Exemplary Online Course Rubric

Course Design - Homepage or Interface

- There is a “Start Here” or “Begin Here” icon that explains the nature of the course and how to effectively navigate the course site.

- Course homepage is easily navigated (i.e. uses standard icon names: start here, course content, communication, grades, lecture notes, email, discussions, etc.)

- The visual design of the course is unique and consistent with course topic or theme.

Course Design - Content

- Learning objectives are clearly stated in syllabus.

- Learning objectives are stated before each learning module or lecture.

- Content is presented in logical, smaller chunks or segments of information.

- Content is easily navigated (i.e. 5 icons or less on homepage, logical course structure, etc.).

- The content used previously in face-to-face courses (i.e. lecture notes) has been modified so that it is appropriate for the online environment.

- Content and requirements for online course are as demanding as a face-to-face course with identical or similar content.

- Content is available in accessible file formats (i.e. active text).

- Course content is enhanced / reinforced through use of other tools or media:
  - Discussion
  - Images
  - Hyperlinks to web resources
  - Quiz
  - Self-test
  - Audio
  - Video
  - Other
Interaction, Feedback & Collaboration

- Participation points are established and participation expectations are clearly defined in course syllabus
- Instructor informs students of expected feedback response time for email messages, discussion postings, assignment grades, etc.
- Instructor establishes expectations regarding time spent engaged in online course (e.g. 4 credit hour course = 8 hours per week).
- Deliberate attempt to create an online learning community using discussions/group projects/activities.
- The course uses the discussion board frequently as a tool to encourage student reflection and comment with regard to the critical questions of each learning module.
- Frequent instances where the instructor takes an active role in moderating discussions and providing feedback via chat, discussion or email.

Assessment

- Students are provided an opportunity to participate in course evaluations
- Opportunities are provided for student self-assessment through sample quizzes and self-tests
- Use of standard assessments (i.e. quizzes, exams), as well as authentic assessments (i.e. essays, research papers, etc.)
- Assignment requirements are clearly communicated
- Assignments and assessments encourage critical thinking (i.e. Analyze, Synthesize, Evaluate, etc.)
- Ample opportunities are provided for students to practice and apply key course concepts through assignments, self-tests, etc.