

DMACC Online Course Rubric (Checklist)

Instructor: _____ **Semester:** _____

Course Number: _____ **CRN:** _____ **Review Date:** _____

Essential Aspects:

- Menu bar only contains Announcements, Syllabus, Your Instructor, Course Content, My Grades, and Tools
- Course includes (usually announcement): a welcome to students, encouragement to complete Blackboard Orientation, and directions for beginning the course
- Your Instructor section minimally contains: Name, brief biography, office hours, office location, telephone number, DMACC email address, and photo (and ideally expectations of instructor response time)
- The course Schedule is detailed and consistent in the syllabus, Course Content, and Grade Center
- Course materials are provided to students in folders (not learning modules) inside the Course Content area
- Grade Center contains no duplicate or extra columns and is appropriately organized
- Course rigor meets course credit hour expectations each week (e.g., a 3 credit course has 9 hours per week of instruction and study)
- All dates are set for the current semester
- Clear and detailed instructions, expectations, and due dates are communicated for all activities in Course Content
- A variety of types of graded activities are included in the course

Course Design/Shell/Template:

- Tool section hides all tools not being used
- All font size and colors are consistent with ADA guidelines: default Blackboard menu, font, and colors are used
- Bold**, all CAPS, and *italics* are used sparingly for emphasis, instead of color and/or underlining
- No grammatical, spelling, or typographical errors
- Images and/or text do not blink, animate or dominate the entire page

Course Information:

- Course contains DMACC Tech Support contact info: web link, phone number, and email address to DMACC Tech Support
- The syllabus is well organized, comprehensive, and concise
- Syllabus contains guidelines for student participation/attendance and online netiquette expectations
- Syllabus contains breakdown of how many points each activity is worth, total points possible, and a schedule of course activities

- The Total column in the Grade Center matches the syllabus (point value or weighting)
- The grading scale in the Syllabus matches the Grading Schema in the Grade Center and is displayed in a Total column
- Statement to students is provided regarding the degree to which students and instructor will interact via asynchronous and synchronous tools

Content Organization and Presentation:

- Folders are organized in a logical and easily navigated progression with a focus on designing learning experiences
- Students progress through the course together to complete activities in sequence with regular due dates
- Material is communicated with a sense of enthusiasm and interest in the subject matter (e.g., personal anecdotes, recent research, current events, how does this apply to you?, etc.)
- Schedule is easy to follow and provided to students in Course Content
- Assignments are consistently named throughout the course

Interaction and Collaboration:

- Course offers weekly opportunities for interaction and communication via activities designed for:
 - Student-to-Student
 - Student-to-Instructor
 - Student-to-Content
- Course uses a variety of technology tools to appropriately facilitate communication and learning (e.g., links, lectures, audio, video, PowerPoint, articles, office hours, social media, etc.)
- Course offers several structured opportunities for student feedback on course content, pace, use of technology, etc.

Assessment:

- Assessments encourage students to employ critical thinking strategies and apply concepts and skills in realistic and relevant ways
- Tests, quizzes, papers, and other assessment activities are weighted appropriately, avoiding the use of only high stakes assessments
- A mix of traditional and alternative assessments are used throughout the course (e.g., essays, portfolios, interviews, role-playing, discussion forums, journals, blogs, wikis, case studies, etc.)

ASSESSMENT: _____ Satisfactory _____ Needs Improvement

Additional Comments: _____

Signature of Reviewer: _____

Additional Signature Course Aspects:

- Objectives, learning outcomes, and/or activities are clearly stated in each folder for the unit/week/segment
- Visual, textual and auditory stimuli are used to motivate students and address multiple learning styles
- Content is frequently enhanced with resources allowing students to learn through inquiry (links, referral to outside readings) rather than just reading a textbook
- Deliberate attempt is made to establish a learning community using strategies such as group projects and discussion groups
- A significant amount of the weekly exercises and activities should promote interactivity for the entire class
- Assignments and assessments are created with evidence of Bloom's Taxonomy to engage students in higher-level thinking and problem solving
- Exams are changed/updated frequently and different forms are randomly distributed to students

Additional Aspects to Consider:

- Assessments align with course competencies
- Students are provided with grading criteria and ongoing update of grades with the course
- If Course Content is accessed outside of Blackboard (e.g., publisher website, ALEKS, etc.) clear instructions are provided, along with that tool's tech support information
- High contrast between background and font colors
- Image, video and document file sizes are small to reduce download time
- Images include descriptive tags for the vision impaired
- Video and audio files include closed-captioning or text-based script
- Ongoing instructions to students regarding daily and weekly due dates, test dates, readings, benchmarks, etc. are clearly communicated in the Announcements section of the course
- There are not excessive due dates or inconsistent due dates (e.g., Course Content folder and link is available but not the actual forum)
- Duplicate and unused files are removed from the course's Content Collection
- Rubrics are provided for graded activities
- Instructor provides a welcome video for students
- Instructor occasionally provides video feedback for assignments, specific to each student