Course Design Rubric Form

Instructions

The following rubric is based on the Online Education Initiative (OEI) Course Design Rubric. The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development workgroup to assure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. ETC has reviewed the OEI rubric in detail and narrowed the scope slightly for our process.

Evaluation

As part of the approval process to teach online, the Educational Technology Committee (ETC) uses this rubric to review an online course you have created. Complete this form as a checklist to verify your course is ready for the ETC review. Please make sure your course is fully ready for review and has met all of the requirements in the rubric before you submit this form.

The results from this form will be sent to the entire Educational Technology Committee (ETC) each time it is submitted. Please do not submit the quiz multiple times. After ETC has reviewed your submission, the [Distance Educations Lead](#) will contact the instructor through campus email. Please be sure to check (or forward) your campus email.

Special Note

You must first be a faculty or adjunct faculty member of Crafton Hills College before completing this form.

Section A: Content Presentation

The elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Question 1 1 pts
Unit-level Objectives are Present

○
Objectives are not included in individual learning units/modules

○
Objectives are included in the individual learning units/modules.

Question 2 1 pts

Unit-level Objectives are Clear

○

Objectives do not include demonstrable learning outcomes.

○

Objectives include demonstrable learning outcomes.

Question 3 1 pts

Content Reflects Unit-level Objectives

○

Unit content and activities are not aligned with unit objectives.

○

Unit content and activities are aligned with unit objectives

Question 4 1 pts

Course Navigation

○

Navigation and content flow are not easily determined.

○

Navigation and content flow are easily determined by the user.

Question 5 1 pts

Unit-level Chunking

○

Content is not presented in visibly distinct learning units or modules.

○

Content is presented in visibly distinct learning units or modules.

Question 6 1 pts

Page-level Content is Broken up into Manageable Sections

○

Page content is not chunked in manageable segments using headings.

○

Page content is chunked in manageable segments using headings that facilitate online reading.

Question 7 1 pts
Material is Presented with Multiple Modalities

○

Content is presented using only one modality.

○

A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning.

Question 8 1 pts
Instructions for All Course Material

○

Instructions for working with course content, material, and resources is incomplete, or non- existent.

○

Course design includes instructions for learners to work with course content, material and/or resources in meaningful ways (e.g. explaining the purpose of an external resource, explaining the purpose of a video).

Question 9 1 pts
Learner Feedback

○

Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.

○

Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.

Question 10 1 pts
Institutional Policies

○

Institutional policies relevant for learner success are not included or are difficult to find.

○

Institutional policies relevant for learner success (e.g., plagiarism, academic honesty, technical support, and DSPS) are included and easy to find.

Question 11 1 pts
Student Services

○

Links to institutional services are not included, thus requiring students to exit the course management system to find links for support.

○

Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled.

Section B: Interaction

The elements in this section address instructor initiated and student-initiated communication. Key elements of quality course design covered in this section include regular effective contact, student-to-student collaboration, and communication activities that build a sense of community among online learners. Keep in mind that long pages of text make online reading difficult.

Question 12 1 pts
Instructor Initiates Contact

○

Instructor does not initiate contact prior to or at the beginning of the course

○

Instructor initiates contact prior to or at the beginning of the course.

Question 13 1 pts
Instructor Communication Plan

○

The plan for communication is unclear or missing.

○

The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments

Question 14 1 pts
Technology Support

○

The instructor's role for supporting course technology is not explained and provided to the students.

○

The instructor's role for supporting course technology is explained to students, and links to technology support are provided.

Question 15 1 pts
Instructor Contact Info

○

Contact information for the instructor is missing or not easy to find.

○

Contact information for the instructor is easy to find and includes expected response times.

Question 16 1 pts
Student-Initiated Interaction

○

Students are not given opportunities to initiate interaction.

○

Opportunities for student- initiated interaction with the instructor are clearly available.

Question 17 1 pts
Student-to-Student Interaction

○

Student-to-student interaction may be present but is not a required part of the course.

○

Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course.

Question 18 1 pts
Positive Learning Environment

○

Communication activities that help build a sense of community among learners are not included.

○

The course includes communication activities that are designed to build a sense of community among learners (e.g. an ice-breaker or meet-and-greet).

Question 19 1 pts
Expectations for Class Participation

○

Guidelines explaining required levels of student participation are not provided.

○

Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided within the syllabus or orientation module.

Section C: Assessment

The elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments,

the clarity of instructions for completing assessments, and evidence of timely and regular feedback.

Authenticity (not evaluated)

Exemplary Completion: Assessments are designed to mimic authentic environments to facilitate transfer.

Validity (not evaluated)

Exemplary Completion: Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.

Question 20 1 pts
Variety

○

Assessment types are limited to only one type of assessment (either formative or summative).

○

Both formative and summative assessments are used.

Question 21 1 pts
Frequency

○

Assessments are few and infrequent.

○

Multiple assessments are administered during the duration of the course.

Question 22 1 pts
Rubrics/Scoring Guide

○

Descriptive criteria or rubrics for desired outcomes may not be included for some assessment activities.

○

Descriptive criteria or rubrics for desired outcomes are included.

Question 23 1 pts
Assessment Instructions

○

Assessments include little or no instruction.

○

Instructions clearly explain to students how to successfully complete the assessments.

Question 24 1 pts
Feedback

○

There is little to no evidence of meaningful feedback on student assessments.

○

The course includes a clear plan for providing meaningful, timely feedback on assessments.

The elements in this section are reviewed to determine if a student using assistive technologies will be able to access course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance"). Since Section D addresses elements that are required by law to be present, the elements in this section can only be marked as Incomplete or Exchange Ready.

Question 25 1 pts
Heading Styles

○

Content Pages do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles

○

Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.).

Question 26 1 pts
Lists

○

Numbers, letters, or symbols are manually inserted to create a list.

○

Lists are created using the Bullet or Numbered List tool in the rich text editor.

Question 27 1 pts
Links

○

Links are not descriptive, or URLs are displayed instead of meaningful links; and/or underlining is used for emphasis or for denoting headings.

○

Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.

Question 28 1 pts
Tables

○

Tables do not use designated header cells.

○

Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.

Question 29 1 pts
Color Contrast

○

Insufficient color contrast between foreground (text or graphics) and the background could create difficulties for low vision and color blind students.

○

There is sufficient color contrast between foreground and background to meet Section 508 standards.

Question 30 1 pts
Color and meaning

○

Visual elements alone have been used to convey meaning.

○

Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.

Question 31 1 pts
Images

○

Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text.

○

Every image (including those used in Pages, Discussions, Quizzes and Assignments) uses descriptive alternative text that includes any text visible in the image, does not contain "image of" or "picture of", and uses "" if the image is purely decorative.

Question 32 1 pts
Audio and Video

○

Accurate transcripts are not included for audio and/or closed captioning for video is not present.

○

Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.

Question 33 1 pts
Live Broadcast

○

Live broadcasts do not have synchronized captions.

○

Live broadcasts include a means for displaying synchronized captions.

Question 34 1 pts
Auto-Play

○

Multimedia is set to auto-play.

○

Multimedia is not set to auto-play.

Question 35 1 pts
Flashing Content

○

Contains blinking or strobing multimedia.

○

Multimedia (including gifs and images) do not blink or strobe.