

The purpose of this rubric is to provide a framework to evaluate the delivery of courses designed to help learners achieve competency. This rubric is intended for use at any institution providing CBE curriculum. Each rubric item is worth 1, 2, or 3 points with binary assignments (all or nothing). For practical purposes, you can consider the point value a measure of the importance of the item within its section.

1. Competencies and Objectives		Points
1.1	Competencies reflect the highest assessed level of authentic knowledge and skills.	3
1.2	Learning objectives scaffold up to support the highest level of an associated competency.	2
1.3	Learning objectives are clearly and concisely written.	3
1.4	Learning objectives contain only one assessable action.	2
1.5	The competencies and objectives are appropriate to the level and intent of the course.	3
2. Course Organization		Points
2.1	The purpose of the course, competencies to be achieved, and required assessments are clearly stated.	3
2.2	The learning objectives are available to the learner.	3
2.3	Prerequisite courses, certifications, or competencies are stated.	1
2.4	The course explains the purpose, characteristics, and intended use of learning materials.	3
2.5	Required technical skills are clearly stated and information on how to get technical support is provided.	2
2.6	Learner policies related to the course, program, or institution are clearly stated (or a link to the policies is provided).	3
2.7	Instructions on how to use required learning resources are provided.	3
2.8	There is an introduction to faculty and clear directions on how to get help from them.	3
2.9	Guidelines related to online communication (or "netiquette") are clearly stated.	1
2.10	Accessibility accommodation instructions are provided in the course.	2
3. Learning Experience		Points
3.1	The learner has an opportunity to accurately identify his/her knowledge and skill gaps as related to competency.	3
3.2	The course is designed so that a learner is easily directed towards learning materials that address their knowledge and skill gaps.	2
3.3	Formative assessment with immediate effective feedback is available throughout the course.	3
3.4	Learners have opportunities to engage in authentic learning experiences.	2
3.5	The course is designed to use durable learning practices, for example: varied practice, interleaving, or spaced repetition.	3



3. Learning Experience		Points
3.6	The course includes dynamic adaptive instruction based on the learner's emergent understandings.	1
3.7	Learning resources support the associated competencies.	3
3.8	The course avoids redundancy of the same media type.	2
3.9	The course offers an opportunity for guided social learning activities.	2
3.10	Learners have a way to ask questions and participate in discussion contextually tied to specific blocks of learning.	3
4. Content and Depth		Points
4.1	Course content meets current discipline standards and practices.	3
4.2	The content in the course consists of collegiate level learning appropriate in rigor and breadth.	3
4.3	Course content is free of bias. If appropriate, the course provides diverse perspectives.	2
4.4	All referenced sources are correctly cited in the course.	1
5. Course Design		Points
5.1	The course is segmented into blocks of learning of relatively consistent size.	3
5.2	There is a benchmark for what it will take the average new learner to master the materials covered by an average block of learning.	1
5.3	Learners can see their learning progress through built-in features.	3
5.4	The course provides a seamless unified learning environment.	3
5.5	Within each block of learning, the course materials provide a streamlined learning experience.	2
5.6	All digital learning resources are available on demand.	2
5.7	The course uses responsive design for supported delivery platforms.	3
5.8	The course uses visually consistent design.	2
5.9	Multimedia content is accompanied by equivalent learning experiences to accommodate disabilities.	3
5.10	Course design complies with WCAG style guidelines, including the use of assistive technologies.	3
6. Assessment		Points
6.1	Terms for determining mastery of competencies are clearly defined.	3
6.2	Learners have opportunities to engage in authentic assessment.	3
6.3	Assessments align with competencies and learning resources/activities supporting said competencies.	3
6.4	The assessments for the course evaluate collegiate level learning appropriate in rigor and breadth	3