.		In addition to statement about academic integrity on the syllabus, instructor discusses plagiarism and other forms of academic dishonesty in course materials and/or through discussion board posts		In addition to statement about academic integrity on the syllabus, instructor offers specific examples of types of plagiarism and other forms of academic dishonesty, including if appropriate, ways to correctly cite quote and cite material	
Instructor provides limited opportunity for students to ask questions about academic integrity.		Instructor invites feedback and questions about academic dishonesty and penalties		Instructor regularly returns to the topic of academic dishonesty if appropriate (e.g., when introducing research assignments)	
Instructor does not provide opportunity for students to demonstrate what they have learned about academic dishonesty		Instructor provides limited opportunity for students to demonstrate what they have learned about academic dishonesty		Instructor provides multiple opportunities to demonstrate what they have learned about academic dishonesty (quizzes, discussion threads, etc.) to ensure that they understand the concepts	

Comments:

Adapted from: Rubric for Online Instruction, CSU, Chico, 2009