

Rubric: Online Quality Design Standards



Course: _____ Term or Version: _____ Evaluator _____

Instructor or Steward: _____ Date: _____

This rubric divides quality standards criteria into 8 sections. For each section, review the criteria and indicate whether the course meets expectations (2), only partially meets expectations (1), or entirely fails to meet expectations (0). For each section, you are encouraged to make additional comments. You can also indicate if you saw one or more items in the section that you would consider exemplary, or having exceeded expectations.

Course Introduction & Navigation			
Criteria	2	1	0
The course is structured into intuitive modules that adhere to a generally consistent framework.			
All USU-required descriptive course information is present and easy to find. It does not deviate from the scope of the course as described in the USU catalog.			
The course navigation helps students move effectively through the course.			
A course schedule with due dates is readily available.			
The module release schedule allows students to see at least the current week and the subsequent week.			
A welcome message from the instructor provides students with an overview of the course design.			
The course addresses information necessary for online student success, including resources, guidelines, rules, and expectations.			
Information is provided about the learner support resources that are relevant to the course, including links and directions for accessing services.			

Check if you would consider one of the items above "Exemplary."

Comments regarding course introduction & navigation

Scoring Key: Meets Expectations (2), Developing (1), Missing (0)

Learning Outcomes & Alignment			
Criteria	2	1	0
The course lists high-level outcomes that align with its curricular description and designation and its selected IDEA objectives.			
Each module addresses additional, module-specific learning outcomes.			
Course and module outcomes are measurable and observable.			
Assignments and assessments directly measure the learning outcomes.			
The course includes learning outcomes that require students to engage in different types of thinking, from basic recall to higher-order analysis and creation.			
Students are allowed to submit feedback and ideas, outside of the IDEA student survey, for improving the course.			

Check if you would consider one of the items above “Exemplary.”

Comments regarding course introduction & navigation

Assessment & Feedback			
Criteria	2	1	0
The course provides regular opportunities, through both formative and summative assessment, for students to demonstrate their progress and receive feedback.			
Assignments have clear and appropriately detailed instructions.			
The course includes appropriately detailed rubrics for most assignments.			
Assessments are varied and applicable to authentic, real-world settings.			
Auto-graded assessments use built-in feedback to provide timely and personalized guidance.			
Students who are not making satisfactory progress are given opportunities for remediation.			
Assessment incorporates opportunities for student choice.			

Check if you would consider one of the items above “Exemplary.”

Comments regarding course introduction & navigation

Scoring Key: Meets Expectations (2), Developing (1), Missing (0)

Instructional Materials			
Criteria	2	1	0
Instructional materials are aligned with the course learning outcomes.			
Topics are introduced in a way that provides real-world context and connects new material to previous concepts.			
All primary instructional multimedia is specifically selected and/or designed for the online student audience. (No in-class recordings for primary content.)			
Instructional materials are provided in a variety of formats.			
Audio and video quality is clear and professional.			
Online lecture videos are presented in segments of no longer than 20 minutes.			
Instructional materials include real-world applications, simulations, and/or current industry practice.			
Materials prepare students for assessments by providing clear guidelines, practice opportunities, and examples of expected performance.			
Lecture and reading materials are accompanied by opportunities for recall, reflection, and application.			

Check if you would consider one of the items above “Exemplary.”

Comments regarding course introduction & navigation

Interaction & Engagement			
Criteria	2	1	0
Student-to-content interaction is more than just information consumption. It allows for application, creation, personalization, and transformative engagement.			
The course design fosters regular and substantive interaction between instructors and students.			
Readings and lecture content are supported by opportunities for active learning, both within and beyond the course.			

Check if you would consider one of the items above “Exemplary.”

Comments regarding course introduction & navigation

Scoring Key: Meets Expectations (2), Developing (1), Missing (0)

Course Technology			
Criteria	2	1	0
Appropriate tools are used for their intended purposes.			
Assignments, student progress, and grades are tracked and communicated through Canvas.			
All applications are USU approved, with USU-approved integrations (where integration is possible), and used in ways that comply with data privacy and security policies.			
Links to course resources (in and out of Canvas) are functional.			
Student work completed through tools outside of Canvas is graded within Canvas.			
Technologies used are mobile friendly and cross-platform compatible to the extent possible.			
Task-specific technology tutorials are provided for tools students are likely to be unfamiliar with.			

Check if you would consider one of the items above “Exemplary.”

Comments regarding course introduction & navigation

Accessibility			
Criteria	2	1	0
Course files are posted in accessible formats.			
Course videos are accurately captioned.			
Images that provide information are posted with descriptive alternative text.			
Content that is typed into Canvas follows accessibility practices (heading tags for text headers, descriptive links, appropriate use of tables, etc.)			
Sufficient contrast exists between background colors and foreground elements, such as text.			
The course does not contain any files, pages, videos, or images that are not used by students.			

Check if you would consider one of the items above “Exemplary.”

Comments regarding course introduction & navigation

Scoring Key: Meets Expectations (2), Developing (1), Missing (0)

Academic Integrity			
Criteria	2	1	0
The course includes clear policies on academic integrity, such as guidelines on acceptable AI use, plagiarism avoidance, citation standards, and consequences for academic dishonesty.			
Consequences outlined for academic integrity violations follow standard university policies and procedures.			
If proctored exams are required, proctoring requirements are communicated in the syllabus.			
Computer-graded online exams use question and answer shuffling and/or randomization to help guard against academic integrity violations.			
Online exams delivered without proctoring are available during specific time frames and are time-limited to help prevent academic integrity violations.			

Check if you would consider one of the items above "Exemplary."

Comments regarding course introduction & navigation