**Evaluation Rubric for Online Courses**  
**DUSON June, 2004**

1. **Organization and Design Criteria**

<table>
<thead>
<tr>
<th>Areas for Improvement</th>
<th>Standard Practice</th>
<th>Areas of Exceptional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Each course includes an intro and/or cybertour to introduce the student to the course</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>A list of standardized online course expectations are provided for all learners (see ‘approved’ list)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Course is visually and functionally consistent, including consistent navigation</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Required course elements are clearly delineated from supplemental elements</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Units of instruction are subdivided in subunits, with headings and subheadings that are logically linked</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Standards of Netiquette are followed such as; avoiding CAPS because they appear to shout at the student!</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Color and graphics are used effectively</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Online course faculty follow the TEACH Act guidelines with regard to copyright and intellectual property issues</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Standard course navigation buttons include one for online resources and the Honor Code</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Underlining is used only for hyperlinks</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Course sites are copied for re-use with permission from the last faculty person who taught the course</td>
<td></td>
</tr>
</tbody>
</table>
### 2. Course Content Criteria

<table>
<thead>
<tr>
<th>Areas for Improvement</th>
<th>Standard Practice</th>
<th>Areas of Exceptional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Course description, goals, objectives, content, and assessment are consistent</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Learning outcomes, performance objectives and student expectations for assignments, discussion, participation and projects are clearly explained</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students have appropriate time for investigation of new knowledge and concepts</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Content links are current and functional</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Content is complete, accurate, current, and free of typographical errors</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Establishes content’s relevance with case studies, potential scenarios, examples, and/or problems comparable to real-world situations</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Contains information about being an online learner and links to course specific resources</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Comparable rigor to on-campus courses</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Content is related to other material the learners may have studied or experiences they may have had</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Instruction criteria

<table>
<thead>
<tr>
<th>Areas for Improvement</th>
<th>Standard Practice</th>
<th>Areas of Exceptional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates multi-modal teaching strategies such as visual, textual, interactive, and/or auditory activities to enhance diverse learning styles and needs of adult learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course is geared to adult learners with learning activities that encourage critical thinking, creativity, and problem-solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Learning activities are logically sequenced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Learning activities are realistic and appropriate and can be performed with the resources and time available to the learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Clear and concise instructions and expectations are provided, including those for collaborative or team-based learning activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Course promotes interdependence, peer support, and a ‘learning community’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Course learning activities have real-world relevance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Learning strategies include student-led opportunities as well as choice of materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Number of learning activities is sufficient and appropriate to support learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Learners are told which activities must be performed synchronously and which may be performed asynchronously</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Coaching or remediation is provided at critical times and then support decreases in order to promote self-sufficiency in student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4. Interaction Criteria

<table>
<thead>
<tr>
<th>Areas for Improvement</th>
<th>Standard Practice</th>
<th>Areas of Exceptional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expectations for communication, collaboration, accountability, and peer coaching among students and between students and faculty are defined and established.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. As a facilitator rather than a provider of content, instructor generates questions to stimulate thought, test ideas, and promote critical thinking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Activities engage and motivate; learners must frequently respond to questions, select options, provide information, or contact others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Constructive, relevant and frequent feedback is provided on an individual or group basis to promote clarification, elaboration, and transfer of knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Instructor creates a positive social environment and develops a community of learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Instructor encourages and frequently interacts with the students(s) to promote effective learning and problem-solving.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Instructor establishes methods to convene with students online, by phone, by e-mail, by video conferencing or face-to-face meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Instructor encourages asynchronous interaction and synchronous communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Discussion forums or threads are separated and categorized by common themes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Discussion forums or threads ask for information, clarify, summarize and encourage students participation; students are challenged to justify and elaborate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Students doing collaborative projects are divided into groups of three to four; discussion groups are limited to 10 to 12 students per group</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Students incorporate course content and assigned readings into discussion and class activities</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Class provides opportunity for students to post personal information and/or non-content related activities</td>
<td></td>
</tr>
</tbody>
</table>
### 5. Evaluation and Assessment Criteria

<table>
<thead>
<tr>
<th>Areas for Improvement</th>
<th>Standard Practice</th>
<th>Areas of Exceptional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Detailed step-by-step instructions are provided with each exercise including guidelines for submitting assignments</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>A variety of content-relevant assignments or evaluative exercises are provided</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Provides ongoing assessment in an expected and timely manner.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Discusses progress privately with student to protect privacy</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Students are informed about criteria that will be used to evaluate their participation in online activities</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Objectives are specific, measurable, accountable, controllable, and time-bound</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>There is a clear relationship between learning outcomes, evaluation strategies, and course assignments</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Examples of work are given when appropriate</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Promotes self-assessment and reflection</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Students are encouraged to provide comments and feedback on each other’s assignments</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Evaluation and grading procedures are clear and include links to SON/Duke policies</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Honor code expectations are clear and links available for students.</td>
<td></td>
</tr>
</tbody>
</table>