

## Condensed Rubric (Essential Items) – Course Delivery

Elements present in this rubric were adopted and adapted from a variety of existing Quality Standards rubrics/frameworks/ checklists and models from the available literature. These elements were deemed the essential elements out of those collected from the literature. This rubric is not a final draft and further research and testing is necessary before it can be appropriately applied to course delivery.

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<b>Course delivery</b> includes elements such as the initial information provided about the course, assessment, instructional materials, interaction, course technology, faculty support and communication and feedback.					
<b>Quality Elements: Course Delivery</b>	<b>Exceptional (3 pts.)</b>	<b>Excellent (2 pts.)</b>	<b>Promising (1 pt.)</b>	<b>Incomplete (0 pts.)</b>	<b>Points</b>
<b>Course Introduction and Overview</b>	Contact information for the instructor <i>is included, easy to find</i> and provides <i>multiple modes of communication (e.g., email, chat)</i>	Contact information for the instructor <i>is included</i> and includes <i>multiple modes of communication (e.g., email, chat)</i> but <i>may not be easy to find</i>	Contact information for the instructor <i>is included but is not easy to find</i>	Contact information for the instructor <i>is NOT provided</i>	=Essential
<b>Point Total (Introduction)</b>	<b>Out of 3</b>				
<b>Student Assessment</b>	All assessments measure stated learning outcomes	<i>Most</i> assessments measure stated learning objectives	<i>Some</i> assessments measure stated learning objectives	Assessments <i>DO NOT</i> measure stated learning objectives	=Essential
	All assessments are consistent with course activities/resources	<i>Most</i> assessments are consistent with course activities/resources	<i>Some</i> assessments are consistent with course activities/resources	Assessments are <i>NOT at all consistent</i> with course activities/resources	= Essential
	All assessments	<i>Most</i>	<i>Some</i>	Assessments	=Essential

	are <i>sequenced</i> (e.g., they build on the course content and skills learned) and <i>appropriate</i> to student learning	assessments are <i>sequenced</i> and <i>appropriate</i> to student learning	assessments are <i>sequenced</i> and may not be <i>completely appropriate</i> to student learning	are <i>NOT</i> sequenced	
	Students are <i>provided with constructive, meaningful feedback</i> related to <i>all</i> assessments	Students are <i>provided with constructive, meaningful feedback</i> related to <i>most</i> assessments	Students <i>are provided with feedback</i> related to <i>most</i> assessments, but feedback may not be <i>constructive and/or meaningful</i>	Students are <i>NOT</i> provided with feedback on assessments	=Essential
	Instructors and/or qualified personnel are <i>available</i> to coach students when help is needed (e.g., prior to assignment submission)	Instructors and/or qualified personnel are <i>sometimes</i> available to coach students when help is needed	Instructors and/or qualified personnel are <i>rarely</i> available to coach students when help is needed	Instructors and/or qualified personnel are <i>NOT</i> available to coach students when help is needed	= Essential
<b>Point Total (Assessment)</b>	<b>Out of 15</b>				
<b>Instructional Materials</b>	<i>All</i> materials contribute to achievement of course/unit outcomes	<i>Most</i> materials contribute to achievement of course and unit objectives	<i>Only some</i> materials contribute to achievement of course and unit objectives	Materials <i>DO NOT</i> contribute to achievement of course and unit objectives	=Essential
<b>Point Total (Materials)</b>	<b>Out of 3</b>				
<b>Student Interaction / Engagement</b>	<i>The majority of</i> activities provide <i>opportunities for interaction</i>	<i>Most</i> activities provide <i>opportunities for interaction and support</i>	<i>Only some</i> activities provide <i>opportunities for interaction and support learning</i>	Activities <i>DO NOT</i> provide opportunities for interaction and support	=Essential

	and <i>support learning across a variety of types</i> (learner–peer, learner–instructor, learner–content)	<i>learning across a variety of types</i> (learner–peer, learner–instructor, learner–content)	<i>across a variety of types</i> (learner–peer, learner–instructor, learner–content)	learning across a variety of types (learner–peer, learner–instructor, learner–content)	
	Student-to-student interactions are <i>required</i> by the instructor, and instructions on how to do this are <i>clearly laid out</i>	Student-to-student interactions are <i>required</i> by the instructor, and though instructions are provided, <i>they are not clearly written or would benefit from more detail</i>	Student-to-student interactions are <i>required</i> by the instructor, but <i>NO instructions about how to engage in this are provided</i>	<i>NO</i> student-to-student interactions are required by the instructor	=Essential
<b>Point Total (Interaction)</b>	<b>Out of 12</b>				
<b>Course Technology</b>	Instructor <i>successfully incorporates a wide variety</i> of technologies (delivery media)	Instructor incorporates a <i>wide variety</i> of technologies (delivery media)	Instructor incorporates a <i>variety</i> of technologies (delivery media)	A variety of technologies (delivery media) are <i>NOT incorporated</i>	=Recommended
	Course technology allows for students to <i>fully engage</i> with the material in <i>meaningful</i> ways and <i>appeals to different learning styles</i> (e.g., has different options when	Course technology allows for students to <i>engage</i> with the material in <i>meaningful</i> ways	Course technology allows for students to <i>somewhat engage</i> with the material	<i>Course technology does NOT translate to student engagement</i>	=Essential

	appropriate/ available)				
<b>Point Total (Technology)</b>	<b>Out of 6</b>				
<b>Faculty Support</b>	Instructors are <i>fully</i> assisted in the transition from classroom to online instruction	Instructors are <i>assisted</i> in the transition from classroom to online instruction <i>when it is requested</i>	<i>Some peripheral assistance</i> in the transition from classroom to online is available to instructors <i>when it is requested</i>	Instructors are <i>NOT</i> assisted in the transition from classroom to online instruction	=Essential
	Technical assistance for course design is <i>continually</i> available to instructor(s) (e.g., how to post files, add topics, etc.)	Technical assistance for course design is <i>intermittently</i> available to instructor(s)	Technical assistance for course design is available to instructor(s), <i>but only at the beginning of the course</i>	Technical assistance for course design is <i>NOT</i> available to instructor(s)	=Essential
	A wide variety of qualified personnel (e.g., teaching assistants, technical assistants, etc.) is available to instructors to accommodate needs of all students	Qualified personnel are available to instructors to accommodate needs of all students	<i>Some</i> qualified personnel are available to instructors to accommodate needs of <i>some</i> of the students	Qualified personnel are <i>NOT</i> available to instructors	= Essential
<b>Point Total (Faculty support)</b>	<b>Out of 12</b>				
<b>Communication and Feedback</b>	Instructor communication with students and feedback to students is <i>prompt, timely, ongoing</i>	Instructor communication with students and feedback to students is <i>ongoing but not prompt or timely</i>	Instructor communication with students and feedback to students is not consistent and could be enhanced	Instructor communication with students and feedback to students is severely <i>lacking</i>	= Essential
	Instructor	Instructor	Instructor	Instructor	=Essential

	communication has <i>evident value by enhancing student learning and is motivating</i> to the learners	communication has <i>evident value</i> to the learners	communication has <i>some value</i> to the learners	communication <i>is not effective and has little value</i> to the learners	
	Students are given formative and summative feedback/ suggestions about their progress regularly throughout the course	Students are given formative <i>and</i> summative feedback/ suggestions about their progress <i>rarely</i> during the course	Students are <i>only</i> given formative and/or summative feedback/suggestions about their progress at one point during the course	Students are <i>NOT</i> given feedback/ suggestions until the end of the course	=Essential
<b>Points Total (Communication)</b>	<b>Out of 9</b>				
<b>OVERALL POINTS</b>					
<i>(add up all points from each subsection to calculate your total)</i>					
<b>Out of a possible 48 points</b>					