



UNIVERSITY OF ALBERTA
CENTRE FOR TEACHING AND LEARNING

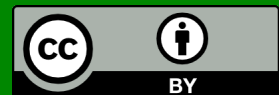
Course Design Rubric

This Course Design Rubric allows instructors to review their online course and ensure effective EDI and design principles are incorporated.

It is recommended you open this document using Adobe Reader in order to make best use of its functionality.

This document has been created based on the document “Course Design Rubric” by California Community Colleges, April 2020.

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Online Course Review Information

Date	
Faculty	
Name of Instructor	
Course	
Name of Reviewer	

Who is completing this review?

Self

Peer

Other: _____

Section A: Content Presentation

Learning Outcomes

Incomplete	Aligned	Exemplary
A1: Course Learning Outcomes		
Course Learning outcomes are not included.	Course Learning outcomes are included	Course Learning outcomes are included and are easy to locate.
A2: Placement of Learning Outcomes		
Learning outcomes are not included for each unit of study.	Learning outcomes are included or each unit of study.	Learning outcomes are consistently placed and easy to locate for each unit of study.
A3: Clarity of Learning Outcomes		
Learning outcomes are not clear or do not use assessable verbs.	Learning outcomes consistently include assessable verbs.	Learning outcomes consistently use assessable verbs and are written in student-centred language.
A4: Alignment of Learning Outcomes		
Course Learning outcomes do not align with Unit Learning outcomes, content and assessment(s).	Course Learning outcomes align with Unit Learning outcomes content and assessment(s).	There is a clear connection between Course outcomes, Unit learning outcomes, content and assessment. These connections are explicitly clear for the students.
Comments		

Section A: Content Presentation

Using eClass

Incomplete	Aligned	Exemplary
A5: Course Navigation		
The course is difficult to navigate. Content does not flow naturally.	The course is easily navigated and content appears to flow naturally.	Clearly-labelled tutorial materials are available which explain how to navigate the course.
A6: Chunking Learning: Course Level		
Distinct learning units, models or sections are difficult to discern.	Content is meaningfully segmented into distinct units/modules to support learning.	The units/modules are consistently structured and sequenced to reduce cognitive overload.
A7: Chunking Learning: Document/Page Level		
Content is not chunked in manageable segments using heading styles.	Content is chunked in manageable segments using heading styles which support online reading.	Content is chunked in manageable segments. Descriptive headings and subheadings are used to enhance student understanding of the material making material easy to navigate.
A8: Effective use of eClass Tools		
eClass tools which could reduce the labour-intensity of learning are not used effectively.	eClass tools are used to reduce the labour-intensity of learning and to streamline access to materials and activities for students.	eClass tools are used to provide integrated and innovative learning materials and activities for students.
A9: Effective Use of Multimedia		
Content is presented primarily using one medium.	Content is presented using a variety of media throughout (e.g. text, audio, video, images, graphics).	Content is presented using a variety of media, purposefully selected to facilitate student-centred learning.
Comments		

Section A: Content Presentation

Support for Learning

Incomplete	Aligned	Exemplary
A10: Instructions		
<p>Instructions for working with course content are missing or incomplete.</p> <p>Example Links to articles or videos are provided without any guidance for how the student should work with the material.</p>	<p>Course design includes instructions for students to work with content in meaningful ways.</p> <p>Examples Guiding students to take notes during a video; explaining what to look for in an article.</p>	<p>Instructions for how students should engage with course materials in order to optimize their learning experience are directly embedded within the content.</p>
A11: Extending support for learning		
<p>There are few or no individualized learning opportunities such as extra-support activities or resources for advanced learning.</p>	<p>Individualized learning opportunities (such as extra-support activities to support basic skills or resources for advanced learning) are provided.</p>	<p>Frequent individualized learning opportunities are provided throughout the course.</p>
A12: Feedback from students		
<p>Students do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content before course completion.</p>	<p>Students have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content before course completion.</p>	<p>Students have the opportunity to give anonymous feedback to the instructor throughout the course and feedback is requested purposefully.</p>
Comments		

Section A: Content Presentation

Institutional Support

Incomplete	Aligned	Exemplary
A13: Course Policies		
Institutional/instructor policies relevant for student success are not included or are difficult to find.	Policies relevant for student success (e.g., academic integrity, course withdrawal, late work) are included and easy to find.	Policies relevant for student success are included, easy to find, delivered in student-centred language and referenced throughout the course (where relevant).
A14: Student Support		
Links to institutional services are not included thus requiring students to exit the course to find support resources.	Links to institutional services (e.g., online counselling, support for writing) are included and clearly labelled.	Links to institutional services are provided in modules, assignments, activities, etc. where they may be needed.
A15: Technology (IST) Support		
Information about and links to IST are not included or easily found.	Technology support is explained to students and relevant contact information and/or links are easily found.	Links to specific technology support and troubleshooting tips are provided where they may be needed throughout the course.
Comments		

Section B: Interaction

Instructor Contact

Incomplete	Aligned	Exemplary
B1: Pre-Course Contact		
Instructor does not initiate contact prior to/at beginning of course.	Instructor initiates contact prior to/at beginning of course.	Instructor provides multiple resources to help students successfully start the course.
B2: Instructor-initiated contact		
The course design appears to be lacking opportunities for regular, effective student contact initiated by the instructor.	The course design includes regular instructor-initiated contact with students using appropriate communication tools within eClass. There is a clear explanation for students about when and how communication will happen.	The course design includes ample opportunities for regular, effective contact using a wide variety of communication tools.
B3: Student-initiated contact		
Instructor contact information, including expected response times, is missing or not easy to find.	Students are encouraged to initiate contact with the instructor through easily-accessed contact information which includes expected response times.	Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.
Comments		

Section B: Interaction

Student-to-Student Contact

Incomplete	Aligned	Exemplary
B4: Student-initiated contact with other students		
Students are not given opportunities to initiate unstructured interaction with other students in the course.	Opportunities for unstructured interaction with other students are available and encouraged.	The course makes a variety of tools and methods available for unstructured student-initiated interaction to accommodate a variety of communication styles.
B5: Regular effective contact among students		
Students have no or limited opportunities to interact with other students about course content.	Regular, effective contact among students is designed to facilitate interaction with and about the course.	The design and facilitation of student interaction is responsive to the variety of cultures and communication styles in the learning community.
B6: Participation		
Guidelines explaining expected levels of student participation are not provided.	Guidelines explaining expected levels of student participation (quality/quantity) are consistently provided.	A rubric or equivalent document is included within assessments and activities which detail expectations.
Comments		

Section C: Assessment

Effective Assessment

Incomplete	Aligned	Exemplary
C1: Relevancy		
There is little or not evidence that the assessments are relevant.	Assessment activities lead to the demonstration of the learning outcomes.	Assessments are designed to mimic authentic and relevant environments and allow for interdisciplinary learning.
C2: Validity		
Assessments are not clearly connected to the stated learning outcomes	Assessments appear to align with the course outcomes.	Assessments match the learning outcomes. Learners are directed to the appropriate learning outcome(s) for each assessment.
C3: Variety		
Assessments are limited primarily to one type of assessment (either formative or summative).	Both formative and summative assessment are used throughout the course.	Multiple types of formative and summative assessment are used.
C4: Assessment for learning		
Assessments do not provide opportunities for students to improve their knowledge/skills/understanding of the subject.	Assessments provide opportunities for students to identify strengths/areas for development regarding their knowledge, skill and/or understanding of the subject.	There is clear evidence that formative and summative assessments work symbiotically to support students' learning.
Comments		

Section C: Assessment

Guidance and Feedback

Incomplete	Aligned	Exemplary
C5: Learning Criteria / Rubrics		
Rubrics or descriptive criteria for desired learning outcomes are not available for all assessment activities.	Rubrics or descriptive criteria for desired learning outcomes are available for all assessment activities.	Rubrics or descriptive criteria for the desired learning outcomes provide exemplars.
C6: Instructions		
Assessments include little or no instructions.	Instructions clearly explain to students how to successfully complete the assessments.	Instructions are written clearly and with exemplary detail to ensure understanding.
C7: Feedback		
There is little or no evidence of meaningful feedback on student assessments.	The course includes a clear description of how meaningful, timely feedback on assessments will be provided.	Students are given clear instructions on accessing feedback in eClass. There is guidance on how to apply feedback to improve learning and performance.
C8: Self-assessment		
There is little to no evidence that students are provided opportunities to self-assess their learning.	Several opportunities for student self-assessment with feedback are provided.	There are regular opportunities throughout the course for students to self-assess. These opportunities encourage students to seek additional support.
C9: Peer-assessment (if appropriate)		
There is little to no evidence that students are provided opportunities to get feedback from their peers.	Several opportunities for students to peer-assess with feedback are provided.	There are regular opportunities throughout the course for students to peer-assess. These opportunities encourage students to seek additional support.
Comments		

Section D: Accessibility

Instructors should verify that content in the course is accessible for all students. As the review of course accessibility is a snapshot in time, instructors and administrators are encouraged to engage in an on-going effort to ensure equitable access to instructional content is maintained in the course and that all areas of accessibility below are addressed. For more information on Campus Services for EDI, visit: <https://www.ualberta.ca/equity-diversity-inclusivity/campus-services.html>.

D1: Heading Styles	N/A	Incomplete	Aligned
<p>Heading styles are consistently used to aid navigation throughout the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in the correct order. Heading styles are used for formatting instead of manually changing fonts, colours and formats (bold, italics, etc.). Underlining is not used except as a weblink.</p>			
<p>Check</p> <ul style="list-style-type: none">eClass contentDocuments (e.g., Google Docs, Word)PDFsDigital PresentationsSpreadsheets			
<p>Comments</p>			
D2: Lists	N/A	Incomplete	Aligned
<p>Lists are created using the <i>bullet</i> or <i>numbered list</i> tool (rather than adding bullet points or numbers manually) in order for the lists to be recognized when a screen reader is used.</p>			
<p>Check</p> <ul style="list-style-type: none">eClass contentDocuments (e.g., Google Docs, Word)PDFsDigital PresentationsSpreadsheets			
<p>Comments</p>			

Section D: Accessibility

D3: Links	N/A	Incomplete	Aligned
Links are identified with meaningful and unique text in place of displaying the URL. Links are not just placed on the word 'here' (i.e., "Find more information here ").			
Check eClass content Documents (e.g., Google Docs, Word) PDFs Digital Presentations Spreadsheets			
Comments			
D4: Tables	N/A	Incomplete	Aligned
Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex labels.			
Check eClass content Documents (e.g., Google Docs, Word) PDFs Digital Presentations Spreadsheets			
Comments			

Section D: Accessibility

D5: Colour Contrast	N/A	Incomplete	Aligned
There is sufficient colour contrast between the foreground text and background to avoid difficulties for students with low vision.			
Check eClass content Documents (e.g., Google Docs, Word) PDFs Digital Presentations Spreadsheets			
Comments			
D6: Colour and Meaning	N/A	Incomplete	Aligned
Colour is not used as the only means to convey information, add emphasis, indicate action or otherwise distinguish a visual element.			
Check eClass content Documents (e.g., Google Docs, Word) PDFs Digital Presentations Spreadsheets			
Comments			

Section D: Accessibility

D7: Images	N/A	Incomplete	Aligned
All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain the phrase "image of", "picture of" or the file extension.			
Check eClass content Documents (e.g., Google Docs, Word) PDFs Digital Presentations			
Comments			
D8: Reading Order	N/A	Incomplete	Aligned
Reading order is correctly set so content is presented in the correct sequence when using screen readers and other assistive technologies.			
Check Documents (e.g., Google Docs, Word) PDFs Digital Presentations			
Comments			

Section D: Accessibility

D9: Presentation Slides	N/A	Incomplete	Aligned
<p>Presentation slides (e.g., Powerpoint, Keynote, Google Slides) use built-in accessible slide layouts and each slide has a unique title. If presentation is to be shared with students, all text is visible in <i>Outline View</i> to be sure it can be read by assistive technology.</p>			
<p>Check Digital Presentations</p>			
<p>Comments</p>			
D10: Spreadsheets	N/A	Incomplete	Aligned
<p>Spreadsheets include labels for the rows and columns, detailed labels for charts. There are textual descriptions which draw attention to key cells, trends and totals.</p>			
<p>Check Spreadsheets</p>			
<p>Comments</p>			

Section D: Accessibility

D11: Accessibility Checkers	N/A	Incomplete	Aligned
Files and content pages pass any built-in accessibility check available in the software			
Check Digital Presentations			
Comments			
D12: Video	N/A	Incomplete	Aligned
All videos must have accurate captions. If a video has no audio or instructionally-relevant soundtrack, a note explaining this should accompany the video.			
Check Video			
Comments			

Section D: Accessibility

D13: Audio	N/A	Incomplete	Aligned
Audio files must be accompanied by complete and accurate transcripts.			
<p>Check Audio files within eClass External audio-only content (such as a webinar or sound file) linked to/from/within the course.</p>			
<p>Comments</p>			
D14: Live Captions	N/A	Incomplete	Aligned
Live broadcast and synchronous video conferences must include a mean for displaying synchronized captions if requested.			
<p>Check Plan for captioning any live, synchronous video events planned for the course.</p>			
<p>Comments</p>			
D15: Auto-play	N/A	Incomplete	Aligned
Audio and video content should not be set to auto-play. If any audio on a webpage <i>does</i> auto-play for more than 3 seconds, a mechanism must be available to pause, stop and control the volume.			
<p>Check Audio and video files within eClass External audio or video files linked to/from/within the course.</p>			
<p>Comments</p>			