

Rubric for Online Courses in D2L (Revised)

General Course Design (For all courses: on-campus, online, ITV, etc.)	Creating the Online Course Environment in D2L
Responsibility of Department and Department Faculty	With Assistance from eLearning Support Staff
Course Goals, Objectives, and Outcomes	
<ul style="list-style-type: none"> • Course goals are clearly defined. • Learning objectives are clearly defined and aligned with course goals. • Learning outcomes (competencies) are closely related with real world performance expectations. That is, all competencies clearly represent knowledge, skills, or attitudes/values that the learner would use outside the context of the course (Michigan Community College, n.d., p. 2). • The course syllabus contains clearly stated information about course goals and objectives and learning outcomes. [See end of page 3 for recommended information to include in the syllabus.] 	<ol style="list-style-type: none"> 1. The course syllabus (with information about course goals and objectives and learning outcomes) has a prominent location on the Content page.
Course Content & Resources	
<ul style="list-style-type: none"> • Course content is consistent with course goals and objectives. • Content is made available to students in manageable portions. • Content is clear and concise. • Content is presented effectively. • The instructor makes appropriate resources accessible to students. • Multimedia (including text, audio, video, graphics, and images, as well as Web resources) have clear instructional purposes. • Course materials are presented in a variety of ways to accommodate multiple learning styles. 	<ol style="list-style-type: none"> 2. All course content information is easily located on the Content page, i.e., Module and Topic titles provide a clear idea of the related content and are organized in a logical manner. 3. Content is presented effectively, i.e., uses effective design. 4. Student resources are easily accessible either within the site or by links to Internet resources. 5. Multimedia files require reasonable download time. 6. HTML format should be used unless other format is called for (particularly for Word and PowerPoint documents). Recommendation: Make multimedia content available in multiple formats. Recommendation: Include resource links for students to test their software and to download necessary plug-ins.
Course Instructions and Information	
<ul style="list-style-type: none"> • Course instructions are clear. • Instructions for each activity, assignment, quiz/exam, etc. clearly indicate what students need to do, including how they should submit results, special instructions, etc. • The syllabus contains a clear statement of course instructions 	<ol style="list-style-type: none"> 7. The course syllabus has a prominent location on the Content page.

<p>and course information [See end of page 3 for recommended information to include in the syllabus.]</p> <ul style="list-style-type: none"> The course schedule includes dates and information on class activities and due dates for submission of course requirements. 	<p>Recommendation: The course schedule is separate from the syllabus and has a prominent location on the Content page.</p>
Learning Activities	
<ul style="list-style-type: none"> Learning activities are consistent with course goals and objectives. Learning activities are clearly explained. 	<p>8. Explanations of the learning activities (what to do and how to do each activity) are clear and easy to find in the site (e.g., a topic in Content, in the Discussions description, in the Dropbox instructions).</p>
Assessment of Student Performance	
<ul style="list-style-type: none"> Assessment activities are closely aligned with course goals and objectives. Ongoing, multiple assessment strategies are used to measure knowledge, skills, and attitudes/values. Instructions for assessment activities are clear and concise. There is a clear explanation of how student performance in the assessment activities will be evaluated. There is specific information on how the grades on individual assessments will be used in determining the course grade. 	<p>9. Instructions for assessment activities (i.e., what to do and how to do each assessment activity, such as quizzes and reports) are clear and easy to find in the site (e.g., in the Quizzes description and/or introduction message, in a topic in Content, in the Discussions description, and in the Dropbox instructions).</p>
Feedback Procedures	
<ul style="list-style-type: none"> There is a clear explanation of the procedures for providing feedback to students on their work in the class. The explanation includes: <ul style="list-style-type: none"> how receipt of assignments will be acknowledged, how feedback will be provided, and the timeframe for providing feedback. The explanation is included in the syllabus and/or in appropriate locations in D2L. 	<p>10. The explanation of feedback procedures has a prominent location in the site (e.g., in the syllabus: turn around time for emails & for assignments)</p> <p>11. The Grades (gradebook) is effectively organized so that students can easily track their own achievement in the course.</p> <p>12. Gradebook entries are consistent with the syllabus information.</p>
Learning Community: Communication/Interaction	
<p>The instructor uses a variety of means for establishing a sense of community among learners. The course offers ample opportunities for interaction and communication. NOTE: It is assumed that email is used effectively when appropriate.</p>	
<ul style="list-style-type: none"> There is a clear explanation of the instructor's expectations for communication/interaction in the class (HOW and HOW OFTEN). From Instructor to Students: The instructor makes use of appropriate means to communicate course-related information to students. Between Instructor and Students: The instructor clearly explains his/her expectations for communication/interaction between instructor and students. Among Students: The instructor clearly explains his/her expectations for communication/interaction among students. 	<p>13. When appropriate, instructions are provided on how to use the various communication tools in D2L, e.g., Discussions, the Dropbox, Grades, the Pager, Chat, and student Homepage.</p> <p>14. Effective use is made of the News feature on the Course Home page to provide effective communication from instructor to students. NOTE: At least one News item is posted before the class begins (examples include how to get started in the course, a welcome statement, an overview of the class, image(s), instructor information, etc.)</p> <p>15. The instructor facilitates the use of D2L tools (e.g., Discussions,</p>

	<p>Pager, Chat, and the Dropbox) to provide effective communication between instructor and students. Recommendation: A Discussions area is created for students to ask general questions about the class.</p> <p>16.The instructor facilitates & encourages the use of D2L tools to provide effective communication among students. Recommendation: A Discussions area is created for student social interaction, e.g., a Class Café.</p> <p>17.Instructions for Discussions topics are clear and complete.</p>
Accessibility	
<ul style="list-style-type: none"> • Accessibility issues are addressed throughout the course. • Content is provided in formats accessible to students with disabilities. • Where appropriate, alternative communication methods are implemented. • Presentation of web-based course materials complies with web accessibility standards as outlined by such entities as BOBBY, IDEA, ADA, WebAIM, and the National Organization of Disability (Graf & Caines, 2003). 	<p>18. Changes to the D2L interface take into consideration accessibility issues (e.g., changes to the navigation bar colors and font type, size and color).</p> <p>19. The ADA tagline is included in the syllabus (posted in Content).</p>

Syllabus: Recommended Information

- a. **Instructor information** (including contact information with “how” and “when”);
- b. **Course description**;
- c. **Required text(s), materials, & software** (e.g., plug-ins like Adobe Acrobat Reader, PowerPoint Viewer, RealPlayer);
- d. **Course goals & objectives**;
- e. **Course requirements** (list of assignments to be graded), **related value toward final grade, & brief explanation of how student performance will be assessed**;
- f. **Course policies** as determined by the instructor, e.g., participation policy, teacher feedback procedures (e.g., turn around time for email & assignments), how assignments are to be submitted, late assignment policy, make-up work policy;
- g. **University policies** (including statements related to the academic integrity policy and to accessibility, e.g., the ADA tagline). [**See page 5 for information on ADA tagline.**]

Resources

Ashcraft, M., McMahon, J., Lesh, S. and Tabrizi, M. (n.d.). Peer review for online learning. Retrieved July 30, 2004, from <http://www.towson.edu/~mcmahon/peerreview/On-linerubric.pdf>

NOTE: The article listed above was mentioned in the PowerPoint slide of a presentation at the 9th Sloan-C International Conference on Asynchronous Learning Networks, Orlando, Florida, November 16, 2003. The presentation was titled "Faculty Peer Review Rubric for Online Courses: A Delphi Study," and was supported by an Alumni Development Grant from Capella University.

Chico State University. (2003). *Rubric for online instruction*. Retrieved July 30, 2004, from http://www.csuchico.edu/tlp/webct/rubric/rubric_final.pdf

Graf, D. and Caines, M. (2003). *WebCT exemplary course project: 2003 Rubric*. Retrieved August 1, 2004, from <http://www.webct.com/service/ViewContent?contentID=13423678>

Keinath, B. J. and Blicher, L. A. (2003). *Evaluating readiness in your online course: Student-readiness site review rubric*. Retrieved September 20, 2004, from http://www.metrostate.edu/col/rubric_2.pdf

Michigan Community College. (n.d.). *Virtual learning collaborative: Online course development guidelines and rubric*. Retrieved September 20, 2004, from <http://www.mccvlc.org/~staff/Course-Guidelines-Rubric-v1.2.html>

ADA TAGLINE

Under the Americans with Disabilities Act any publications distributed by Bemidji State University and the respective departments must include the "ADA tagline." The tagline should be on all syllabi, handouts, brochures, booklets and publications. The ADA tagline for syllabi is below. It should be on your syllabi for each class and should be in 12 pt. font.

It is strongly advised by the Disability Services Office that faculty announce to their respective classes that the printed matter for the course is available in alternative formats. Students should contact the Disability Services Office at BSU to determine appropriateness of this accommodation.

Syllabi Tagline

"Upon request this document can be made available in alternate formats. Please contact the instructor (your name and phone number) or Kathi Hagen in the Disability Services Office at 755-3883. Please contact the Disability Services Office ONLY if you have a need for accommodations for a documented disability in this class. All other contact should be with your instructor only."

Publication Tagline

"Upon request this document can be made available in alternate formats. Please contact _____ (your department name and phone number) for assistance. For TTY communication, contact the Minnesota Relay Service at (612) 297-5353 or 1-800-627-3529 and ask them to contact us at _____ (your department name and phone number.)"

If you have any questions about the taglines, contact Kathi Hagen.

Kathi Hagen, Coordinator
Disability Services
Bemidji State University
1500 Birchmont Drive NE
202 Sanford Hall Box 19
Bemidji, MN 56601-2699
(218) 755-3883
FAX (218) 755-3961
KHagen@bemidjistate.edu