

**Centre for Instructional Development – Rubric for Distributed Learning Course Review**

Standards		☑	Comments
<b>1. Course Setup</b> Note: Initial student contact information/documents are required to complete this section.	1.1 Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.		
	1.2 Minimum technical skills expected of the student are clearly stated.		
	1.3 Instructions for course access are clearly stated		
	1.4 Consistency is maintained amongst all courses in the program.		
<b>2. Student Orientation</b>	2.1 Instructions make clear how to get started and where to find various course components.		
	2.2 A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.		
	2.3 Etiquette expectations (sometimes called “netiquette” for online discussions, email, and other forms of communication are stated clearly.		
	2.4 Guidelines and way to communicate with the instructor are clearly provided.		
	2.5 The self-introduction by the instructor is appropriate and available online.		
	2.6 Students are asked to introduce themselves to the class.		
<b>3. Learning Objectives</b>	3.1 The course learning objectives describe outcomes that are measurable.		
	3.2 The learning objectives are appropriately designed for the level of the course.		
	3.3 All learning objectives are stated clearly and written from the students’ perspective		
	3.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.		

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4. Assessment and Evaluation	4.1 The types of assessments selected measure the stated learning objectives.		
	4.2 The types of assessments selected are consistent with course activities and resources.		
	4.3 Grading and weighting criteria are stated clearly.		
	4.4 Specific and descriptive criteria are provided for the evaluation of students' work and participation.		
	4.5 Collaborative activities are appropriately assessed		
	4.6 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.		
	4.7 "Self-check" or practice assignments are provided, with timely feedback to students.		
5. Resources and Materials	5.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.		
	5.2 The relationship between the instructional materials and the learning activities is clearly explained to the student.		
	5.3 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.		
	5.4. All resources and materials used in the course are appropriately cited.		
6. Activities	6.1 The learning activities promote the achievement of the stated learning objectives.		
	6.2 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction.		
	6.3 Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)		
	6.4 The requirements for student interaction are clearly articulated.		

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7. Course Technology	7.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.		
	7.2 The tools and media support student engagement and guide the student to become an active learner.		
	7.3 Navigation throughout the online components of the course is logical, consistent, and efficient.		
	7.4 Students can readily access the technologies required in the course.		
	7.5 Course components are compatible with current standards set for delivery modes.		
	7.6 Instructions on how to access resources at a distance are sufficient and easy to understand.		
	7.7 The course design takes full advantage of available tools and media.		
8. Learner Support	8.1 The course instructions articulate or link to clear description of the technical support offered.		
	8.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student to effectively use the resources provided.		
	8.3 Course instructions articulate or link to an explanation of how the institution's student support services can help students reach their educational goals.		
	8.4 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.		
9. *Accessibility	*9.1 The course incorporates ADA standards and reflect conformance with institutional policy regarding accessibility in online and hybrid courses.		
	*9.2 Course pages and course materials provide equivalent alternatives to auditory and visual content.		
	*9.3 Course pages have links that are self-describing and meaningful.		
	*9.4 The course ensures screen readability.		

\* indicates items that are only assessed upon request