### Course Design Rubric, v. 04-23-18

This rubric is correlated to the Quality Matters Higher Education Rubric, and divided into four distinct areas:

Section A: Alignment

Section B: Course Organization and Clarity;

Section C: Interaction and Communication;

Section D: Accessibility

Each area includes the review standard and criteria for evaluation, as well as an area for reviewers to provide feedback, and course representative to respond to the review content.

*Reviewers: There is an Review Metrics At-a-Glance table at the end of the Course Design Rubric for CDD in-house use.*

#### Section A: Alignment

**A1.** Course-level learning outcomes are well-defined, measurable, and appropriate for the level of the course. Guidance on how learners are to achieve these is clearly communicated, and written from the learner’s perspective.

QM Specific Review Standard Correlation: **2.1**, **2.3, 2.5**

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| --- | --- |
| \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| Objectives are measurable and clearly stated from the learner’s perspective. These are located early in the course design and syllabus. | Objectives are *not* measurable and/or clearly stated from the learner’s perspective. These may be missing early in the course design and syllabus. |

**A2.** Unit/module/lesson objectives are aligned with course-level outcomes, and written from the learner’s perspective.

QM Specific Review Standard Correlation: **2.2**

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| \_\_\_\_\_ Exemplary | \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| Objectives are measurable and included in ALL learning units/modules/lessons *as well as assessments*. These are clearly aligned to course-level objectives. | Objectives are measurable and included in individual learning units/modules/lessons. These are clearly aligned to course-level objectives. | Objectives are either *not* measurable or not included in individual learning units/modules/lessons. These are clearly aligned to course-level objectives. |

**A3.** Course instructional materials, content and learning activities are clearly aligned and are used to meet the stated learning objectives. *Exemplary designs state this relationship clearly and explicitly for learners.*

QM Specific Review Standard Correlation: **2.4, 4.1, 4.2, 5.1**

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| \_\_\_\_\_ Exemplary | \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| The connections between the course instructional materials, content and activities and the unit/module/course objectives are made explicitly clear to learners. | Course instructional materials, content and activities are aligned with unit/module/course objectives. | Course instructional materials, content and activities are *not* aligned with unit/module/course objectives. |

**A4.** Both internal and external tools and media utilized have specific learning purposes and support the learners' ability to achieve the learning outcomes & objectives most efficiently. Tools promote learner engagement, active learning, and the purpose is stated clearly.

QM Specific Review Standard Correlation: **2.4, 6.1, 6.2**

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| \_\_\_\_\_ Exemplary | \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| Course tools are used to provide integrated and innovative learning materials and activities for learners to meet the learning outcomes and objectives efficiently, using engagement, active learning and have a clear purpose to course outcomes. | Course tools are used to access to materials and facilitate learning in a variety of modalities (such as text, audio, video, and/or graphics) and promote student-centered learning. | Tools that could be used to access materials and facilitate learning are not used effectively, or tools that are present are not employed to meet course objectives/outcomes. |

**A5.** Both formative and summative assessments are present and clearly aligned to measure learning objectives, proficiencies, or competencies, as applicable.

QM Specific Review Standard Correlation: **3.1**

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| \_\_\_\_\_ Exemplary | \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| Multiple types of formative and summative assessments are used. These assessments clearly align with stated course-level and module/unit/lesson-level objectives and learners are directed to the appropriate objective(s) for each assessment. | Both formative and summative assessments are used. Assessments appear to align with stated course-level and module/unit/lesson-level objectives. | Assessments types are limited to only one type (either formative or summative), and/or assessments evaluate performance unrelated to stated objectives. |

##### Criteria A1-A5 Comment(s)/Recommendation(s)

*Note to reviewers: For all recommendations, use additional lines as necessary to provide feedback.*

Recommendation from Reviewers to Course Representative:

Response/Changes Implemented from Course Representative:

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#### Section B: Course Organization and Clarity

**B1.** Learners are introduced to the purpose and organization of the learning environment and provided clear instructions on getting started and navigating through various components of the environment with guidance on how to obtain support or services, including accessibility services, if needed.

QM Specific Review Standard Correlation: **1.1**, **1.2**, **7.1, & 7.2**

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| \_\_\_\_\_ Exemplary | \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| Learning modules or units are consistently structured and sequenced allowing learners to better anticipate and manage workload. Guidance to received cross-campus support and services beyond tech support and accessibility are included. | Purpose of course is clearly stated, and content is presented in visibly distinct learning units or modules. Guidance on how to obtain accessibility or support services included. | Purpose of course is *not* clearly stated, and/or content is *not* presented in visibly distinct learning units or modules. Guidance on how to obtain accessibility or support services *not* included. |

**B2.** Navigation throughout the learning environment is logical, well-organized, consistent, and facilitates ease of use. Navigation strategies are efficient, minimizing the number of steps learners have to take to reach course content and activities.

QM Correlation: **8.1**

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| \_\_\_\_\_ Exemplary | \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| Clearly labeled material(s) explain(s) how to navigate the course, in addition to the easily determined navigation and content flow. | Navigation and content flow are explained and easily determined.  | Navigation and content flow are not explained and/or easily determined. |

##### Criteria B1-B2 Comment(s)

*Note to reviewers: For all recommendations, use additional lines as necessary to provide feedback.*

Recommendation from Reviewers to Course Representative:

Response/Changes Implemented from Course Representative:

#### Section C: Interaction and Communication

**C1.** Expectations for learner interaction are clearly communicated. This includes how synchronous and asynchronous communication methods will be utilized.

QM Specific Review Standard Correlation: 5.4

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| \_\_\_\_\_ Exemplary | \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| A rubric or equivalent grading guide is included to explain how participation is to be evaluated and connected to a learner’s course objectives and outcomes. | Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions, as well as synchronous/ asynchronous) are provided and clearly stated. | Guidelines explaining required levels of student participation are not provided. |

**C2.** Learners are provided with regular and substantial opportunities initiated by the instructor(s) or by themselves to build community through the promotion of instructor-to-learner and learner-to-learner interaction and dialogue. Communication tools are utilized when appropriate.

QM Specific Review Standard Correlation: 1.9, **5.1, 5.2**

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| \_\_\_\_\_ Exemplary | \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| The instructor’s plan to engage in regular effective contact includes the use of a variety of communication tools and addresses inquiries, discussions, and assignment/assessment feedback. Student-initiated interaction contributes to student-centered learning environment and are designed to assist in meeting course objectives and outcomes. | The instructor provides students with his/her plan to engage in regular effective contact, and includes expected timeframes for such communication. Opportunities for student-initiated interaction with the instructor and other learners are clearly available and encouraged. | The plan for instructor-to-learner or learner-to-learner communication is missing or unclear how a learner may contact the instructor or peers.  |

**C3.** Learning activities provide opportunities for interaction of a meaningful or academic nature that support active learning and advance the achievement of the learning outcomes and objectives.

QM Correlation: **4.1, 5.1, 5.2**

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| \_\_\_\_\_ Exemplary | \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| The connection between the content/activites and the module/unit/lesson objectives are made explicitly clear to the learners. | Module/unit activities are clearly aligned to module/unit objectives. | Module/unit activities are *not* clearly aligned to module/unit objectives. |

**C4.** Instructor response time and feedback to learner-initiated communications is clearly stated at start of course. *Reminder: During course delivery, instructor should initiate regular, substantial and frequent interaction of a meaningful academic nature.*

QM Specific Review Standard Correlation: **5.3**

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| \_\_\_\_\_ Exemplary | \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| Learners are given clear instructions on accessing feedback and guidance on applying feedback. | The course includes a clear plan for providing meaningful, timely feedback on assessments. | There is little or no statement or evidence of meaningful feedback that will be provided on student assessments. |

**C5.** Instructor mechanisms for assignment and assessment feedback align with assignment/activity instructions, and aims to help learners achieve course and module/unit/lesson objectives. Specific and descriptive criteria are provided for the evaluation of learner work and participation, and exemplars may be provided. These are tied to the course grading policy.

QM Specific Review Standard Correlation: **3.2, 3.3**

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| \_\_\_\_\_ Exemplary | \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| Rubrics or descriptive criteria for desired outcomes are include models of “good work” or exemplars with details how these are connected to the grading policy. | Course grading policy is clearly stated with mechanism for additional feedback beyond assessment grade. Rubrics or descriptive criteria for desired outcomes are included for all assessments. | Course grading policy is *not* stated or is unclear. Rubrics or descriptive criteria for desired outcomes may not be included for some assessment activities. |

**C6.** Learners' self-assessments and/or peer feedback opportunities exist in the course to allow learners to reflect and assess their own performance/knowledge prior to formal assessment (i.e., major exams, projects, etc.).

QM Specific Review Standard Correlation: 3.5

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| \_\_\_\_\_ Exemplary | \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| There are multiple opportunities for student self-assessment that encourage students to benchmark their own progress and seek timely additional help, as needed. | Opportunities for student self-assessment with feedback are present, with opportunities to track their own progress. | There is little to no evidence that students are provided opportunities for self-assessment or to track their own progress. |

##### Criteria C1-C6 Comment(s)

*Note to reviewers: For all recommendations, use additional lines as necessary to provide feedback.* Recommendation from Reviewers to Course Representative:

Response/Changes Implemented from Course Representative:

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#### Section D: Accessibility

**D1.** The aesthetic design (i.e., color scheme and layout utilized) presents and communicates course information clearly and legibly and meets currently accepted standards.\*

QM Specific Review Standard Correlation: **8.1**, 8.4

Additional Standard: WCAG 2.0

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| --- | --- |
| \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| There is sufficient color contrast between foreground (text or graphics) and background could create difficulties for low vision and color blind learners. Visual elements (color, bolding, all caps) alone have *not* been used to convey meaning. Page does properly uses heading styles or titles to clearly communicate course elements. | Insufficient color contrast between foreground (text or graphics) and background could create difficulties for low vision and color blind learners. Visual elements (color, bolding, all caps) alone have been used to convey meaning. Page does not use heading styles or titles to clearly communicate course elements. |

**D2.** Learners are provided with links to accessibility statements for: all required technologies; other course and/or institutional policies; and other support services and resources.

QM Specific Review Standard Correlation: 1.4, 6.5, 7.3, 7.4, **8.2**

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| \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| Links are provided and clearly labeled for all technologies and institutional policies, including student support services and resources. If links are not available these will be clearly stated. | Links are *not* provided and/or clearly labeled for all technologies and institutional policies, including student support services and resources. If links are not available these will be clearly stated. |

**D3.** All learning materials, multimedia, and tools utilized are accessible and ready to meet diverse learner needs to currently accepted standards.\*

QM Specific Review Standard Correlation: 8.3

Additional Standard: WCAG 2.0

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| --- | --- |
| \_\_\_\_\_ Course Ready | \_\_\_\_\_ Incomplete/Needs Revision |
| All tools, including third party integrations, are accessible. Every image (including those used in documents linked within the course) use descriptive alternative text that includes any text visible in the image. Table cells designated as row and/or column headers allow screen readers to read the table cells in the correct order. Lists are descriptive and avoid redundancy, and use Bullet or Number list tools. Links use descriptive phrases, and underlining is only used to denote active hyperlinks. | Some tools, including third party integrations, are *not* accessible. Some images (including those used in documents linked within the course) do *not* use descriptive alternative text that includes any text visible in the image. Table cells are *not* designated as row and/or column headers allow screen readers to read the table cells in the correct order. Lists are *not* descriptive and avoid redundancy, and use Bullet or Number list tools. Links do *not* use descriptive phrases, and underlining is only used to denote active hyperlinks. |

##### Criteria D1-D3 Comment(s)

*Note to reviewers: For all recommendations, use additional lines as necessary to provide feedback.* Recommendation from Reviewers to Course Representative:

Response/Changes Implemented from Course Representative:

Review Metrics At-a-Glance - (*In house reference*)

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| Course Name: |
| Review Date: |
| Section A: Alignment |
| A1 | \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| A2 | \_\_\_\_\_ Exemplary \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| A3 | \_\_\_\_\_ Exemplary \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| A4 | \_\_\_\_\_ Exemplary \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| A5 | \_\_\_\_\_ Exemplary \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| Section B: Course Organization and Clarity |
| B1 | \_\_\_\_\_ Exemplary \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| B2 | \_\_\_\_\_ Exemplary \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| Section C: Interaction and Communication |
| C1 | \_\_\_\_\_ Exemplary \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| C2 | \_\_\_\_\_ Exemplary \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| C3 | \_\_\_\_\_ Exemplary \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| C4 | \_\_\_\_\_ Exemplary \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| C5 | \_\_\_\_\_ Exemplary \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| C6 | \_\_\_\_\_ Exemplary \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| Section D: Accessibility |
| D1 | \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| D2 | \_\_\_\_ Course Ready \_\_\_\_Needs Revision |
| D3 | \_\_\_\_ Course Ready \_\_\_\_Needs Revision |