

Instructor's Name:

Online Design Rubric: **Design that Welcomes Your Students**

Course Name and Term/Year:

Best Practice	0 - Not Present	1 – Present	Comments
A welcome message/D2L News item labeled “How to Get Started” is posted and clear instructions regarding how to navigate the course are provided.	A welcome message with starting instructions is not present.	Starting instructions are posted with clarity, located easily, and labeled appropriately.	
Syllabus is easily located (posted to both the “How to Get Started” news item AND under Content).	Syllabus is not present.	Current semester syllabus is linked to or referenced in the “How to Get Started” news item AND posted under Content.	
Instructor contact information is easily located.	Instructor contact information is not present.	Instructor contact information and times of availability are posted in the “How to Get Started” news item.	
Attendance verification instructions/expectations for the first week of class are clearly explained and located in the “How to Get Started” news item.	Attendance verification instructions are not present.	Attendance verification instructions are presented with clarity and located in the “How to Get Started” news item.	
Minimum technology requirements are easily located and clearly stated.	Minimum technology requirements are not present.	Minimum technology requirements are present in the “How to Get Started” news item or under a Content tab for technology requirements.	

Online Design Rubric: Instructor Presence

Best Practice	0 - Not Present	1 – Present	Comments
<p>Instructor communication requirements are provided and address the following:</p> <ul style="list-style-type: none"> • Student interaction expectations • Instructor preference for email versus voicemail <u>and</u> response time • Timeline for instructor feedback and posting of grades 	Instructor communication requirements are <i>not</i> present.	Instructor communication requirements address participation, communication, and grading <i>and</i> is clearly explained.	
<p>Course activities provide opportunities for student-instructor interaction and collaboration:</p> <ul style="list-style-type: none"> • Examples include but are not limited to instructor feedback on assignments, discussion board topic replies, etc. 	Course activities <i>do not</i> provide opportunities for student-instructor interaction.	Course activities designed to provide opportunities for student-instructor interaction are present.	
<p>Course activities provide opportunities for student-student interaction and collaboration:</p> <ul style="list-style-type: none"> • Examples include but are not limited to group assignments/projects; peer reviews; discussion board topics participation, etc. 	Course activities <i>do not</i> provide opportunities for student-student interaction.	Course activities designed to provide opportunities for student-student interaction are present.	
<p>There is evidence of consistent, regular, and intentional student-instructor and student-student interaction.</p>	Opportunities for interaction are either missing or limited.	Opportunities for interaction happen consistently and are intentional in nature, providing students with the highest quality and quantity of interaction in a distance education environment.	
<p>D2L News page is utilized to illustrate instructor presence in the course.</p>	Very few or no D2L News page updates are present.	D2L News page is fluently used through the course.	

Online Design Rubric: Student Learning Outcomes

Best Practice	0 - Not Present	1 – Present	Comments
Student learning outcomes are listed.	Student learning outcomes are not present.	Student learning outcomes are present.	
Student learning outcomes are written in measurable terms (SMART: specific, measurable, achievable, realistic, and time sensitive).	Student learning outcomes are not measurable.	Student learning outcomes are measurable.	
Instructional materials and resources align with and support student learning outcomes.	Student learning outcomes are not supported by instructional materials and resources.	All student learning outcomes are supported by instructional materials and resources.	
Course assessments align with and support student learning outcomes.	Student learning outcomes do not align with and are not supported by course assessments.	All student learning outcomes align with and are supported by course assessments.	

Online Design Rubric: Active Learning Strategies and Assessments

Best Practice	0 - Not Present	1 – Present	Comments
<p>Activities support active learning (students participate in their education through activities that enhance learning) and develop critical thinking skills.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Collaboration activities (group work) • Peer review • Reflective journals • Games/puzzles/simulations • Case studies • Discussions 	<p>Activities for students to participate in active learning and develop critical thinking skills are not present or are not satisfactory.</p>	<p>Activities for students to participate in active learning and develop critical thinking skills are present and satisfactory.</p>	
<p>Activities and materials align with course and module outcomes, as well as with assessments, and course technologies.</p>	<p>Activities do not align with course outcomes, assessments, and technologies</p>	<p>Activities align with course outcomes, assessments, and technologies.</p>	
<p>Course grading policies (including late and incomplete assignments) are clearly stated with specific criteria and rubrics (where applicable) are provided for each assignment.</p>	<p>Course grading policies are not included and assignment criteria rubrics are not provided.</p>	<p>Course grading policies are included and assignment criteria rubrics are provided.</p>	

Online Design Rubric: Learner Support

Best Practice	0 - Not Present	1 – Present	Comments
<p>Information regarding the NFCC Disability Resource Center is stated in the content area of D2L (contact information provided).</p>	<p>Information regarding NFCC’s Disability Resource Center is not provided.</p>	<p>Information regarding NFCC’s Disability Resource Center is provided.</p>	
<p>Technical support information is available to students in the content area.</p> <ul style="list-style-type: none"> • D2L Support • Publisher Support (Connect, Cengage, Pearson Contact Information) • Computer Services 	<p>Information regarding NFCC’s Technical Support services is not provided.</p>	<p>Information regarding NFCC’s Technical Support services is provided.</p>	
<p>Academic Support Services information is easily accessible in the content area.</p> <ul style="list-style-type: none"> • Student Support Services • Academic Success Center • Library Resources 	<p>Information regarding NFCC’s Academic Support Services is not provided.</p>	<p>Information regarding NFCC’s Academic Support Services is provided.</p>	

Department Chair Signature: _____

Date Reviewed with Adjunct: