

Feedback – Course Overview & Getting Started

This rubric is intended to be used to assess a course as it relates to the course overview and getting started modules and/or elements of the course. These elements should help students to begin the course by providing them with an adequate overview of the class and its most important components. The class should also help students to become oriented to the course so that they can adequately begin and progress through it.

The following rubric therefore assesses the elements that a course should have to achieve these aims. The essential elements below are considered the absolute minimum that a course should have while the important elements are intended to help the course to move towards best practice. As a result, the essential elements should be assessed at least at the proficient level before a course is approved for delivery.

Overall, and following the practices of [Quality Matters](#) and other course design and development efforts, the purpose of this and other rubrics is to support continual quality improvement of one's course. This rubric may therefore be used for both peer as well as self-assessments. For further guidance on addressing course overview and getting started elements of your course, please refer to the [syllabus checklist](#), [syllabus template](#), and [getting started checklist](#). These resources should also be used to further guide the assessment of each area below.

Course being evaluated: _____

Instructor: _____

Date: _____

Reviewer(s): _____

Essential Elements

<i>Description</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
<u>LMS Orientation</u> : The course covers how to navigate/access the Learning Management System (LMS) and where to find the following course elements: Syllabus; Instructor Contact Information; Course Content & Schedule; Grades; Technical Support Services; LMS Communication Features (if utilized) (e.g., LMS email);	<input type="checkbox"/> Learners are able to competently navigate to and access each of the listed items. <input type="checkbox"/> Access to these materials is available with less than or equal to 2 mouse button clicks in the LMS. <input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> Learners are able to competently navigate to and access each of the listed items. <input type="checkbox"/> Access to these materials is available via no more than 2-3 mouse button clicks in the LMS. <input type="checkbox"/> Most of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> Learners are unable to locate one or more listed items. <input type="checkbox"/> Access to one or more of these items requires more than 3 mouse button clicks. <input type="checkbox"/> Two or more of these items is presented to learners in ways that are confusing or difficult to understand.

Description	Exemplary	Proficient	Beginning
Comments: [Enter your assessment comments here. Be sure to include concrete details from the course to support your assessment(s) of this element. Comments should help the course to improve, so be sure to be positive/constructive with your statements. Also, address both areas of strength as well as areas that might still need improvement even if assessed at the exemplary level. If this were your course, what would help you to improve its quality as it relates to this area?]			
<u>General Introductory Information:</u> The class provides the Course Title; Course Dept. and Number, Section Number; Class Meeting Information;	<input type="checkbox"/> All information listed is provided both in the syllabus as well as in the online component of the class. <input type="checkbox"/> All information listed is covered in the getting started module/unit. <input type="checkbox"/> Information pertaining to online and face-to-face components are clearly delineated (such as class meeting times). <input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> All information listed is provided in the online component of the class. <input type="checkbox"/> Information pertaining to online and face-to-face components are clearly delineated (such as class meeting times). <input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> The information listed is provided in the syllabus. <input type="checkbox"/> One or more of these elements is missing or incomplete. <input type="checkbox"/> Information pertaining to online and face-to-face components are not clearly listed and/or delineated (such as class meeting times). <input type="checkbox"/> One or more of these items is presented in a way that is confusing or difficult to follow for the learner.
Comments: [enter assessment comments here]			
<u>Instructor Contact Information:</u> Provide Your Name; Phone number; Email; Office Location; Office/Contact Hours;	<input type="checkbox"/> All information listed is provided both in the syllabus as well as in the online component of the class. <input type="checkbox"/> All information listed is covered in the getting started module/unit. <input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> All information listed is provided in the online component of the class. <input type="checkbox"/> Most of the information listed is covered in the getting started module/unit. <input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> The information listed is provided in the syllabus. <input type="checkbox"/> One or more of these elements is missing or incomplete for the course. <input type="checkbox"/> Two or more of the items listed are not covered in the getting started module/unit. <input type="checkbox"/> One or more of these items is presented in a way that is confusing or difficult to follow for the learner.
Comments: [enter assessment comments here]			
<u>General Course Information:</u> Course provides the Academic Catalog Description; General Aims	<input type="checkbox"/> All information listed is provided both in the syllabus as well as in the online component of the class.	<input type="checkbox"/> All information listed is provided in the online component of the class.	<input type="checkbox"/> The information listed is provided in the syllabus.

Description	Exemplary	Proficient	Beginning
& Goals of the Class; Prerequisites; Materials Required to Complete the Course; General Categories of Graded Activities;	<input type="checkbox"/> Required versus optional materials are clearly delineated. <input type="checkbox"/> Methods of collecting and returning work are clearly stated. <input type="checkbox"/> All information listed is covered in the getting started module/unit. <input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> Required versus optional materials are clearly delineated. <input type="checkbox"/> Most of the information listed is covered in the getting started module/unit. <input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> One or more of these elements is missing or incomplete for the course. <input type="checkbox"/> Two or more of the items listed are not covered in the getting started module/unit. <input type="checkbox"/> One or more of these items is presented in a way that is confusing or difficult to follow for the learner.
Comments: [enter assessment comments here]			
<u>Course Schedule:</u> The Course Schedule is Introduced; Important Due Dates are Clearly Noted; Online & Face-to-face Components are Clearly Delineated in the Schedule;	<input type="checkbox"/> All information listed is provided both in the syllabus as well as in the online component of the class. <input type="checkbox"/> All information listed is covered in the getting started module/unit. <input type="checkbox"/> Information pertaining to online and face-to-face components are clearly delineated. <input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> All information listed is provided in the online component of the class. <input type="checkbox"/> All of the information listed is covered in the getting started module/unit. <input type="checkbox"/> Information pertaining to online and face-to-face components are clearly delineated (such as class meeting times). <input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> The information listed is provided in the syllabus. <input type="checkbox"/> One or more of these elements is missing or incomplete. <input type="checkbox"/> One or more of the items listed is not covered in the getting started module/unit. <input type="checkbox"/> Information pertaining to online and face-to-face components are not clearly listed and/or delineated. <input type="checkbox"/> One or more of these items is presented in a way that is confusing or difficult to follow for the learner.
Comments: [enter assessment comments here]			
<u>Course Policies & Expectations:</u> The Class Addresses Institutional and Course-Specific Privacy & Confidentiality Statements; Attendance & Participation Policies; Academic Dishonesty Policies (e.g., plagiarism); Late	<input type="checkbox"/> All information listed is provided both in the syllabus as well as in the online component of the class. <input type="checkbox"/> All information listed is covered in the getting started module/unit. <input type="checkbox"/> Links to related sites, resources, supports, etc. are provided.	<input type="checkbox"/> All information listed is provided in the online component of the class. <input type="checkbox"/> Most of the information listed is covered in the getting started module/unit.	<input type="checkbox"/> The information listed is provided in the syllabus. <input type="checkbox"/> One or more of these elements is missing or incomplete for the course.

Description	Exemplary	Proficient	Beginning
Work Policy; Instructor Feedback/Response Policies;	<input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> Two or more of the items listed are not covered in the getting started module/unit. <input type="checkbox"/> One or more of these items is presented in a way that is confusing or difficult to follow for the learner.
Comments: [enter assessment comments here]			
<u>Academic Support Resources:</u> Students are informed of the following supportive resources available to them: Library; ADA; Technical (e.g., IT Dept.);	<input type="checkbox"/> All information listed is provided both in the syllabus as well as in the online component of the class. <input type="checkbox"/> All information listed is covered in the getting started module/unit. <input type="checkbox"/> Links to related sites, resources, supports, etc. and contact information is provided for all of the listed items in the places where they are most likely to need them. <input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> All information listed is provided in the online component of the class. <input type="checkbox"/> Most of the information listed is covered in the getting started module/unit. <input type="checkbox"/> Links to related sites, resources, supports, etc. or contact information is provided for all of the listed items in the places where they are most likely to need them. <input type="checkbox"/> All of these items are presented in ways that are clearly understandable by learners.	<input type="checkbox"/> The information listed is provided in the syllabus. <input type="checkbox"/> One or more of these elements is missing or incomplete for the course. <input type="checkbox"/> Two or more of the items listed are not covered in the getting started module/unit. <input type="checkbox"/> Links to related sites, resources, supports, etc. or contact information is missing for one or more of the listed items in the places where they are most likely to need them. <input type="checkbox"/> One or more of these items is presented in a way that is confusing or difficult to follow for the learner.
Comments: [enter assessment comments here]			
<u>Introductions:</u> Learners are introduced to the instructor as well as to one another.	<input type="checkbox"/> Learners are introduced to the instructor in a way that models how learners are to introduce themselves.	<input type="checkbox"/> Learners are introduced to the instructor in a way that models how learners are to introduce themselves.	<input type="checkbox"/> Instructor either does not introduce her or himself or does so in a way different from what is expected of learners.

Description	Exemplary	Proficient	Beginning
	<input type="checkbox"/> Learners are required to introduce themselves to one another. <input type="checkbox"/> Clear guidance is provided to learners on what they are to share and how (e.g., in person, via video recording, etc.). <input type="checkbox"/> Introductions directly support one or more of the course objectives.	<input type="checkbox"/> Learners are required to introduce themselves to one another. <input type="checkbox"/> Clear guidance is provided to learners on what they are to share and how (e.g., in person, via video recording, etc.).	<input type="checkbox"/> Learners are not required to introduce themselves to one another. <input type="checkbox"/> The directions provided to learners on what they are to share and how is missing, vague, or confusing from a learner's perspective.
Comments: [enter assessment comments here]			
<u>Beginning the Class:</u> Learners are directed on where to go and how to begin the first module for the course.	<input type="checkbox"/> Clear guidance is provided to learners on where to go and how to begin the first module of the course. <input type="checkbox"/> A link to the first module is provided where applicable.	<input type="checkbox"/> Clear guidance is provided to learners on where to go and how to begin the first module of the course.	<input type="checkbox"/> The guidance that is provided to learners on where to go and how to begin the first module of the course is missing or confusing.
Comments: [enter assessment comments here]			

Additional Important Elements

Description	Included*	Absent
<u>General Introductory Information:</u> Semester is designated (e.g., Fall 2015) on the syllabus	<input type="checkbox"/>	<input type="checkbox"/>
<u>Instructor Information:</u> Instructor's Teaching and Learning Philosophy Statement is Provided	<input type="checkbox"/>	<input type="checkbox"/>
<u>General Course Information:</u> The Costs of all Materials Required to Complete the Course is Listed; Required versus Option Materials is Noted; and a Detailed Description of All Major Graded Assignments and Categories is Provided;	<input type="checkbox"/>	<input type="checkbox"/>
<u>Course Policies & Expectations:</u> The Course Contains: Links to Policies; An Institutional Open Discourse Statement(s) (where applicable); Course "Decorum" (e.g., Netiquette) Guidelines; and a Submission Times Policy;	<input type="checkbox"/>	<input type="checkbox"/>
<u>Academic Support Resources:</u> Students are informed of the following additional resources: Online Learner Readiness Resources; Tutoring Support;	<input type="checkbox"/>	<input type="checkbox"/>

Description	Included*	Absent
<u>Student Support Services</u> : Students are informed of the following additional resources: Health & Wellness Programs; Career Services; Financial Aid Support; and Student Organizations;	<input type="checkbox"/>	<input type="checkbox"/>
<u>Course Overview Assessment</u> : By the end of the Getting Started Module/Unit, learners are assessed to ensure their understanding of the most essential elements of the class (e.g., important due dates, required resources, etc.). Students will also have utilized the main technologies that will be required across the course (e.g., discussion boards, LMS-based assessments, etc.) to ensure accessibility and competency in using these technologies.	<input type="checkbox"/>	<input type="checkbox"/>
<u>Comments</u> : [Enter your assessment comments here. Be sure to include concrete details from the course to support your assessment(s) of this element. Comments should help the course to improve, so be sure to be positive/constructive with your statements. Also, address both areas of strength as well as areas that might still need improvement even if assessed at the exemplary level. If this were your course, what would help you to improve its quality as it relates to this area?]		

* - For elements where multiple items are listed, a rating of “Included” might mean that more than half of the items are present.

For more information and to see the references used to develop this rubric, click here to view the [Course Design & Development Guidelines](#).