

# DEFT Rubric

	Exemplary	Accomplished	Developing	Emerging	Incomplete
Online/Hybrid Syllabus	Syllabus provides required info from Syllabus Checklist Form O, and policies such as attendance and regular and substantive interaction (RSI) are appropriately customized for DE delivery. Language and layout are exceptionally clear, specific, and student friendly.	Syllabus provides required info from Syllabus Checklist Form O, and policies such as attendance and regular and substantive interaction (RSI) are appropriately customized for DE delivery. Language is consistently clear, specific, and student friendly.	Syllabus provides some of the required elements from Syllabus Checklist Form O but needs minor revision in terms of requirements, customization for DE delivery, clarity, specificity, and/or alignment with college policies.	Syllabus provides several of the required elements from Syllabus Checklist Form O but needs substantial revision in terms of requirements, customization for DE delivery, clarity, specificity, and/or alignment with college policies.	Online/hybrid syllabus has not been provided in this sandbox course.
Course Design	Course employs highly effective course design, including consistent organization, streamlined navigation, and effective use of home page, pages, and modules.	Course employs effective course design, including consistent organization, streamlined navigation, and effective use of home page, pages, and modules.	Course adequately employs elements of effective course design, such as consistent organization, streamlined navigation, and effective use of home page, pages, and modules.	Course employs several elements of effective course design but needs revision in terms of consistent organization, streamlined navigation, and/or effective use of home page, pages, and modules.	Course has not been designed to provide clear organization, streamlined navigation, and effective use of pages and modules.
Instructional Content	Modules offer demonstrable objectives and a highly effective mix of curated and created content while adhering to guidelines for fair use, student privacy, and authentication.	Modules offer demonstrable objectives and an effective mix of curated and created content while largely adhering to guidelines for fair use, student privacy, and authentication.	Modules offer demonstrable objectives and an adequate amount of curated and created content; they would benefit from further development in one of these areas: objectives, content, or adherence to guidelines for fair use, student privacy, and authentication.	Modules offer at least one of the following but need further development: demonstrable objectives; an adequate amount of curated and created content; adherence to guidelines for fair use, student privacy, and authentication.	Modules are incomplete in terms of demonstrable objectives and instructional content.

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Contact & Interaction	A highly interactive learning environment rich in regular and substantive interaction has been developed through a supportive welcome letter, announcements, well-designed discussions, instructor video, and other interactive approaches and tools.	An interactive learning environment with regular and substantive interaction has been developed through an informative welcome letter, announcements, effective discussions, and other interactive approaches and tools.	Key elements of an interactive learning environment are in place (welcome letter, announcements, discussions); revisions and/or additions would enhance regular and substantive interaction.	Several elements of an interactive learning environment (welcome letter, announcements, and/or discussions) have been minimally built into the course; substantial revisions and/or additions are needed to meet regular and substantive interaction standards.	An interactive learning environment needs to be developed to support regular and substantive interaction standards.
Assessment	2 assessments in modules are aligned to objectives, well written, and include feedback or explanation of feedback plan for learners. Exceptional assessments may include descriptive criteria, models, and/or rubrics.	Two assessments in modules are aligned to objectives, clearly worded, and include feedback or explanation of feedback plan for learners.	Two assessments are provided modules; they would benefit from alignment with objectives, greater clarity, and/or feedback or a plan for feedback.	Only one assessment is included in a module, or two assessments are provided but need alignment with objectives, greater clarity, and/or feedback or a feedback plan.	Assessments are not included in module(s).
Accessibility	Course materials consistently reflect Universal Design principles and are accessible (or accessibility plan is noted), including pages, links, files, images, multimedia.	Many course materials reflect Universal Design principles and are accessible (or accessibility plan is noted), including pages, links, files, images, multimedia.	Some course materials reflect Universal Design principles and are accessible (or accessibility plan is noted), but more work is needed in one or more areas: pages, links, files, images, multimedia.	A few course materials reflect Universal Design principles and are accessible, but revision of pages, links, files, images, and/or multimedia is needed before course launch.	Course materials do not appear to have been created/revised to meet college accessibility standards.

## Notes