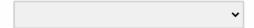**Rubric**

Developer/Instructor Name

Developer/Instructor Email

Additional emails (e.g. a second developer, Department Chair...etc)

Email 1

Email 2

Email 3

Who do you want a copy of the evaluation to be send to?

☐ The developer/instructor
☐ Jeff Holm
☐ Lynette Krenelka
☐ Elizabeth Becker

Course #

Semester the course is being offered

○ Summer 21
○ Fall 21
○ Spring 22
○ Summer 22
○ ⬚ Other
○ N/A

College

[▾]

Department

[▾]

Delivery Mode

○ Synchronous

○ Asynchronous

○ SPEA

○ Non credit

○ Hybrid

○ Hyflex Model

○ [ ] Other

Instructional Designer/Reviewer

[▾]

Instructional Designer/Reviewer email

Essential

	Provided	Not Provided	N/A
Announcements	○	○	○
Faculty	○	○	○
Syllabus	○	○	○
Textbooks	○	○	○
Schedule	○	○	○
Lessons	○	○	○
Consistency and Accuracy	○	○	○
Evaluation & Assessment	○	○	○
Resources	○	○	○
Accessibility	○	○	○

Comments:

1.0 Course Overview

1.1 Announcements
1.2 Faculty

	Exceeding	Meeting	Developing	N/A
Welcome video (Exceeding) or statement (Meeting)	○	○	○	○
Instructor contact information, office hours, (Meeting) Zoom link, & photo (Exceeding)	○	○	○	○
Grade scale in the syllabus matches what's on Blackboard	○	○	○	○

Resources:

How to record and embed YuJa Videos

How to Create/send announcements

How to create or edit contact information on Blackboard

Comments:

[text box]

2.0 Introductory Material

2.1 Syllabus

	Exceeding	Meeting	Developing	N/A
The syllabus uses an established template (Exceeding) unestablished template (Meeting)	○	○	○	○
Course information (name, number, and description...etc)	○	○	○	○
Learning goals and objectives; grading policy and rubrics	○	○	○	○
Required policies (course, department, university, support resources)	○	○	○	○
An overview of course assessments that describes how students will be graded in the course.	○	○	○	○

Resources:

There is a Syllabus Template available that contains standard statements on things like Netiquette as well as university policies.

The template has also been formatted for accessibility and UND branding.
Required Course Syllabi Statements from the Office of the Provost.

Comments:

<div style="border:1px solid #000; min-height:100px;"></div>

2.2 Textbooks

	Exceeding	Meeting	Developing	N/A
Textbook/resource information (ISBN, textbook photo, links)	○	○	○	○
How to access textbooks and/or Open Educational Resources (OER)	○	○	○	○

Comments:

<div style="border:1px solid #000; min-height:100px;"></div>

2.3 Schedule

	Exceeding	Meeting	Developing	N/A
Course schedule for the entirety of the semester (Exceeding), partial schedule (Meeting)	○	○	○	○
Due dates for all assignments, quizzes, and exams (Exceeding), partial (Meeting)	○	○	○	○

Comments:

3.0 Content Organization

3.1 Lessons

	Exceeding	Meeting	Developing	N/A
All lessons sequenced in a logical order (Exceeding), partial (Meeting)	○	○	○	○

Course organization broken into chunks (E.g. units, modules

	Exceeding	Meeting	Developing	N/A
Course organization broken into chunks (E.g. units, modules, weeks, sessions, lessons...etc)	○	○	○	○
'Lessons' include well-defined learning objectives. All (Exceeding), some (Meeting), none (Developing).	○	○	○	○
'Lessons' include a to-do list. All (Exceeding), some (Meeting), none (Developing).	○	○	○	○
'Lessons' include or link to course assessments. All (Exceeding), some (Meeting), none (Developing).	○	○	○	○
Short original video lectures with clear audio and visual	○	○	○	○
If recordings of on-campus lectures are used at all, they are used as supplement resources	○	○	○	○

Resources:

Lesson/Weekly Folder Structure Video this video walks-through the lesson/weekly folder layout and provides some best practices regarding video length.

TTaDA's YuJa's Page

YuJa Getting Started Guide for Instructors

Allowing students to download recordings

Comments:

3.2 Consistency and Accuracy

	Exceeding	Meeting	Developing	N/A
All course terminology is consistent and accurate (Exceeding), partial (Meeting)	○	○	○	○
Consistent use of color scheme, theme, icons, and fonts. Graphics and colors enhance learning.	○	○	○	○

Comments:

3.5 Evaluation & Assessment

	Exceeding	Meeting	Developing	N/A
Assessment methods are varied and aligned with learning objective	○	○	○	○
Assignments posted with clear directions, rubric, due dates, possible points, and where students can access their feedback	○	○	○	○

Quizzes posted with number & type of questions, availability

	Exceeding	Meeting	Developing	N/A
Quizzes posted with number & type of questions, availability, duration, due date, possible points, and where students can access their feedback	○	○	○	○
Exams posted with clear instructions availability, duration, due date, and possible points	○	○	○	○
Proctoring information is provided (if applicable)	○	○	○	○
Collaboration tools (e.g., discussion board, wikis, blogs) used	○	○	○	○

Resources:

Alternative Assessments to High Stakes Exams proctored examinations are typically considered "high-stakes testing" and are not always a necessity for assessing a student's mastery of a course's learning objectives. Creative alternatives to proctored exams such as those that follow should be carefully considered as acceptable options given the realities we are faced with this semester.

Interacting Online

Creating, Securing, and Scoring Blackboard Exams

Example assignment verbiage:
To submit click the Homework 3 link above and then Browse your Computer for your assignment. You must submit your assignment as a PDF file. You may submit your assignment multiple times; your last submission will be graded. To find your

score, click on My Grades in the navigation bar to your left. Click on your score to view feedback.

Comments:

[ ]

3.6 Resources

	Exceeding	Meeting	Developing	N/A
Supplemental materials (e.g., extra articles, links, videos)	○	○	○	○
Include information about tutoring, etc. (Smarthinking, Writing Center, etc.)	○	○	○	○

Comments:

[ ]

3.7 Accessibility

	Exceeding	Meeting	Developing	N/A
Overall course Blackboard Ally score (90 - 100% Exceeding, 60 - 89% Meeting, 59% < Developing)	○	○	○	○
Course syllabus Ally score (90 - 100% Exceeding, 60 - 89% Meeting, 59% < Developing)	○	○	○	○
Course schedule Ally score (90 - 100% Exceeding, 60 - 89% Meeting, 59% < Developing)	○	○	○	○
All videos are closed captioned. Edited for accuracy and/or transcript has been provided. Missing some (Meeting), none (Developing)	○	○	○	○
Course organized to promote accessibility.	○	○	○	○

Resources:

[Blackboard Ally](#) works seamlessly with Blackboard Learn to gauge the accessibility of your content. Ally provides guidance and tips for lasting improvements to your content accessibility.

[Ally for LMS Help for Instructors](#)

[Accessible Technologies](#)

[Adding and Editing Captions in YuJa](#)

For information on improving the accessibility of your Blackboard Site, please visit TTaDA's Creating Accessible Documents web page. Additionally, we have several Blackboard Ally – Making Your Content Accessible Workshops scheduled this semester. If you would like individual one-on-one help, please schedule an ID consultation.

Comments:

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Results

Number of standards applicable for this course based on your evaluation are ${gr://SC_3KjyzyFhcOw16Yt/Items}
Number of essential items missing in this course are ${q://QID29/ChoiceGroup/SelectedChoicesForAnswer/2}

Course percentage rounded up to the nearest integer: 0%

Click on the back button if you want to make any changes to the rubric. If no changes are needed, you can click on the next button

to submit the evaluation to the faculty/developer and receive a copy as well. Please record the course percentage in the [Online Course Development Fall](#) 2020 excel sheet.

Please record the course percentage (don't include the %)