



Course Quality(CQual) Rubric

Course:

Instructor:

Reviewed by:

Rating definition: 1-incomplete, 2-unclear, 3-fulfilled, 4-beyond expectations

1.1 Course Overview, Syllabus & Calendar		Rating	
1 COURSE DESIGN	1.1.1 An overview of the course is present	1 2 3 4	
	1.1.2 Syllabus has a course description and instructions about how to navigate the course - (Syllabus Checklist)	1 2 3 4	
	1.1.3 Syllabus contains a communication plan and methods of student interaction	1 2 3 4	
	1.1.4 Course calendar is chronologically organized	1 2 3 4	
	1.2 Learning Objectives		
	1.2.1 Objectives are measurable and aligned to syllabus	1 2 3 4	
	1.2.2 Objectives are constructed in week/module format, describe student expectations, focused on learner's perspective	1 2 3 4	
	1.2.3 Each unit/module begins with an agenda and concludes with a summary or checklist	1 2 3 4	
	1.2.4 Students have opportunity to reflect on the accomplishment of learning objectives	1 2 3 4	
	1.3 Student Learning Styles		
	1.3.1 Course content is structured to insure quality instruction for all learning styles	1 2 3 4	
	1.3.2 Emerging technologies are present to encourage interactive learning	1 2 3 4	

Comments:

2.1 Instructor's Communication and Feedback Plan			
2 INTERACTION AND COMMUNICATION	2.1.1 Communication plan and expectations are clearly stated and average response times are provided	1 2 3 4	
	2.1.2 Instructor provides a netiquette policy	1 2 3 4	
	2.1.3 Time saving communication strategies are used (<i>mass emails, Help Board, assessment, and retention tools</i>)	1 2 3 4	
	2.1.4 Encourages critical thinking in the form of prompts and/or references to demonstrate comprehension of course content	1 2 3 4	
	2.1.5 Discussion forums have been created and grading criteria is identified	1 2 3 4	
	2.2 Student Communication Forum		
	2.2.1 Student introductions (text, audio, video) are encouraged by the instructor	1 2 3 4	
	2.2.2 Collaboration and discourse are promoted through Help Board or Cyber Cafe	1 2 3 4	
	2.3 Interactive Learning Activities		
	2.3.1 Group projects or project based learning assignments are integrated in course, with flexible constraints	1 2 3 4	
	2.3.2 Peer reviews and/or assessment are part of group projects	1 2 3 4	
	2.4 Communication Tools		
	2.4.1 A variety of synchronous and asynchronous tools are available to communicate with professor and classmates	1 2 3 4	
	2.4.2 Online office hours are conducted via web conference tool or phone; flexible times are highly encouraged	1 2 3 4	

Comments:

3.1 Technology Requirements and Issues			
3 ABILITY AND SCALABILITY	3.1.1 Technology support contact information is easily accessible	1 2 3 4	
	3.1.2 All hardware, software, and plug-in requirements are addressed	1 2 3 4	
	3.2 Media		
	3.2.1 Multimedia files and graphics are instructionally appropriate and tagged with correct descriptions	1 2 3 4	
	3.2.2 All content presented via media, graphics, and/or interactions are available as text	1 2 3 4	
	3.2.3 All videos are closed captioned and audio files have transcripts	1 2 3 4	
	3.2.4 Course material facilitates ease of use for all learners (Universal Design Learning)	1 2 3 4	
	3.3 Accessibility		
	3.3.1 Technical review has been completed with minimal issues	1 2 3 4	
	3.3.2 Text throughout course contains accesible font, size, and contrast	1 2 3 4	
	3.3.3 Responsive page design on web pages	1 2 3 4	
	3.3.4 Overall ALLY rating	%	

3 US	3.4 Scalability		
	3.4.1	Media, images, and content are accessible on multiple devices	1 2 3 4
	3.4.2	Automated announcements and feedback are transferable	1 2 3 4
	3.4.3	Calendar and other semester specific information are separate from the course content	1 2 3 4
	3.5 Transferability		
	3.5.1	Course content is easily transferred between different LMS or system environments	1 2 3 4
Comments:			
4 COURSE CONTENT	4.1 Clarity		
	4.1.1	Presentation of content is intuitive and logically sequenced	1 2 3 4
	4.1.2	Text is free of grammatical and syntax errors	1 2 3 4
	4.1.3	Titles, file naming conventions, and writing style are consistent throughout the course	1 2 3 4
	4.2 Educational Resources		
	4.2.1	Text and materials are presented with correct bibliographic information and ISBN#	1 2 3 4
	4.2.2	A wide range of supplemental resources are identified	1 2 3 4
	4.2.3	Resources are accessible to all learners and methods of course delivery	1 2 3 4
	4.2.4	Guides for accessing information are included (if applicable)	1 2 3 4
Comments:			
5 ASSESSMENT AND MEASUREMENTS	5.1 Assessment		
	5.1.1	To encourage rigor and collaboration to course, a major project or group work is encouraged	1 2 3 4
	5.1.2	Tests and activities align with learning objectives	1 2 3 4
	5.1.3	Self-assessment and/or peer assessment is recommended	1 2 3 4
	5.1.4	Assignments and activities include detailed, coherent instructions, available resources, and expected time investment	1 2 3 4
	5.1.5	Clear grading criteria are provided (<i>grading rubrics, assignment templates, assignment example</i>)	1 2 3 4
	5.1.6	Appropriate Blackboard tools are utilized (<i>static and assessment tracking</i>)	1 2 3 4
	5.1.7	Assignments are enhanced with quality graphics or videos that illustrate or explain objectives	1 2 3 4
Comments:			
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