COURSE DESIGN RUBRIC

This page is intentionally left blank for printing purposes. If you plan to print the document for your own reference, you may check the page numbers to print just what you need.

Online Course Review Information

Date:	
College :	
Instructor Name:	
Local Course ID:	
Course C-ID: (if applicable)	
Reviewer Name:	

Review Type: ☐ Self ☐ Peer ☐ Lead ☐ Accessibility

Information below this line will be completed by the Lead Reviewer

Aligned Sections:

☐ A	☐ B	☐ C	☐ D

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone revisions and updates since then in response to changes in available instructional technology and feedback from both instructors and reviewers.

Courses that are peer reviewed and aligned to the OEI Course Design Rubric:

- ƒ have met the CCC's highest level of design standards to support online student success and
- ƒ can be made available for cross enrollment to students at participating colleges.

The Rubric is divided into four sections.

SECTIONS A-C

Section A: Content Presentation

> The 14 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.

Section B: Interaction

> The six 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, both between D Q G D P R Q J instructors and students.

Section C: Assessment

> The eight 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 activities, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete:

> The element is missing or present to a degree that does not adequately support student success in online learning.

Aligned:

> The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements:

> This designation recognizes design choices that are aligned and go even further to enhance the student experience in the online learning environment.

SECTION D

Accessibility

> The 16 elements in this section are reviewed to determine if a student using assistive technologies will be able to access the instructor's course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance"). The accessibility elements in Section D focus on instructor-generated content that is primarily under the control of faculty when developing a course. Since Section D addresses elements that are required to be present, the elements in this section, when applicable, are only marked as Incomplete or   Aligned.

Creative Commons Licensed Content

In addition to preparing courses for the CVC Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- x   A roadmap for instructors designing new online courses.
- x   A tool for instructors seeking to update or improve existing courses.
- x   The foundation for starting a campus-based POCR (Peer Online Course Review) process.

Visit CVC.edu for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions.

Section A: Content Presentation   Unit Objectives

Incomplete	Aligned	Additional Exemplary Elements
A1: Placement of Objectives		
‰oo Objectives are not included in individual learning units.	‰oo Objectives are included in the individual learning units.	‰oo Objectives are consistently placed and easy to locate in each learning unit.
A2: Clarity of Objectives		
‰oo Objectives do not include demonstrable learning outcomes.	‰oo Objectives consistently include demonstrable learning outcomes.	‰oo Objectives are written in language that is student-centered.
A3: Alignment of Objectives		
Learning unit content(s)]TJ 0 Tc]TJ 0 TatviLearning u		

Section A: Content Presentation   Use of the CMS

Incomplete	Aligned	Additional Exemplary Elements
A4: Course Navigation		
Navigation and content flow are not easily determined.	Navigation and content flow are easily determined by the user.	Clearly labeled tutorial materials explaining how to navigate the specific course are included.
Content is not presented in distinct learning units or modules.	Content is meaningfully	

Section A: Content Presentation   Learner Support

Incomplete	Aligned	Additional Exemplary Elements
A9: Instructions %o0%oo Instructions for working with course content are missing or incomplete (e.g., links to articles or videos are provided without any guidance for how the student should work with the material).	Course design includes instructions for learners to work with content in meaningful ways (e.g., guiding students to take notes during	

Section A: Content Presentation   Institutional Support

Incomplete	Aligned	Additional Exemplary Elements
A12: Course Policies		
‰ Institutional/instructor policies relevant for learner success are not included or are difficult to find.	‰ Policies relevant for learner success (e.g., academic honesty, course drop/withdrawal, computer use, etc.) are included and easy to find.	‰ Institutional/instructor policies are provided in units or activities where they are most relevant.
A13: Student Services		
‰ Links to institutional services are not included, thus requiring students to exit the course to find support resources.	‰ Links to institutional services (such as disability services, online counseling, online tutoring, online readiness, the library, etc.) are included and clearly labeled.	‰ Links to institutional services are provided in the modules, assignments, and/or activities where they may be needed most.
A14: Technology Support		
‰ Information about and links to technology support are not included or easily found.	‰ Technology support is explained to students, and relevant contact information and/or links are easily found.	‰ Links to technology support and trouble-shooting tips are provided where they may be needed throughout the course.

Section B: Interaction   Student-to-Student Contact

Incomplete	Aligned	Additional Exemplary Elements
B4: Student -Initiated Contact with Other Students		
‰ Students are not given opportunities to initiate interaction with other students in the course.	‰ Opportunities for student-initiated interaction with other students and	‰ The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety communication
B5: Regular Effective Contact Among		
‰ Students have no or limited opportunities to engage in regular effective contact with other students (e.g., limited to a single Q&A Giscussion Iorum only).	ar effective ct among students signed and	‰ and fa of con ion acti responsive to of cultures cation earning community.
B6: Participation Levels		
‰ Guidelines explaining required levels of student participation are not provided.	lines explaining red levels of t participation antity and interactions) tly pr	‰ A rubric or equivalent grading document is in in s/activities ow ion will be ted.

Criteria B4 – B6 Comments :

Section C: Assessment   Guidance and Feedback

Incomplete	Aligned	Additional Exemplary Elements
C5: Rubrics/ Scoring Guide ‰ Rubrics or descriptive criteria for desired outcomes are not included for most assessment activities.	‰ Rubrics or descriptive criteria for desired outcomes are included in most or all assessment activities.	‰ Rubrics and/or descriptive criteria for desired outcomes include models of "good work."

Section D: Accessibility

Instructors need to verify that content they create or add to their courses is accessible to all students. Third party tools and platforms (publisher content, LTI/Apps, etc.) procured by the college or department represent an institutional responsibility. It is important for faculty, administration, and vendors to work together to ensure that such proprietary course materials meet prevailing accessibility standards. The following were noted in this course and may require additional accessibility review by the college:

☐ LTI/Apps ☐ Media Player ☐ Links to 3rd party websites ☐ Publisher content

Because the review of course accessibility is a snapshot in time, instructors and administrators should engage in an on-going effort to ensure that equitable access to instructional content is maintained in the course and that all areas of accessibility are addressed.

For information on the accessibility of services and tools made available through the California Community College Chancellor's Office CVC-OEI grant, please visit CVC.edu. For other web and information technology accessibility needs, please visit the CCC Accessibility Center.

D1: Heading Styles						
☐ ☐	☐		☐	☐		
☐ ☐	☐		☐	☐		
☐ ☐	☐		☐	☐		

☐　　　　☐　　☐

☐

☐

D12: Video	N/A	Incomplete	Aligned
All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video. **Check:** ☐ Required video content inside the course management system or external video content linked to from within the course.	‰	‰	‰

D12 Comments:

D13: Audio	ye87Tw 10.56 0 0 10course%compN/A		
Audio files must be accompanied by complete and accurate transcripts. **Check:** ☐ Audio files inside the course management system and external audio-only content linked to from within the course.			

☐ ☐ ☐			
☐			

D16: Auto -play	N/A		
Audio and video content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume. **Check:** ☐ Audio and video content inside the course management system or linked to from within the course.			