



3/27/2015

## Course Design Rubric for the Online Education Initiative

In order for a course to be offered as a part of the Online Education Initiative (OEI), it must meet established standards relating to course design, instruction, and accessibility that are intended to promote a quality learning environment that conforms to existing regulations. Prior to the submission of a course for OEI consideration, it is helpful for the faculty member to review these guidelines and conduct a self-evaluation. The outcome of this self-evaluation is a component of the OEI Course Application process.

The Course Design Rubric for the Online Education Initiative consists of 4 components:

- A. **Course Design** - Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.
- B. **Interaction and Collaboration** - Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. "Interaction" denotes communication between and among learners and instructors, synchronously or asynchronously. "Collaboration" is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.
- C. **Assessment** - Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.
- D. **Learner Support** - Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

This rubric is designed to inform the work of reviewers for courses being taught in connection with the California Community College Online Education Initiative. It is informed by the National Standards for Quality Online Courses by the International Association for K-12 Online Learning (iNACOL). After an initial round of course reviews, the lead review team met with faculty at the OEI Professional Development summit and discussed the strengths and weakness of the rubric. The lead review team then provided recommendations to the OEI Steering Committee and Executive Team for revising the rubric language and structure to enhance the review process.

*Revisions approved by Online Education Initiative Steering Committee for use during the OEI pilot on March 18, 2015.*



# Course Design Rubric for the Online Education Initiative

For each sub-category (within the main categories of Course Design, Interaction and Collaboration, Assessment, and Learner Support), Reviewers will assign a numeric score (from 0-6) for each sub-category within the major categories. The numeric scores align with the levels of mastery as follows:

- Distinguished to Exemplary (5-6)
- Satisfactory to Accomplished (3-4)
- Promising (2)
- Incomplete (1)
- Not Evident (0)

It is common for a course to vary in its level of accomplishment across all items within a single sub-category. For example a course might be very strong in “Content Presentation: Navigation is intuitive” but somewhat less strong in “Content Presentation: Content is presented using a variety of appropriate mechanisms,” both within the same sub-category of “Content Presentation.” In these cases, the higher score (6 for Exemplary and 4 for Accomplished) should be reserved for courses that are strong across all items in the sub-category. The lower scores (5 for Distinguished and 3 for Satisfactory) should be used in cases where most, but not all, of the items in the sub-category are strong.

For a course to be approved for delivery as part of the OEI the following criteria must be met:

- A minimum score of 3 (Satisfactory) in each sub-category, requiring at least some sub-categories to score in the accomplished to distinguished ranges
- A minimum cumulative score of 51, earning at least 70% of all possible points.
- Inclusion of a component with content related to the Online Education Initiative

The instructional design team will help a candidate course meet the requirements for accessibility, the OEI component, and other instructional design issues as we can. A course that does not achieve the stated minimum scores will not be offered as part of the OEI.



# Course Design Rubric for the Online Education Initiative

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## Section A: Course Design

*Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.*

### A.1 Objectives

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<ul style="list-style-type: none"> <li>• Objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit or module)</li> <li>• Objectives are clearly written at the appropriate level and reflect desired outcomes</li> <li>• Objectives are written in measurable outcomes (students know what they are expected to be able to do)</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives are located within the course syllabus or the individual learning units</li> <li>• Objectives are written to reflect desired learning outcomes, although not all are written as measurable outcomes</li> <li>• Students understand of what is expected of them</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives are not easily located within the course</li> <li>• Objectives are not written at the appropriate level to match the desired outcomes</li> <li>• Objectives are not clearly written in measurable learning outcomes</li> <li>• Students may be unsure of what they are expected to be able to do</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives are not easily located within the course</li> <li>• Some are missing and others poorly written</li> <li>• The level does not match the desired learning outcomes</li> </ul>

## Section A: Course Design

*Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.*

### A.2 Content Presentation

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<ul style="list-style-type: none"> <li>• Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)</li> <li>• Navigation is intuitive and content flows in a logical progression</li> <li>• Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources, and/or multimedia, etc.)</li> <li>• CMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials)</li> <li>• Clearly labeled tutorial materials that explain how to navigate the CMS <b>and</b> the specific course are included</li> </ul>	<ul style="list-style-type: none"> <li>• Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)</li> <li>• Navigation is somewhat intuitive, but some “exploring” is required to determine the flow of content</li> <li>• Content is presented using a variety of mechanisms (content modules, single pages, links to external resources, RSS Feeds, print material)</li> <li>• CMS tools are made available to assist students, but could be organized or arranged for even greater usefulness</li> <li>• Clearly labeled tutorial materials that explain how to navigate the CMS <b>and</b> the specific course are included</li> </ul>	<ul style="list-style-type: none"> <li>• Some content segments are overly large (or possibly too small) for the specified objectives</li> <li>• Navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined</li> <li>• The design does not avail of the content presentation tools (content modules, single pages, links)</li> <li>• Only a few tools (of those available within the CMS) are used in a way that streamlines access to materials and activities for students</li> <li>• Tutorial materials that explain how to navigate the CMS and/or the specific course may be evident, but not easily found</li> </ul>	<ul style="list-style-type: none"> <li>• Content is not “chunked” into manageable segments;</li> <li>• Navigation is not intuitive and the flow of content is unclear</li> <li>• The design does not avail of the content presentation tools (content modules, single pages, links)</li> <li>• Tools that could reduce the labor-intensity of online instruction are not utilized</li> <li>• Tutorial materials explaining how to navigate the CMS or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete</li> </ul>

## Section A: Course Design

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

### A.3 Learner Engagement

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<ul style="list-style-type: none"> <li>• It is clear how the instructional strategies will enable students to reach course objectives</li> <li>• Course design includes guidance for learners to work with content in meaningful ways</li> <li>• Individualized learning opportunities, remedial activities, or resources for advanced learning activities are provided</li> <li>• Tools available within the course management system (CMS) are used to facilitate learning by engaging students with course content</li> <li>• Technologies are used creatively in ways that transcend traditional, teacher-centered instruction</li> <li>• Learners have the opportunity to give anonymous feedback to the instructor regarding course design and course content both during course delivery and after course completion</li> </ul> <p><i>anonymous survey etc. at end of a unit</i></p>	<ul style="list-style-type: none"> <li>• Instructional strategies are designed to help students to reach course objectives, although this relationship may not be obvious to learners</li> <li>• Guidance is provided, but could be improved with greater detail or depth</li> <li>• Individualized learning opportunities (such as remediation) may be available on a limited basis</li> <li>• Tools available within the CMS could be utilized more (or more creatively) to engage learners with course content</li> <li>• Technologies within the course are used in many cases merely to replicate traditional face-to-face instruction</li> <li>• Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content, but only after course completion</li> </ul>	<ul style="list-style-type: none"> <li>• It is not clear how the instructional strategies will help learners achieve course objectives</li> <li>• Guidance in using content materials may only be provided on a limited basis</li> <li>• Individualized learning opportunities are not provided, although there may be supplementary content resources available</li> <li>• Tools available within the CMS are not used to their full extent or not used when it would be appropriate to do so</li> <li>• Technologies within the CMS are used primarily by instructors and not students ("students as recipients of content" model)</li> <li>• Learners have the opportunity to give feedback to the instructor regarding course design or course content, but only after course completion, or the feedback is not anonymous</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional strategies do not provide students with skills needed to achieve course objectives</li> <li>• Content is provided but it is not clear what students are expected to do with it</li> <li>• No supplementary resources or activities are provided for remediation or advanced study</li> <li>• Technologies used within the CMS do not engage students with learning</li> <li>• Students are not expected to use technologies available within the CMS</li> <li>• Learners do not have the opportunity to give feedback to the instructor regarding course design or course content</li> </ul>

*additional tools used creatively*

## Section B: Interaction and Collaboration

*Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment.*

### B.1 Communication Strategies

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<ul style="list-style-type: none"> <li>• Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.)</li> <li>• Expected response time for email replies (or other communication tool) is included</li> <li>• The instructor’s role within the course is explained (for example, instructor participation in discussions and activities, role—if any—in tech support, etc.)</li> <li>• The instructor’s methods of collecting and returning work are clearly explained</li> <li>• There are plentiful opportunities for interaction, as appropriate</li> <li>• Communication strategies promote critical thinking or other higher order thinking aligned with learning objectives</li> <li>• Communication activities benefit from timely interactions and facilitate “rapid response” communication (i.e., students gain practice discussing course content extemporaneously without looking up basic, declarative information)</li> </ul>	<ul style="list-style-type: none"> <li>• Contact information for the instructor is included and contact information includes more than one type of communication tool</li> <li>• Expected response time for email replies is included</li> <li>• Instructor’s role within the course is clearly spelled out to students</li> <li>• The instructor’s methods of collecting and returning work are clearly explained</li> <li>• Several communication are included to reinforce the desired learning outcomes</li> <li>• Communications sometimes require reflection or other higher order thinking</li> <li>• Interactions are meaningful but may not take full advantage of the real-time presence of instructor and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Contact information for the instructor is provided but not easy to find and includes only one way to reach the instructor</li> <li>• Information concerning response time for email replies is not included</li> <li>• Little or no information is given regarding the instructor’s role in the course</li> <li>• The instructor’s methods of collecting and returning work are evident but not clearly explained.</li> <li>• Communication strategies are included, however, they may not consistently reinforce desired learning outcomes</li> <li>• Communications are focused primarily on lower levels of thinking (e.g., summarizing, describing, interpreting, etc.)</li> <li>• Interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities</li> </ul>	<ul style="list-style-type: none"> <li>• Contact information for the instructor is sketchy, at best</li> <li>• Information concerning response time for email replies is not included</li> <li>• Information regarding the instructor’s role in the course is not included</li> <li>• Instructor’s methods of collecting and returning work are confusing or non-existent.</li> <li>• Little to no attention has been devoted to communication strategies</li> <li>• Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used</li> </ul>

## Section B: Interaction and Collaboration

*Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment.*

### B.2 Development of Learning Community

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<ul style="list-style-type: none"> <li>• Instructors have a plan for initiating contact prior to or at the beginning of class and at regular intervals during the course</li> <li>• Communication activities are designed to help build a sense of community among learners</li> <li>• Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor</li> <li>• Collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building</li> </ul>	<ul style="list-style-type: none"> <li>• Communication activities may help learners build a sense of community, but do not appear to be designed with this in mind</li> <li>• Some student-to-student interaction is built into the course</li> <li>• Students interact with the instructor, although primarily as a result of instructor-initiated contact</li> <li>• Collaboration activities (if included) support some team-building skills, but may not purposefully integrate these elements</li> </ul>	<ul style="list-style-type: none"> <li>• Effort has been devoted to fostering a sense of community in the course, but only minimally.</li> <li>• More focus is needed on designing activities and a course climate that foster student-to-student interactions as well as student-to-instructor interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no attention has been devoted to building a sense of community in this course.</li> </ul>



## Section B: Interaction and Collaboration

*Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment.*

### B.3 Interaction Logistics

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<ul style="list-style-type: none"> <li>• Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided</li> <li>• Expectations regarding the quality of communications (e.g., what constitutes a “good” answer) are clearly defined</li> <li>• A rubric or equivalent grading document is included to explain how participation will be evaluated</li> <li>• The instructor plans to participate actively in communication activities, including providing feedback to students</li> <li>• The instructor plans to use communication tools effectively to provide course updates, reminders, special announcements, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations of student participation in communication activities are given, but would benefit from more detail</li> <li>• Expectations regarding the quality of communications are included, but may lack detail or illustrative examples</li> <li>• Minimal information may be provided regarding grading criteria for communications activities</li> <li>• The instructor is occasionally involved in communication activities</li> <li>• The instructor sometimes takes advantage of LMS tools to post announcements, reminders, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor expectations of student interactions are not made clear</li> <li>• Little information is provided regarding what constitutes a “good” response or post</li> <li>• Students are not given a clear set of criteria for how communications activities will be graded</li> <li>• The instructor appears to be largely absent from communication activities</li> <li>• Few announcements, reminders, or other updates are provided</li> </ul>	<ul style="list-style-type: none"> <li>• Few or no guidelines are provided to students regarding the desired quantity or quality of communications/ interactions within the course</li> <li>• The instructor does not participate in communications activities with students</li> <li>• The instructor does not provide announcements, reminders, or other updates.</li> </ul>

## Section C: Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

### C.1 Expectations

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<ul style="list-style-type: none"><li>• Assessments match the objectives</li><li>• Learners are directed to the appropriate objective(s) for each assessment</li><li>• Rubrics and/or descriptive criteria for desired outcomes are provided (models of “good work” may be shown, for example)</li><li>• Instructions are written clearly and with exemplary detail to ensure understanding</li></ul>	<ul style="list-style-type: none"><li>• Assessments match the objectives</li><li>• Rubrics or descriptive criteria for desired outcomes are included for some assessment activities</li><li>• Instructions are written clearly, with sufficient detail included</li></ul>	<ul style="list-style-type: none"><li>• Students are assessed on the topics described in the objectives</li><li>• There may be some explanation of how assessments will be scored/graded, however, instructions lack detail that would help students understand how to successfully complete the assessments</li></ul>	<ul style="list-style-type: none"><li>• Assessments bear little resemblance to objectives</li><li>• Expectations or grading criteria are not provided</li><li>• Instructions are limited or absent</li></ul>

## Section C: Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

### C.2 Assessment Design

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<ul style="list-style-type: none"> <li>• Assessment activities have “face validity” (i.e., they appear to match the curriculum and are explained using appropriate reading level and vocabulary)</li> <li>• Higher order thinking is required (e.g., analysis, problem-solving, etc.)</li> <li>• Assessments are designed to mimic authentic environments to facilitate transfer</li> <li>• Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner</li> <li>• Multiple types of assessments are used (research project, objective test, discussions, etc.)</li> <li>• Opportunities for student self-assessment are plentiful, and provide feedback that allows students to seek additional help when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment activities have “face validity” (i.e., they appear to match the curriculum)</li> <li>• Some activities involve higher order thinking</li> <li>• Assessment activities may focus on tasks similar to real-world application of skills</li> <li>• Multiple assessments are included; at least three different types of assessments are used</li> <li>• Opportunities for student self-assessment are present, and provide feedback that allows students to seek additional help</li> </ul>	<ul style="list-style-type: none"> <li>• It is not clear whether the assessment activities actually measure the desired skill</li> <li>• The majority of assessments require only low-level thinking (memorization, for example)</li> <li>• Assessment activities typically do not include tasks that are relevant beyond the scope of this course</li> <li>• Two types of assessments are included, at a minimum.</li> <li>• Opportunities for student self-assessment are present, but it may not be evident to the student how they should use the results</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment activities appear to lack validity due to bias, lack of clarity in questions or tasks, or because students are evaluated on performance unrelated to the stated objectives</li> <li>• No higher-order thinking skills are required to complete assessment activities</li> <li>• There is little or no evidence of authenticity built into assessments</li> <li>• Assessments are too few and far apart for the course content</li> <li>• Students are not provided activities or resources for self-assessment.</li> </ul>

## Section D: Learner Support

*Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.*

### D.1 Supplemental Software

(if required - it is permissible to award this criterion a 6 if the course does not require software beyond the CMS and browser)

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<ul style="list-style-type: none"><li>• Clear explanations of optional and/or required software including any additional costs are provided within the course</li><li>• Software required to use course materials is listed with links to where it can be captured and installed</li><li>• Links are located within the course where learners will use the software (i.e., near the materials requiring its use)</li></ul>	<ul style="list-style-type: none"><li>• Clear explanations of optional and/or required software (in addition to the CMS) are provided within the course</li><li>• Software required to use course materials is listed but links to where it can be captured and installed are not found near where it will be used</li></ul>	<ul style="list-style-type: none"><li>• Software (in addition to the CMS) required to use course materials is mentioned, but not explained</li><li>• Links to where it can be captured and installed are provided, although they may not be conveniently located</li></ul>	<ul style="list-style-type: none"><li>• The need for additional software required to use course materials may be mentioned</li><li>• Links to software may be missing or incomplete</li></ul>

## Section D: Learner Support

*Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.*

### D.2 Course/ Institutional Policies & Support

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<ul style="list-style-type: none"> <li>• Software used for the course is adequately supported by the institution, including information for students on where they can obtain help</li> <li>• All activities that might create educational records (as defined by the Family Educational Records Privacy Act) or that involve regular effective contact are conducted within district- or college-supported systems</li> <li>• Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find; links (if present) allow easy navigation from the course to the information and back.</li> <li>• Course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion</li> <li>• Links to institutional services such as the library, or writing center, are clearly labeled and easy to find</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but may require searching to find; links allow easy navigation from the course to the information and back</li> <li>• Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion</li> <li>• Links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find</li> </ul>	<ul style="list-style-type: none"> <li>• Some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but are difficult to find</li> <li>• Course/instructor policies regarding decorum, behavior, and netiquette are included but are not clearly written or would benefit from more detail</li> <li>• A few links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find</li> </ul>	<ul style="list-style-type: none"> <li>• Some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are not included</li> <li>• Some course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail</li> <li>• Links to institutional services such as the library, writing center, or financial aid office are not include</li> </ul>

## Section D: Learner Support

*Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.*

### D.3 Technical Accessibility

*This section will not be reviewed by the POCs; it will instead be reviewed by accessibility specialists as part of the initial review process.*

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<ul style="list-style-type: none"> <li>• Course materials are compliant with Section 508 and WCAG 2.0 (AA) and can be effectively used with equal ease by all students</li> <li>• All non-text communications technologies support multiple digital channels with automatic provision of alternate media accommodations in real time</li> <li>• Course materials are HTML-based and employ formatting styles to create semantic structure that facilitates consistent meaning and sequencing across all digital media types</li> <li>• All instructional materials can be opened via free and accessible programs or applications, and links are provided for students to download the application with supporting information on how to use the program or application</li> <li>• Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load, and provide individual student-based parameters for time, number of attempts, feedback, and completion</li> </ul>	<ul style="list-style-type: none"> <li>• Course materials are compliant with Section 508 and WCAG 2.0 (AA).</li> <li>• All non-text communications technologies support multiple digital channels for the provision of alternate media accommodations in real time.</li> <li>• Course materials employ formatting styles to create semantic structure that allows for consistent meaning and sequencing across all digital media types</li> <li>• All instructional materials can be opened via free and accessible programs or applications</li> <li>• Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load</li> </ul>	<ul style="list-style-type: none"> <li>• Course materials fail to meet all Section 508 and WCAG 2.0 (AA) criteria completely</li> <li>• Some non-text communications technologies support limited means for the provision of alternate media accommodations</li> <li>• Course materials employ some formatting styles to create semantic structure but fail to provide reliable and consistent meaning and sequencing across all digital media types</li> <li>• Most instructional materials can be opened via free and accessible programs or applications</li> <li>• Most quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load</li> </ul>	<ul style="list-style-type: none"> <li>• Course materials are significantly non-compliant with Section 508 and WCAG or add cognitive load via inadequate accessibility supports</li> <li>• Non-text communications technologies do not support multiple digital channels for the provision of alternate media accommodations</li> <li>• Course materials do not employ formatting styles to create semantic structure, nor consistent meaning and sequencing across digital media types</li> <li>• Instructional materials use proprietary and inaccessible media formats</li> <li>• Quiz and assessment activities cannot be completed with the keyboard or assistive technologies, and/or extra cognitive load is introduced through inadequate accessibility supports</li> </ul>

## Section D: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

### D.4 Accommodations for Disabilities

*This section will not be reviewed by the POCs; it will instead be reviewed by accessibility specialists as part of the initial review process.*

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<ul style="list-style-type: none"> <li>• There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, a DSPS approved plan for accommodation is in place and ready to be provided as necessary for each inaccessible learning activity or instructional media.</li> <li>• Course CMS settings are configurable by faculty to allow individual student-based accommodations to be provided within the CMS.</li> <li>• Links to CMS technical support as well as contact information for DSPS support are consistently provided and easy to find, and accompanied by a module within the CMS explaining how to request services or report a problem</li> <li>• An instructional material inventory of any inherently inaccessible learning objects is provided, and referenced to the accompanying course outline with plans for accommodating students with disabilities for each inaccessible learning object or activity</li> </ul>	<ul style="list-style-type: none"> <li>• There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, faculty and DSPS have agreed to work with OEI to formulate an acceptable plan of accommodation for each inaccessible learning activity or instructional media.</li> <li>• Course CMS settings can be configured in a timely manner (24 hours) by faculty and/or the CMS System Administrator to allow student accommodations to be provided within the CMS, or alternate plans for accommodation have been created and approved by DSPS.</li> <li>• Links to CMS technical support and DSPS support are provided, and easy to find</li> <li>• An instructional material inventory of any inherently inaccessible learning objects is provided, along with some potential accommodations for each learning object or activity</li> </ul>	<ul style="list-style-type: none"> <li>• There are pedagogically-essential learning activities or instructional media that might be inherently inaccessible, but a deeper assessment of the course and institutional resources is required to determine the ability to support accommodations.</li> <li>• Some of the CMS settings can be configured by faculty or CMS System Administrator to allow student accommodations to be provided within the CMS.</li> <li>• CMS technical support is provided, or a link to DSPS department web page, but not always easy to find</li> <li>• An instructional material inventory of any inherently inaccessible learning objects is provided</li> </ul>	<ul style="list-style-type: none"> <li>• There may be learning activities or instructional media that are inherently inaccessible, or there is no DSPS approved plan for accommodation.</li> <li>• CMS settings cannot be configured to allow student accommodations to be provided within the CMS.</li> <li>• CMS settings are not configurable to allow for student accommodations</li> <li>• No link to technical support or DSPS department is provided</li> <li>• Inherently inaccessible learning objects have not been identified, and no accommodations have been conceived or approved</li> </ul>



# Online Education Initiative Course Design Rubric Scoresheet

<b>Course Identifier:</b>	<b>CID</b>	<b>College</b>
<b>Faculty Name:</b>		
<b>Reviewer Name:</b>		

Course Design	
Section A	Score
A.1	
A.2	
A.3	

Interaction & Collaboration	
Section B	Score
B.1	
B.2	
B.3	

Assessment	
Section C	Score
C.1	
C.2	

Learner Support	
Section D	Score
D.1	
D.2	
D.3	
D.4	

<b>Section A Total</b>	
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<b>Section B Total</b>	
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<b>Section C Total</b>	
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<b>Section D Total</b>	
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<b>Cumulative Score =</b>	
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The course has a minimum score of 3 <b>(Satisfactory)</b> in each sub-category	
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