



Queens College Online Course Evaluation Guidelines

(Please make a copy for your own syllabus)

Syllabus Rubric

Item	Criteria	Strong	Satisfactory	Needs Improvement	Comments/ Suggestions
Instructor	The instructor has included name, email, website, phone, and online office hours. Synchronous and asynchronous availability are clearly stated and include response times for various communication tools such as email.				
Course	<p>Complete course information, such as course name, number, current semester/year, credit hours, prerequisites and Pathways designation can be easily found.</p> <p>The course description includes how the course will be offered: synchronous/asynchronous or both.</p> <p>Course goals/learning outcomes are included. For Pathways courses, Pathways learning outcomes are included.</p> <p>Textbook information and/or access to electronic course materials, course readings, & technology requirements are included.</p> <p>The expected time for students to be online versus studying and/or preparing for assignments is stated.</p>				
Policies	<p>Policies include the grading scheme, participation requirements, deadlines, late assignment/make-ups, online etiquette and anti-harassment.</p> <p>Information on CUNY's Academic Integrity policy is included and linked in the syllabus.</p>				

	Accommodations for students with disabilities with the office contact information is included.				
Course schedule	The schedule includes module/unit dates, content, assignments, and due dates.				
	The schedule includes a statement that the instructor can make changes to the syllabus and the students will be notified in writing of such changes.				
Technology Requirements	Any required software and technologies have been identified and resources and instructions to learn software and tech tools have been provided. A clear means of access to course materials (links, pdfs, purchases) is included. If needed, links to plugins or applications are included; links to external sites open in a new browser window and all links function. Contact information to technical support services have been provided.				

Course Structure: Main Page

Item	Criteria	Strong	Satisfactory	Needs Improvement	Comments/ Suggestions
Course Menu	The course name and number are prominently displayed.				
	Navigation is simple and clearly labeled.				
	It doesn't take more than two clicks to get to the content.				
	All menu links are active (Blank/empty pages are deleted).				
	Menu link names are logical & easy to understand.				

Announcements	A welcome announcement with clear instructions of how and where to begin in the course is included.				
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Course Structure: Content

Item	Criteria	Strong	Satisfactory	Needs Improvement	Comments/ Suggestions
Content Presentation	<p>Course materials are chunked and multimedia content, such as recorded lectures, are divided into shorter segments.</p> <p>Readings and materials are the appropriate readability and degree of complexity.</p> <p>There is an appropriate amount of reading material per week.</p> <p>The course content up to date</p>				
Course Modules/Units	Course modules/units are clearly labeled with a title and beginning and end dates.				
	All materials are organized within a weekly folder or module folder (weekly folders strongly recommended). If Google Classroom is used, modules/units are organized using Topics.				
	Organization & content are consistent and match up with what is on the syllabus and schedule.				
	Each module/unit includes a brief introduction/overview and learning outcomes.				
	Each module clearly states content, assignments, rubrics (when applicable), and due dates.				
Contacts (instructor info)	Includes contact information & photo				

	Contact information includes a short professional biography & photo or brief instructor intro video; video includes captions or a transcript.				
	Office hours, availability information, and virtual location link and instructions are included.				
Design	Design includes a consistent use of fonts & colors with no use of red or green text color to highlight important text (not distinguishable to color-blind).				
	The course site is free of typographical, grammatical, & other errors.				
Navigation	Course navigation mechanisms are logical and efficient with no more than three "clicks" to locate materials.				
	All course materials are easy for students to locate.				
Grade Center	All components are set up in the grade center and align with the course syllabus; a column calculates total points or weights for the final grade.				

Course Activities Rubric

Item	Criteria	Strong	Satisfactory	Needs Improvement	Comments/ Suggestions
Assignments	Assignments have clear directions and expectations and include rubrics.				
	Assignments provide opportunities for both individual work and group work; group work includes opportunities for peer review.				
	Mechanisms for asking questions about the assignment are always provided.				

Interactivity	A "Getting to Know You" activity is provided at the beginning of the semester in which students can introduce themselves to one another and to the instructor; instructors add their own introductions.				
	Assignments include frequent opportunities/ requirements for interaction between students, including the use of tools such as blogs, wikis, threaded discussions, and/or ePortfolios.				
	Information is provided for how to use the course site or LMS or any external tools and resources.				
	Discussion questions and group projects are complex, require critical thinking and problem-solving, and offer the possibility of many different answers and/or approaches.				
Instructor Presence	Instructor's postings, either in announcements or in discussion posts, stimulate and encourage students' involvement.				
	Instructors participate in the discussion, either directly with their own posts and/or indirectly by referencing a discussion point.				
	The instructor maintains an active presence in the course site or LMS or other platforms throughout the semester.				
	The instructor models the tone and quality of interactions for students.				
	The instructor responds to student questions in a timely manner.				
	A special Q&A forum exists for students asking questions about the assignments and other issues.				

Assessment Rubric

Item	Criteria	Strong	Satisfactory	Needs Improvement	Comments/ Suggestions
Grading/Feedback	The point value for each assessment is clearly specified. Grading rubrics are available to students for all assessments; performance expectations are clearly explained and examples provided when needed.				
	The instructor grades according to the rubric and provides comments that will help the student improve.				
	The instructor assigns grades in a timely manner.				
Assessments	Assessment activities align with the learning outcomes.				
	Assessment activities are varied in format.				
	If peer-to-peer assessments are used, students are provided with clear guidelines.				
	Learning is assessed frequently throughout the course.				
	The pacing of assessments and times allotted for each step of an assessment is realistic.				
Assessment of Course by Students	Students are given opportunities to provide feedback to the instructor about the course within the course itself (e.g., midterm evaluations, a discussion board for feedback, surveys).				
Conforms to Universal Design (Accessibility)	Meaningful images include text tags (alt-text); videos include captions or transcripts; documents are screen reader accessible; all menu items are links, not buttons. All external tools used are accessible. If something cannot be made fully accessible, an alternate and equivalent option is offered.				