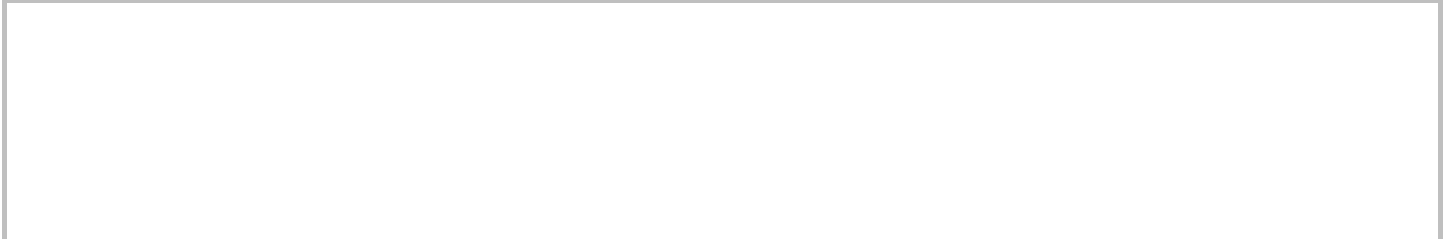
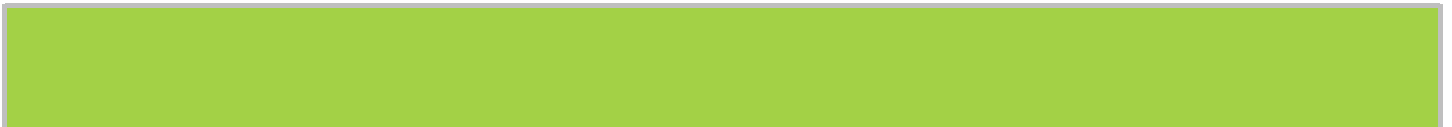


**A tool to assist in the design,
redesign, and/or evaluation of
online courses.**

**An Initiative Sponsored By:
Illinois Online Network (ION)
University of Illinois**



This rubric can be printed and used manually, or you can rate and add comments to each section directly inside the PDF. For the purpose of this rubric, please use the following scale:

- Non-Existent - Not Present, but should be, based on course design and content, or present, but not appropriate for this course.
- Developing - Some evidence of this criterion, but it needs to be presented more clearly or better developed.
- Meets - Evidence of this criterion is clear and is appropriate for this course. More could possibly be added.
- Exceeds - Evidence of this criterion is clear, appropriate for this course, and demonstrates best practices in a manner that models its use.
- N/A - Not applicable based on course design and content.

Index

<ul style="list-style-type: none"> I. Instructional Design <ul style="list-style-type: none"> A. Structure B. Learning Goals/Objectives/Outcomes C. Course Information D. Instructional Strategies E. Academic Integrity F. Use of Multimedia II. Communication, Interaction, & Collaboration <ul style="list-style-type: none"> A. Activities and Opportunities B. Organization and Management C. Group Work III. Student Evaluation and Assessment <ul style="list-style-type: none"> A. Goals and Objectives B. Strategies C. Grades D. Feedback E. Management 	<ul style="list-style-type: none"> IV. Learner Support & Resources <ul style="list-style-type: none"> A. Institutional/Program Support and Resources B. Academic Support and Resources V. Web Design <ul style="list-style-type: none"> A. Layout/Design B. Use of Multimedia C. Use of Images D. Links/Navigation E. Accessibility VI. Course Evaluation <ul style="list-style-type: none"> A. Layout/Design
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I. Instructional Design

Instructional Design refers to the analysis of learning needs and the systemic approach of developing an online course in a manner that facilitates the transfer of knowledge and skills to the learner through the use of a variety of instructional methods, which relate to multiple learning styles, strategies, and preferences.

A. Structure

1.	Sequence	Content is sequenced and structured in a manner which enables learners to achieve the stated goals.		
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Comments:

Non-Existent Developing Meets Exceeds N/A

2.	Chunking	Information is "chunked" or grouped to help students learn the content.		
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Comments:

Non-Existent Developing Meets Exceeds N/A

3.	Purpose	Purpose of learning activities is clearly presented.		
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Comments:



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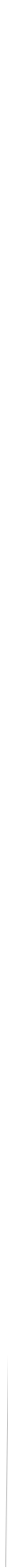
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Additional Comments Regarding Communication, Interaction, and Collaboration

III. Student Evaluation and Assessment

Student Evaluation and Assessment refers to the process your institution uses to determine student achievement and quality of work, including the assigning of grades.

A. Goals and Objectives

1. Aligned Assessment and evaluation are aligned with learning objectives.

Comments:

Non-Existent Developing Meets Exceeds N/A

2. Communicated Assessment and evaluation goals are clearly communicated.

Comments:

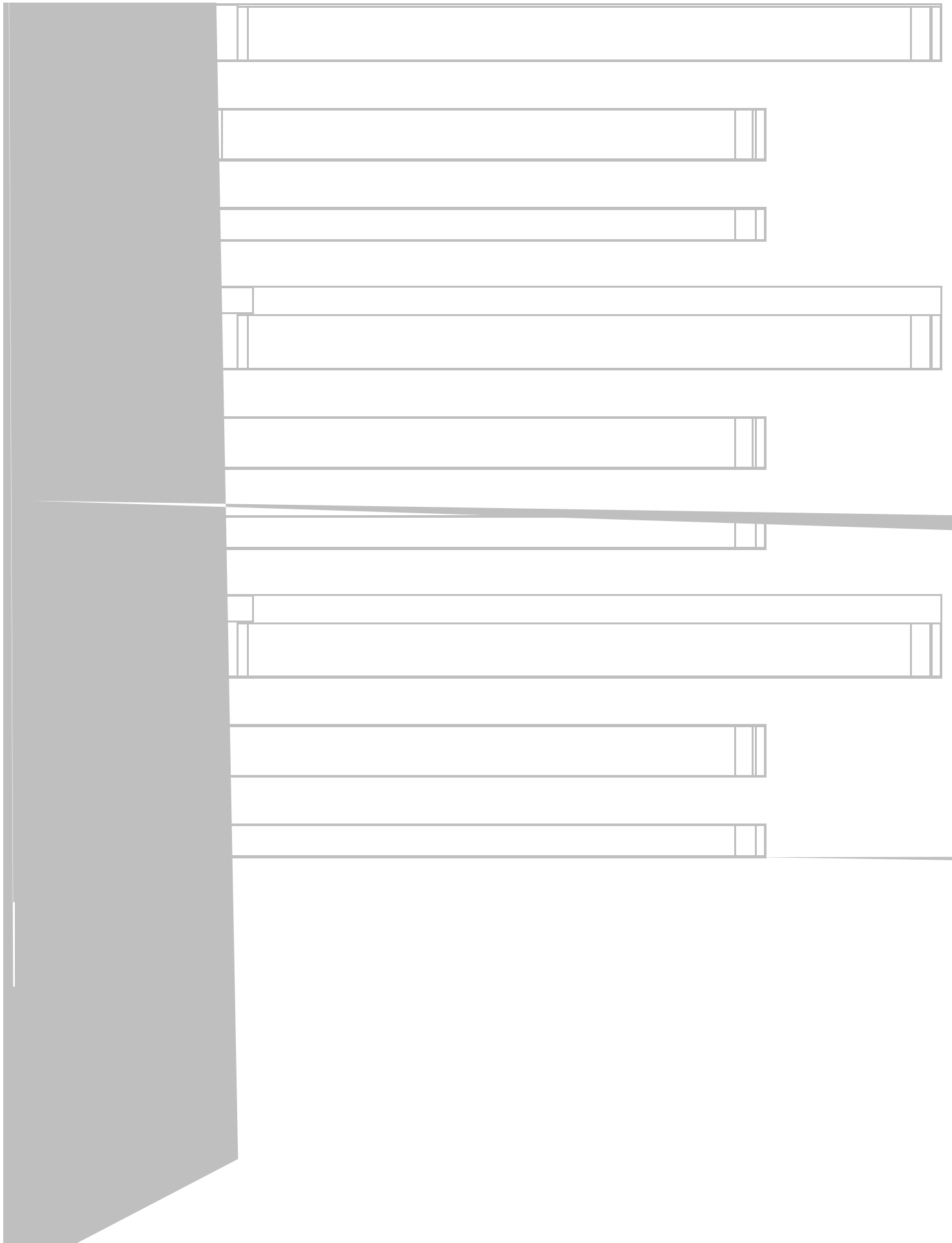
Non-Existent Developing Meets Exceeds N/A

B. Strategies

1. Method Assessments and evaluations use multiple methods, such as quizzes, tests, discussion, essay, projects, and surveys.

Comments:

Non-Existent Developing Meets Exceeds N/A



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Comments:	Non-Existent Developing Meets Exceeds N/A
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5. Frames	Windows open in appropriate frames that do not confuse users. The use of additional frames, other than those within the CMS, is avoided.

Comments:	Non-Existent Developing Meets Exceeds N/A
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B. Use of Multimedia	
1. Technical Requirements	Audio/Video hardware requirements do not extend beyond the basic sound cards, speakers, and video players unless appropriately needed to meet course goals and objectives.

Comments:	Non-Existent Developing Meets Exceeds N/A
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2. Audio Standards	<p>Audio files meet minimum standards in the following areas:</p> <ul style="list-style-type: none"> - Audio quality is clear

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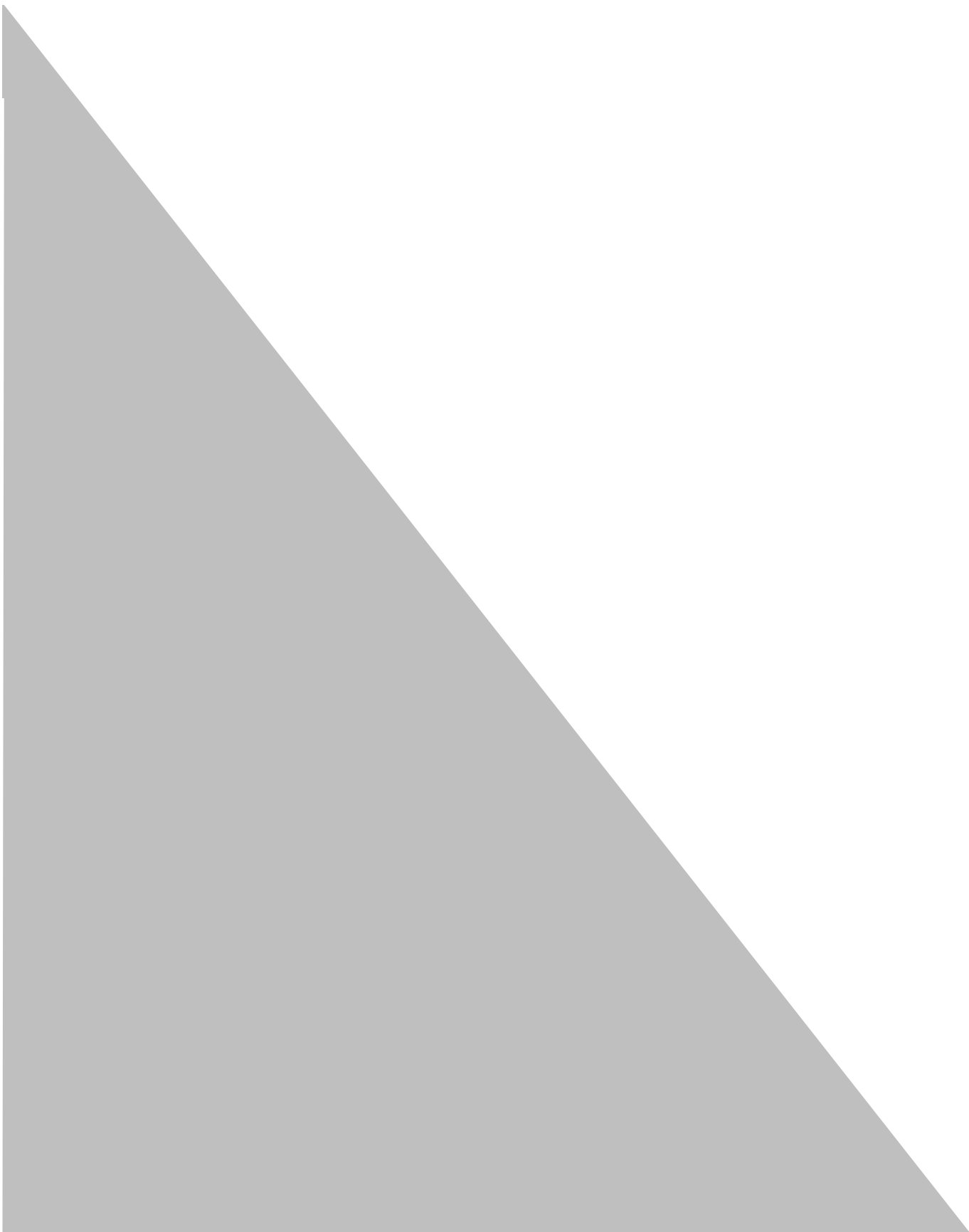
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