Online Course Design Rubric

Glenville State University Office of Academic Affairs

Course: Instructor: Semester:

Instructions: This rubric is split into three categories: Course Site Design, Instructor Communication, and Content Delivery. Course Site Design asks you to ensure that the course is easy to navigate, consistent in its layout, and straightforward in its usage. Instructor Communication asks you to focus on how accessible, timely, and clear the instructor is in his or her regular communication with students. Finally, Content Delivery ask you to look at how the instructor promotes engagement with and between the students.   Scale - 3 (Meets Expectations), 2 (Room for Improvement), or 1 (Unacceptable).

A. Course Site Design				Section Score:	0
Criterion	3	2	1	**Score (1-3)**	Notes
Site design makes it clear how to get started in the course	Introductory announcement from the instructor and a video "Welcome" explaining how and where to get started.	Introductory announcement or "Welcome" video explaining how and where to get started, but not both.	No explicit instructions on how or where to get started.		
Criterion	3	2	1	**Score (1-3)**	Notes
Explicit instructions on how to navigate course site and where to find various elements	Announcement that details navigation and link(s) to navigational videos created by either Brightspace or instructor.	Announcement that details navigation but no navigational video.	Little or no instructions on how to navigate course site.		
Criterion	3	2	1	**Score (1-3)**	Notes
Syllabus location is easy to find	Syllabus is found in the overview of the course content and is easily identifiable.	Syllabus is not found in the course overview and is hard to find or hidden in the course.	Syllabus is missing from the course, or needs updating, or the link is broken, or not visible to students.		
Criterion	3	2	1	**Score (1-3)**	Notes
Course navigation is organized and easy to use	Course is well organized into a format that flows from unit to unit. The format is consistent through the entire course.	Course is organized into a format that flows from unit to unit but is not consistent for the entire course.	Course is not well organized.		
Criterion	3	2	1	**Score (1-3)**	Notes

#	Criterion	3	2	1	Score (1-3)	Notes
5	**Content is organized consistently and effectively, and due dates are stated**	Weeks/assignments/ units are consistent and clear throughout the course. Due dates are stated.	Weeks/assignments/ units and other divisions of content may be inconsistent. Division is not entirely visible. Due dates do not align with syllabus.	There is no clear division of content and no identifiable consistency among due dates.		
	Criterion	3	2	1	**Score (1-3)**	Notes
6	**Course content is accessible and has closed captioned videos, alternative text on images and tables, and screen reading capabilities**	Syllabus and other course documents do not use complex tables, highlighting, or other formats difficult for screen readers. All videos have captioning and pictures have alt text information.	Most of the course content does not use complex tables, highlighting, or other formats difficult for screen readers.	Course does not meet accessibility standards.		
	Criterion	3	2	1	**Score (1-3)**	Notes
7	**Accessibility statements**	Instructor provides students with link to accessibility statements.	Instructor notifies students where to find accessibility statements.	Instructor does not mention accessibility statements.		
	Criterion	3	2	1	**Score (1-3)**	Notes
8	**Site design promotes ethical behavior**	Papers are requested in a format that allows for verification of author. Tests are monitored via a locked browser and/or with video monitoring. Exams may be given in a specified location with a proctor present.	Some measures have been taken to prevent cheating but there are many unmonitored assignments.	Course design does not take measures to prevent cheating.		

B. Instructor Communication

Section Score: 0

#	Criterion	3	2	1	Score (1-3)	Notes
1	**Course includes means of contacting instructor (i.e. office location, hours, and email)**	Means of contacting instructor are listed in syllabus and course overview, and are easy to find. Includes best way to contact instructor and estimated response time.	Contains one or two means of contacting instructor, does not specify best method of communication or response time. May not be easy to find.	Means of contacting instructor are hard to find or nonexistent. Does not include best method of communication or response time.		
	Criterion	3	2	1	**Score (1-3)**	Notes
2	**Late policy is included in syllabus**	Late policy is clearly outlined in syllabus, including situations and documentation necessary to turn in late work.	Late policy is included in syllabus. May not include specific directions on how late work is treated.	Late policy is vague or excluded.		
	Criterion	3	2	1	**Score (1-3)**	Notes

	Criterion	3	2	1	Score (1-3)	Notes
3	**Instructor explains time commitment expected for online course**	Syllabus or other document/video explicitly states amount of time students are expected to engage in coursework.	Syllabus or other document/video includes time commitment, but is nonspecific or has a large range.	General time commitment expected of students is missing or hard to find.		
	Criterion	3	2	1	**Score (1-3)**	Notes
4	**Announcements and updates are posted to encourage, direct, and engage students**	Instructor sends weekly announcements and updates.	Instructor sends out announcements and updates periodically.	Instructor inconsistently or infrequently sends out announcements and updates. (Less than three announcements per semester.)		
	Criterion	3	2	1	**Score (1-3)**	Notes
5	**Response time to student inquiries and messages is stated**	Instructor has explicit guidelines of expected response times to student inquiries and messages.	Instructor has vague guidelines of expected response times to student inquiries and messages.	Instructor has no guidelines of expected response times to student inquires and messages.		
	Criterion	3	2	1	**Score (1-3)**	Notes
6	**Individual meetings with instructor**	Instructor provides office hours and opportunity for individual virtual meetings.	Instructor lists opportunity for office hours with no scheduling details (virtual location and time).	Instructor does not mention office hours.		
	Criterion	3	2	1	**Score (1-3)**	Notes
7	**Attendance and participation in the online classroom is communicated to students** **Possible Criteria:** **- Adhering to due dates** **- Participating in forum discussions** **- Completing activities by due dates**	Syllabus explains what it means to "attend" an online class in terms of participation and listed expectations.	Syllabus is vague regarding student attendance and participation in the online class.	No reference to participation or attendance in online class.		

C. Content Delivery

					Section Score:	0
	Criterion	3	2	1	**Score (1-3)**	Notes
1	**Course activities incorporate interaction with instructor and peers**	Three or more course activities incorporate interaction with instructor and peers.	Less than three course activities incorporate interaction with instructor and peers.	Course activities do not incorporate interaction with instructor and peers.		
	Criterion	3	2	1	**Score (1-3)**	Notes

	Criterion	3	2	1	Score (1-3)	Notes
2	**Variety of assignment types to engage students and build upon individual strengths**	Course incorporates variety of assignment types to increase student engagement and attend to individual strengths. Activities build upon each other to reach learning objectives.	Course includes more than one assignment type, but does not enhance engagement or attend to individual strengths. Assignments clearly relate to course objectives.	Course assignments do not vary and do not enhance engagement or attend to individual strengths.		
	Criterion	3	2	1	**Score (1-3)**	Notes
3	**Instructor Interactions: Discussion Prompts**	Instructor presents effective, clear, and interesting prompts that engage students in discussion.	Instructor presents effective prompts that are clear but could be more engaging.	Instructor presents prompts that are unclear, unrelated, or inappropriate for course content or student skill level.		
	Criterion	3	2	1	**Score (1-3)**	Notes
4	**Instructor Interactions: Participation in Discussion Boards**	Instructor strategically participates in discussion boards in ways that further independent thinking in students.	Instructor participates in most discussion boards, allowing student discussion to progress.	Instructor participates in student discussions too frequently, preventing students from discussing content with others or does not participate in discussions even when it would be helpful to students.		
	Criterion	3	2	1	**Score (1-3)**	Notes
5	**Timely instructor feedback on assessments**	Instructor conveys expected feedback timelines for course activities, and provides timely feedback on all assignments and activities.	Instructor provides timely feedback on all assignments and activities, but does not have official guidelines for feedback timeline.	Instructor does not provide timely feedback on assignments, and has several assignments that need grading.		

Sum of Scores: 0

Area for faculty response:

Guidelines:
• Exemplary Online Course: 48 - 57
• Satisfactory Online Course: 33 - 47
• Online Course is Below Standards: 20 - 32