

The following rubric is recommended for individual faculty and departmental use to review blended course plans and accompanying myCourses sites. This rubric is not attached to faculty review processes. Based upon the Faculty Senate recommended “Best Practices in Web-Enhanced, Blended, and Online Teaching” guidelines, the rubric is offered as a tool to assess how core best practices are being followed to ensure an effective learning experience for students. The rubric is formative rather than evaluative. The overall goal is to engage in a collaborative conversation regarding a course site so to assist with ongoing revision and improvements to the course design and execution.

Rating Scale				
Insufficient Evidence	Marginal	Emerging	Proficient	Accomplished

Goal 1: Provide Easily Accessible Learner Information			
1.1	Instructions make clear how to get started and where to find various course components.	1.2	Course syllabus easily accessible.
1.3	Departmental expectations provided, including course learning objectives.	1.4	A statement introduces students 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.
1.5	Course policies (e.g. communication practices; email response time; use of instant messaging text vs. proper grammatical writing; technical issues; late assignments) are clearly outlined in course site.	1.6	Links to appropriate student support services for learning included (e.g. Center for Access and Success; online tutoring; library).
1.7	Student technical help information provided.		

Goal 2: Provide Effective Course Organization			
2.1	Course site design is easily navigated and provides a logical progression through the course content and integration of face-to-face and online activities.	2.2	Course site is user-friendly with titles and descriptions to assist learning in locating information.
2.3	Course site includes introduction from instructor explaining how course site works.	2.4	Course site maintains a consistent style and format.

2.5	The relationship between the instructional materials and learning activities is clearly explained to the student. In the case of a blended class, the relationship between the face-to-face and online activities is apparent to students.
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**Goal 3: Provide Interactivity**

3.1	Course uses multiple communication tools to address learners and varying learning styles (e.g. announcement tool; email; audio lectures; discussion boards).	3.2	Instructor participates in online interactions to provide feedback and guide learner work as learners move between the face-to-face activities and the online activities.
3.3	Instructor integrates instructional technologies effectively with face-to-face activities to develop assignments and learning objectives.		

**Goal 4: Create Clear Assessment Practices**

4.1	The course grading policy is stated clearly.	4.2	Specific and descriptive criteria are provided for the evaluation of students' work and participation.
4.3	The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	4.4	The assessment instruments selected are sequenced, varied, and appropriate to the content being addressed.
4.5	The instructor provides varying types of feedback to students.		

**Goal 5: Attend to Legal Requirements**

5.1	The course site is Americans with Disability Act (ADA) compliant (see "Best Practices" document for assistance; e.g. consistent course design; contrast between background and font colors; audio files have textual summaries; acronyms are formatted so screen readers can read them properly; web links are descriptive)	5.2	Course site considers best practices for copyright (see " <a href="#">Fair Use and Copyright</a> " page for assistance; e.g. links to library licensed sources for online course readings; uses library eReserve system; follows copyright for audio and film usage)
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