

Rubric for Evaluating a Course Syllabus

Criteria	Yes	No	Needs Work - Comments
1. **Has the faculty had training in teaching and developing an online course (any of these):			
a) Significant prior experience teaching on line with good student evaluations			
b) Online fellows (old version)			
c) Online fellows (new version) Part 1, Part 2			
d) Training from another source – Sloan-C; Quality Matters			
2. Has the faculty submitted their course for review by a qualified peer mentor at URI or elsewhere?	We are	In the	process of creating this service at URI
<i>Criteria below is from the Quality Matters Rubric. URI is a member of Quality Matters. The rubric was designed from current research on best practices in online teaching.</i>			
3. Syllabus:			
a) Instructions make clear how to get started and find course components			
b) Prerequisite knowledge in the discipline and/or required competencies are clearly stated.			
c) Minimum technical skills of the student are clearly stated			
4. Learning Outcomes:			
a) The course learning outcomes are measurable.			
b) All learning outcomes are stated clearly and written from the students' perspective.			
c) Instructions to students on how to meet the learning outcomes are adequate and stated clearly.			
d) The learning outcomes are appropriately designed for the level and credits of the course.			
5. Assessment			
a) The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.			

** Applies to online courses only

b) The course grading policy is stated clearly.			
c) The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.			
6. Instructional Materials			
a) The instructional materials contribute to the achievement of the stated course and module/unit learning outcomes.			
b) The instructional materials are current.			
c) The instructional materials present a variety of perspectives on the course content.			
7. Learning Interaction			
a) The learning activities promote the achievement of the stated learning outcomes.			
b) Learning activities provide opportunities for interaction that support active learning.			
c) The instructor's plan for classroom response time and feedback on assignments is clearly stated.			
d) The requirements for student interaction are clearly articulated.			
e) The instructor's indicates a plan for regular and substantive feedback to students			
8. Student Work Load - The course as a whole requires 3-4 hours of student work per week/per credit at the appropriate level.			
9. Accessibility - The course employs accessible technologies, provides guidance on how to obtain accommodation, and includes URI's disability policies			
10. Additional URI statements and resources - Includes additional appropriate statements on attendance, student behavior, academic integrity, and academic support.			

For assistance in ensuring your course meets these standards, please use the resources available from the Office of Online Education: <http://web.uri.edu/teachingonline/>.