

Open SUNY Quality Review Rubric Center for Online Teaching Excellence (COTE)

| | | | Self Review | | | |
|---|---|--|----------------------|--------------------------|----------------|-------|
| | | QUALITY INDICATOR | Present in my course | Not present in my course | Not Applicable | IDEAS |
| 1 | a | Course includes Welcome and Getting Started content. | | | | |
| 2 | a | Course includes a Course Information area that deconstructs the syllabus for students in a clear and navigable way. | | | | |
| | b | A printable syllabus is available to students (PDF, HTML). | | | | |
| 3 | a | Course includes links to relevant campus policies on plagiarism, computer use, student grievances, accommodating disabilities, etc. | | | | |
| | b | Course includes links to privacy policies for internal and external tools. | | | | |
| | c | Course provides access to campus and Open SUNY resources (Technical Help, Orientation, Tutoring). | | | | |
| 4 | a | Course provides contact information for instructor, department, and program. | | | | |
| 5 | a | Course information states whether the course is fully online, blended, or web-enhanced. | | | | |
| | b | Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam). | | | | |
| 6 | a | Requisite skills for using tools or third party software are clearly stated and supported with resources. | | | | |
| | b | Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate). | | | | |
| 7 | a | Students have an opportunity to get to know the instructor. | | | | |

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| | b | Course contains ice breaking activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Bulletin Board, Meet Your Classmates, Ask a Question discussion forums). | | | | |
| 8 | a | Grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus. | | | | |
| 9 | a | Expectations for timely and regular feedback from the instructor are clearly stated (questions, e-mail, assignments). | | | | |
| 10 | a | Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions). | | | | |
| 11 | a | Course is organized in a logical way and is easy to navigate; hyperlinks used where appropriate. | | | | |
| | b | Orientation or overview is provided for the course overall as well as in each module so students know how to navigate and what tasks are due. | | | | |
| 12 | a | Course objectives/outcomes are clearly defined, measurable, and aligned to student learning activities and assessments. | | | | |
| 13 | a | Instructions are provided and well written. | | | | |
| 14 | a | Course offers access to a variety of engaging internal and external resources that support course content. | | | | |
| | b | Course uses a variety of technology tools and activities to appropriately facilitate communication and collaboration, deliver content, and support student learning and engagement. | | | | |
| 15 | a | Course offers opportunities for student to student interaction and constructive collaboration. | | | | |
| | b | Course learning activities provide students with the opportunity to share resources (Wikis, Diigo, Google Bookmarks, etc.). | | | | |
| | c | Students are encouraged to inject knowledge from diverse sources of information in their course interactions. | | | | |

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| 16 | a | Course provides activities for students to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis. | | | | |
| | b | Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. | | | | |
| 17 | a | Course content is current, free of bias and represents multiple perspectives. | | | | |
| | b | Where available, low cost or free materials (Open Education Resources) are used. | | | | |
| 18 | a | Course includes frequent and appropriate methods to assess students' mastery of content. | | | | |
| | b | Criteria for assessment are clearly articulated (rubrics, exemplary work) | | | | |
| 19 | a | Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.) | | | | |
| 20 | a | Students have easy access to a well designed and up-to-date gradebook. | | | | |
| 21 | a | Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology. | | | | |
| 22 | a | Basic ADA accessibility is addressed (ALT tags are present for all images in this course, videos and narrated presentations are properly transcribed or captioned to meet this standard). | | | | |
| 23 | a | There is consistency in design to present and communicate course information to improve readability, and course is free of grammatical and spelling errors. | | | | |

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| 24 | a | Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable. | | | | |
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