Category 1	Baseline	Effective	Exemplary
Learner Support & Resources	A. Course contains limited information for online learner support and links to campus resources. B. Course provides limited course-specific resources, limited contact information for instructor, department and/or program. C. Course offers access to a limited number of resources supporting course content.	A. Course contains some information for online learner support and links to campus resources. B. Course provides some course-specific resources, some contact information for instructor, department and program. C. Course offers access to some resources supporting course content.	A. Course contains extensive information about being an online learner and links to campus resources. B. Course provides a variety of course-specific resources, contact information for instructor, department and program. C. Course offers access to a wide range of resources supporting course content.

Category 2	Baseline	Effective	Exemplary
Online Organization & Design	A. Much of the course is under construction, with some key components identified such as the syllabus.	A. Course is organized and navigable. Students can understand the key components and structure of the course.	A. Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.
	B. Course syllabus is unclear about what is expected of students.	B. Course syllabus identifies and delineates the role the online environment will play in the course.	B. Course syllabus identifies and clearly delineates the role the online environment will play in the total course.
	C. Aesthetic design does not present and communicate course information clearly.	C. Aesthetic design presents and communicates course information clearly.	C. Aesthetic design presents and communicates course information clearly throughout the course.
	D. Web pages are inconsistent both visually and functionally.	D. Most web pages are visually and functionally consistent.	D. All web pages are visually and functionally consistent throughout the course.
	E. Accessibility issues are not addressed.	E. Accessibility issues are briefly addressed.	E. Accessibility issues are addressed throughout the course.

Category 3	Baseline	Effective	Exemplary
Instructional Design & Delivery	A. Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content. B. Course goals are not clearly defined and do not align to learning objectives. C. Learning objectives are vague or incomplete and learning activities are absent or unclear. D. Course provides few visual, textual, kinesthetic and/or auditory activities to enhance student learning. E. Course provides limited or no activities to help students develop critical thinking and/or problem-solving skills.	A. Course offers some opportunities for interaction and communication student to student, student to instructor and student to content. B. Course goals are defined but may not align to learning objectives. C. Learning objectives are identified and learning activities are implied. D. Course provides some visual, textual, kinesthetic and/or auditory activities to enhance student learning. E. Course provides some activities to help students develop critical thinking and/or problem-solving skills.	A. Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content. B. Course goals are clearly defined and aligned to learning objectives. C. Learning objectives are identified and learning activities are clearly integrated. D. Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning. E. Course provides multiple activities that help students develop critical thinking and problem-solving skills.

Category 4	Baseline	Effective	Exemplary
Assessment & Evaluation of Student Learning	A. Course has limited activities to assess student readiness for course content and mode of delivery.	A. Course has some activities to assess student readiness for course content and mode of delivery.	A. Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.
	B. Learning objectives, instructional and assessment activities are not closely aligned.	B. Learning objectives, instructional and assessment activities are somewhat aligned.	B. Learning objectives, instructional and assessment activities are closely aligned.
	C. Assessment strategies are used to measure content knowledge, attitudes and skills.	C. Ongoing strategies are used to measure content knowledge, attitudes and skills.	C. Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills.
	D. Opportunities for students to receive feedback about their own performance are infrequent and sporadic.	D. Opportunities for students to receive feedback about their own performance are provided.	D. Regular feedback about student performance is provided in a timely manner throughout the course.
	E. Students' self-assessments and/or peer feedback opportunities are limited or do not exist.	E. Students' self-assessments and/or peer feedback opportunities exist.	E. Students' self-assessments and peer feedback opportunities exist throughout the course.

Category 5	Baseline	Effective	Exemplary
Innovative Teaching with Technology	A. Course uses limited technology tools to facilitate communication and learning.	A. Course uses some technology tools to facilitate communication and learning.	A. Course uses a variety of technology tools to appropriately facilitate communication and learning.
	B. New teaching methods are applied to enhance student learning.	B. New teaching methods are applied to innovatively enhance student learning.	B. New teaching methods are applied and innovatively enhance student learning, and interactively engage students.
	C. Multimedia elements and/or learning objects are limited or non-existent.	C. Multimedia elements and/or learning objects are used and are relevant to student learning.	C. A variety of multimedia elements and/or learning objects are used and are relevant to student learning throughout the course.
	D. Course uses Internet access and engages students in the learning process.	D. Course optimizes Internet access and effectively engages students in the learning process.	D. Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course.

Category 6	Baseline	Effective	Exemplary
Faculty Use of Student Feedback	a. Instructor offers limited opportunity for students to give feedback to faculty on course content. b. Instructor offers limited opportunity for students to give feedback on ease of online technology in course. c. Instructor uses student feedback at the end of the semester to help plan in-struction and assessment of student learning for the next semester.	a. Instructor offers some opportunities for students to give feedback on course content. b. Instructor offers some opportunities for students to give feedback on ease of online technology in course. c. Instructor requests and uses student feedback a couple times during the semester to help plan instruction and assessment of student learning for the rest of the semester.	a. Instructor offers multiple opportunities for students to give feedback on course content. b. Instructor offers multiple opportunities for students to give feedback on ease of online technology in course. c. Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assess-ment of student learning throughout the semester.