

Missouri S&T Course Design Guide

Course Name: _____

Course Department: _____ Program: _____

Faculty Members: _____

Reviewer(s): _____

Criterion Rubric			
Criterion	Course Site Exceeds Required Element for Certification	Course Site Meets Required Element for Certification	Course Site Needs Additional Work to Achieve Certification
Course Overview and Introduction			
Course Instructions	Instructions make <u>clear</u> how to get started and where to find various components.		Instructions about how to get started and where to find course components are <u>missing</u> or are <u>unclear</u> .
	<u>Both</u> the necessary prerequisite courses/knowledge and specific technical skills are clearly stated.	At least <u>one</u> of the following is clearly stated: prerequisite courses, prerequisite knowledge, or specific technical skills.	There is <u>no</u> information about whether there are course, knowledge or technical prerequisites for this course.
	Etiquette expectations for all forms of online communication are included.		
	Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:		
Course Policies	<u>All</u> necessary course and/or institutional policies are clearly stated or a link provided.	Only <u>some</u> of the necessary course or institutional policies are provided or are vague or have no link provided.	<u>No</u> course or institutional policies are stated.
	Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:		

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Course Introductions	A statement introduces the student to the purpose of the course and to its components.		
	In the case of a blended course, the statement clarifies the relationship between the face-to-face and online components.		
	The instructor <u>and</u> students provide a personal introduction.	The instructor and/or student provide a personal introduction.	
	<p>Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____</p> <p>Comments:</p>		

Course Goals			
Course Goals	Course goals are appropriately designed for the level of the course.	The Course Goals are <u>not</u> identified.	
	3-5 goals - Broad overarching concepts or skills students will remember after course completion or graduation.		
	<p>Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____</p> <p>Comments:</p>		

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Student Learning Objectives			
Student Learning Objectives	Learning objectives are appropriately designed for the level of the course <u>and</u> are measurable.	The course learning objectives describe outcomes that are measurable.	The course learning objectives are <u>not</u> measurable.
	Module/unit learning objectives, if appropriate, are included and measurable.		
	Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:		
Instructions for Achievement	All learning objectives are stated clearly <u>and</u> written from the students' perspective.	<u>All</u> learning objectives are stated clearly.	<u>Some</u> learning objectives are stated clearly.
	Instructions to students about how to meet the learning objectives are adequate and clearly stated.	Instructions to students about how to meet the learning objectives are <u>not</u> clearly stated.	
	Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:		

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Learner Engagement			
Learning Activities	The learning activities promote the achievement of the stated learning objectives.		
	Learning activities foster instructor-student, content-student, and appropriate <u>student-student</u> interaction.	Learning activities foster instructor-student and content-student interaction.	
	Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:		
Instructor-Student Interaction	Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade postings, etc.) <u>and</u> communicated to all students at the beginning of the course.	Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade postings, etc.).	Standards for instructor responsiveness and availability are <u>unclear or missing</u> .
	Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:		
Student - Student Interaction	Experiential learning events are planned.	Other active learning events are planned.	No student learning events are planned.
	Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:		

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Assessment and Measurement				
Assessments	The types of assessments selected measure the stated learning objectives <u>and</u> are consistent with course activities and resources.		The types of assessments selected do <u>not</u> clearly measure the stated learning objectives.	
	The assessment instruments selected are appropriate to the content.			
	Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:			
Grading Criteria and Policy	The course grading policy is stated clearly and can be found easily by students.		The course grading policy is missing or <u>not</u> easily found.	
	Specific and descriptive criteria are provided for the evaluation of students' work and participation which are clearly articulated for <u>every</u> interactive activity.	Specific and descriptive criteria are provided for the evaluation of students' work and participation which are clearly articulated for <u>some</u> of the interactive activities.	Criteria provided for the evaluation of students' work and participation is <u>missing or unclear</u> and requirements for student participation is not clearly articulated.	
	Practice assignments are provided, with timely feedback to students.			
	Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:			

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Resources and Materials			
Instructional Materials Alignment	The instructional materials contribute to the achievement of the stated course and unit learning objectives.		The instructional materials are missing or are <u>not</u> clearly related to the stated course and unit learning objectives.
	The relationship between instructional materials and the learning activities is clearly explained to the student.		
	Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:		
	Instructional Materials	The instructional materials are current, relevant, chunked into smaller units and appropriately cited.	The instructional materials are <u>somewhat</u> current, relevant, chunked into smaller units and incompletely cited.
The instructional materials present a <u>variety</u> of perspectives on the course content.		The instructional materials present a <u>couple</u> of perspectives on the course content.	
The distinction between required and optional materials is <u>clearly</u> explained.		The distinction between required and optional is <u>hard</u> to distinguish.	There is <u>no</u> distinction between required and optional materials.
Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:			

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Course Technology				
Technology Used to Support Learning	The tools and media support learning and learning objectives are appropriately chosen to deliver the content of the course.			
	The tools and media support student engagement and guide the student to become an active learner.			
	Course components meet all current standards for online instructional delivery modes.			
	The students easily find access to <u>all</u> the technologies required in the course.	Students can find access to <u>most</u> of the technologies required in the course.	Students are <u>unclear</u> as to where to get access to most of the technologies required for the course.	
	<p>Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____</p> <p>Comments:</p>			
Course Organization	Navigation throughout the online components of the course is logical, consistent, and efficient.		Course navigation is <u>not</u> consistent or logical and is occasionally confusing for students.	
	Instructions on how to access resources are sufficient and easy to understand.			
	<p>Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____</p> <p>Comments:</p>			

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Institutional Services			
Access to Institutional Services	The course instructions articulate or link to the following resources: technical support; accessibility policies and services; academic support services and resources.		One or more links are <u>missing</u> from the course instructions.
	Explanations of how these resources help students succeed are included.		
	Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:		

Accessibility Features			
Accessibility Features	The course uses accessible technologies.	The course uses accessible technologies and content is designed for accessibility.	The course does <u>not</u> employ accessible technologies and content is not designed for accessibility.
	The course contains alternatives to auditory and visual content.		
	The course design facilitates readability.		
	Criterion Evaluation: Exceeds _____ Meets _____ Needs Additional Work _____ Comments:		