

Condensed Rubric (Essential Items) – Course Design

Elements present in this rubric were adopted and adapted from a variety of existing Quality Standards rubrics/frameworks/ checklists and models from the available literature. These elements were deemed the essential elements out of those collected from the literature. This rubric is not a final draft and further research and testing is necessary before it can be appropriately applied to course design.

Excerpted from the Quality Standards for the Delivery of High-Quality Online Courses report for the Council of Ontario Universities (COU). This research was funded by the Ministry of Training, Colleges and Universities: the Shared Online Course Fund and was completed through the collaborative efforts of Wilfrid Laurier University, University of Guelph and McMaster University.

Course design includes elements such as the initial information provided about the course, structure of the course, learning objectives, assessment, instructional materials, organization of content, interaction, course technology, support, communication and feedback, and procedural issues.					
Quality Elements: Course Design	<i>Exceptional (3 pts.)</i>	<i>Excellent (2 pts.)</i>	<i>Promising (1 pt.)</i>	<i>Incomplete (0 pts.)</i>	Points
<i>Course Introduction and Overview</i>	Information about the purpose and structure of the course is <i>easy to find and is clearly written</i> (e.g., learning activities deadlines, requirements, etc.)	Information about the purpose and structure of the course is <i>included in the course and is clearly written</i>	Some information about the purpose and structure of the course is <i>included in the course but is not clearly written or would benefit from more detail</i>	Information about the purpose and structure of the course is <i>NOT listed</i>	= Essential
Point Total (Introduction)	Out of 3				=
Learning Outcomes	Learning outcomes are <i>written in measurable terms (desired course products are clear to students)</i>	Learning outcomes reflect desired outcomes, <i>but NOT all are written as measurable outcomes</i>	Learning outcomes are <i>NOT clearly written as measurable learning outcomes</i>	Learning objectives are <i>NOT stated</i>	= Essential
	Link between learning outcomes and student	Link between learning outcomes and student	Link between learning outcomes and student	Link between learning outcomes and student	= Essential

	assessments <i>is</i> clearly written, explicitly stated, and provided to students in an intuitive location (e.g., with the assessments)	assessment <i>is</i> clearly written and explicitly stated	assessments <i>is</i> explicitly stated but may benefit from more detail	assessment <i>is</i> NOT clear	
	Learning outcomes are provided, easy to locate, and clearly written from the students' perspective	Learning outcomes are provided and are clearly written from the students' perspective	Learning outcomes are provided, but are NOT written from the students' perspective	Learning outcomes are NOT provided	= Essential
	Consistency exists between learning outcomes and module/unit goals and is clearly articulated	Consistency exists between learning outcomes and module/unit goals, but these are not clearly written or would benefit from more detail	Only some consistency exists between learning outcomes and module/unit goals, and these are not clearly written or would benefit from more detail	NO consistency exists between learning outcomes and module/unit goals	= Essential
	Learning outcomes are at the appropriate learning level (designed for the level of course, and level of students in the course) and are clearly written	Learning outcomes are at the appropriate level (designed for the level of course) but are NOT clearly written or would benefit from more detail	Some of the learning outcomes are NOT at the appropriate level	NONE of the learning outcomes are the appropriate level	= Essential
Point Total (Outcomes)	Out of 15				=
Student Assessment	Instructor grading policies are clearly written and easy	Instructor grading policies are easy to find but are NOT	Instructor grading policies are NOT easy to find or clearly	Instructor grading policies are NOT provided	= Essential

	<i>to find</i>	<i>clearly written or would benefit from more detail</i>	<i>written and would benefit from more detail</i>		
	Grading rubrics <i>are provided for all assessments, are clearly written, and models of "good work" are shown</i>	Grading rubrics <i>are provided for some assessments, are clearly written, and models of "good work" are shown</i>	Some information about assessment grading is provided <i>but lacks necessary details to ensure student understanding</i>	Grading rubrics and expectations are <i>NOT provided</i>	= Essential
	Instructions for assignments <i>are clearly written, easily located and contain sufficient detail to ensure student understanding</i>	Instructions for assignments <i>are clearly written and contain sufficient detail to ensure student understanding, but they are NOT easily located</i>	Instructions for assignments <i>contain some detail to ensure student understanding, but they are NOT easily located or clearly written and would benefit from more detail</i>	Instructions for assignments <i>do NOT exist</i>	= Essential
Point Total (Assessment)	Out of 9				=
Instructional Materials	Required materials for the course (e.g., textbooks) <i>are listed and are easily accessible from various locations within the course (e.g., ISBNs are provided, links are provided)</i>	Required materials for the course (e.g., textbooks) <i>are listed and easily accessible</i>	Required materials for the course (e.g., textbooks) <i>are listed but are not easily accessible</i>	Required materials for the course (e.g., textbooks) <i>are NOT listed</i>	= Essential
	<i>All</i> materials contribute to achievement of course/unit	<u>Most</u> materials contribute to achievement of course/unit	<u>Some</u> materials contribute to achievement of course/unit	Materials <i>DO NOT</i> contribute to achievement of course/unit	= Essential

	outcomes	outcomes	outcomes	outcomes	
Point Total (Materials)	Out of 6				=
Content Presentation / Structure	Content is <i>easily located</i> and presented in <i>distinct and manageable segments</i> (e.g., modules, weekly segments)	Content is <i>presented in distinct and manageable segments</i> (e.g., modules, weekly segments)	Some content segments are <i>either too large or too small</i> for the specified objectives	Content is <i>NOT</i> presented in distinct and manageable segments	= Essential
	Course navigation is <i>intuitive</i> , content flows in a <i>logical progression</i> (e.g., presented in a table of contents, modules in numerical order)	Course navigation is <i>intuitive</i> , content flows in a logical progression with a few exceptions	Course navigation is <i>mostly</i> intuitive, content often flows in a logical progression	Course navigation is <i>NOT</i> intuitive, and content flow is confusing	= Essential
	<i>All</i> elements of the course design are <i>consistent</i> (i.e., font, graphics, icons, layout and organizational levels) and <i>professional-looking</i>	<i>Most</i> elements of the course design are <i>consistent</i> (i.e., font, graphics, icons, layout and organizational levels) and <i>professional-looking</i>	<i>Several</i> elements of the course design <i>lack</i> consistency and professional appearance and this affects flow	Elements of course design are <i>NOT</i> consistent or professional-looking	= Essential
Point Total (Content)	Out of 9				=
Student Interaction / Engagement	Communication activities are <i>designed</i> to help build a sense of community	Communication activities <i>will likely</i> help build a sense of community <i>but do NOT appear to be designed with this in mind</i>	Communication activities are <i>unlikely</i> to help build a sense of community	<i>No communication activities in place</i> that would build a sense of community in the course	= Essential

	Student– student and student– instructor interaction is <i>required</i> and <i>instructions about how to engage in this are clearly stated and simple</i>	Student– student and student– instructor interaction is <i>encouraged</i> and <i>instructions about how to engage in this are clearly stated or simple</i>	Student– student and student– instructor interaction is <i>encouraged</i> but <i>instructions about how to engage in this are complicated or NOT clearly stated</i>	Student– instructor interaction is <i>not available or no instructions are provided</i>	= Essential
Point Total (Interaction)	Out of 6				=
Course Technology	<i>The majority of tools/media support student learning by engaging students with course content and guiding them to become active learners</i>	<i>Some tools/media support student engagement but could be used more creatively to engage learners with course content</i>	<i>Tools available are not used to their full extent or are not used when appropriate</i>	<i>Tools/media do NOT engage students with learning</i>	= Essential
	<i>Technology required for course is easily accessible from various locations and links or resources are provided</i>	<i>Technology required for course is nearly always easily accessible</i>	<i>Access to technology required for course is somewhat accessible</i>	<i>Access to technology required for course is NOT made accessible</i>	= Essential
	<i>All course technology is reliable</i>	<i>Most course technology is reliable</i>	<i>Some course technology is NOT reliable</i>	<i>Course technology is NOT reliable/</i>	= Essential
	<i>All of the tools/technology that is incorporated is appropriate to the course outcomes (i.e., included not just for the sake</i>	<i>Most of the tools/technology that is incorporated is appropriate to the course outcomes</i>	<i>Only some of the tools/technology that is incorporated is appropriate to the course outcomes</i>	<i>Tools/technology is NOT appropriate to the course outcomes</i>	= Essential

	of inclusion)				
Total (Technology)	Out of 12				=
Student Support/	Accessible technologies are <i>fully</i> employed	Accessible technologies are <i>sometimes</i> employed	Accessible technologies are <i>rarely</i> employed	Accessible technologies are <i>NOT</i> employed	= Essential
	Design factors reflect universal accessibility considerations (e.g., AODA accessibility standards)	<i>Most of the</i> design factors reflect universal accessibility considerations (e.g., AODA accessibility standards)	<i>Only some</i> design factors reflect universal accessibility considerations (e.g., AODA accessibility standards)	Design factors <i>DO NOT</i> reflect universal accessibility considerations (e.g., AODA accessibility standards)	= Essential
Point Total (Accessibility)	Out of 6				=
Faculty Support	<i>Full</i> technical assistance in course development is available	<i>Moderate levels of</i> technical assistance in course development are available	<i>Very minimal</i> technical assistance in course development is available	<i>No</i> technical assistance in course development is available	= Essential
	<i>Full</i> pedagogical assistance in course development is available	<i>Moderate levels of</i> pedagogical assistance in course development are available	<i>Very minimal</i> pedagogical assistance in course development is available	<i>No</i> pedagogical assistance in course development is available	= Essential
Point Total (Faculty support)	Out of 6				=
Communication and Feedback	Learners can give <i>formative and summative</i> feedback to the instructor about <i>design/content and their learning</i>	Learners can give <i>formative and summative</i> feedback to the instructor about <i>design/content</i> OR <i>their learning</i>	Learners can give feedback to the instructor about design/content and their learning <i>but only at the end of the course</i>	Learners <i>DO NOT</i> have the opportunity to give feedback to the instructor	= Essential
Point Total (Communication)	Out of 3				=

Legal/ Procedural Issues	Copyright clearance has been obtained for all external course material, when applicable	Copyright clearance has been obtained for <i>most</i> external course material, when applicable	Copyright clearance has been obtained for <i>some</i> external course material	Copyright clearance has <i>NOT</i> been obtained for external course material	= Essential
Point Total (Legal)	Out of 3				=
OVERALL POINTS <i>(add up all points from each sub-section to calculate your total)</i> <u>Out of a possible 78 points</u>					