



California
Community
Colleges

Online Education
Initiative

COURSE DESIGN RUBRIC

The California Virtual Campus-Online Education Initiative (CVC-OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in **high-quality online courses**.



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Revised October 2018

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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:

<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
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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:

- have met the CCC's highest level of design standards to support online student success and
- 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 and among 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**.

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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:

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

Visit [CVC.edu](https://cvc.edu) for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions.

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Section A: Content Presentation - Unit Objectives

Incomplete	Aligned	Additional Exemplary Elements
A1: Placement of Objectives		
<input type="checkbox"/> Objectives are not included in individual learning units.	<input type="checkbox"/> Objectives are included in the individual learning units.	<input type="checkbox"/> Objectives are consistently placed and easy to locate in each learning unit.
A2: Clarity of Objectives		
<input type="checkbox"/> Objectives do not include demonstrable learning outcomes.	<input type="checkbox"/> Objectives consistently include demonstrable learning outcomes.	<input type="checkbox"/> Objectives are written in language that is student-centered.
A3: Alignment of Objectives		
<input type="checkbox"/> Learning unit content is not aligned with or sufficient to meet unit objectives.	<input type="checkbox"/> Content is clearly aligned with and sufficient to meet the learning unit objectives.	<input type="checkbox"/> The connections between content and learning unit objectives are made explicitly clear to the students.
Criteria A1 – A3 Comments:		

Section A: Content Presentation - Use of the CMS

Incomplete	Aligned	Additional Exemplary Elements
A4: Course Navigation		
<input type="checkbox"/> Navigation and content flow are not easily determined.	<input type="checkbox"/> Navigation and content flow are easily determined by the user.	<input type="checkbox"/> Clearly labeled tutorial materials explaining how to navigate the specific course are included.
A5: Unit-level Chunking		
<input type="checkbox"/> Content is not presented in distinct learning units or modules.	<input type="checkbox"/> Content is meaningfully segmented into distinct units or modules to aid learning.	<input type="checkbox"/> Learning units or modules are consistently structured and sequenced to reduce cognitive load.
A6: Page-level Chunking		
<input type="checkbox"/> Page content is not chunked in manageable segments using headings, making online reading difficult.	<input type="checkbox"/> Page content is chunked in manageable segments using headings that facilitate online reading.	<input type="checkbox"/> Page content uses descriptive headings and subheadings that enhance student understanding of the material.
A7: Effective Use of Course Management (CMS) Tools		
<input type="checkbox"/> CMS tools that could reduce the labor intensity of learning are not used effectively.	<input type="checkbox"/> CMS tools are used to reduce the labor-intensity of learning and streamline access to materials and activities for students.	<input type="checkbox"/> CMS tools are used to provide integrated and innovative learning materials and activities for students.
A8: Effective Use of Multimedia		
<input type="checkbox"/> Content is presented primarily using one medium.	<input type="checkbox"/> A variety of media, such as text, audio, video, images and/or graphics are used throughout.	<input type="checkbox"/> Multimedia is used creatively throughout the course to facilitate student-centered learning.

Criteria A4 – A8 Comments:

Section A: Content Presentation - Learner Support

Incomplete	Aligned	Additional Exemplary Elements
A9: Instructions <input data-bbox="115 422 168 478" type="checkbox"/> 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).	<input data-bbox="594 390 647 447" type="checkbox"/> Course design includes instructions for learners to work with content in meaningful ways (e.g., guiding students to take notes during a video, explaining what to look for in an article, etc.).	<input data-bbox="1073 422 1127 478" type="checkbox"/> Instructions are directly embedded with the content.
A10: Learning Support <input data-bbox="115 758 168 814" type="checkbox"/> There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.	<input data-bbox="594 758 647 814" type="checkbox"/> Individualized learning opportunities, such as remedial activities to support Basic Skills or resources for advanced learning, are provided.	<input data-bbox="1073 758 1127 814" type="checkbox"/> Frequent individualized learning opportunities are provided throughout the course.
A11: Learner Feedback <input data-bbox="115 1041 168 1098" type="checkbox"/> Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.	<input data-bbox="594 1041 647 1098" type="checkbox"/> Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.	<input data-bbox="1073 1041 1127 1098" type="checkbox"/> There are opportunities to give anonymous feedback both during course delivery and after course completion.
Criteria A9 – A11 Comments: <div></div>		

Section A: Content Presentation - Institutional Support

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

Section B: Interaction - Instructor Contact

Incomplete	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact		
<input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course.	<input type="checkbox"/> Instructor initiates contact prior to or at the beginning of course.	<input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.
B2: Regular Effective Contact		
<input type="checkbox"/> The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.	<input type="checkbox"/> The course design includes regular instructor-initiated contact with students using CMS communication tools.	<input type="checkbox"/> The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.
B3: Student-Initiated Contact		
<input type="checkbox"/> Instructor contact information, including expected response times, is missing or not easy to find.	<input type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	<input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.
Criteria B1 – B3 Comments:		

Section B: Interaction - Student-to-Student Contact

Incomplete	Aligned	Additional Exemplary Elements
B4: Student-Initiated Contact with Other Students		
<input type="checkbox"/> Students are not given opportunities to initiate interaction with other students in the course.	<input type="checkbox"/> Opportunities for student-initiated interaction with other students are available and encouraged.	<input type="checkbox"/> The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.
B5: Regular Effective Contact Among Students		
<input type="checkbox"/> Students have no or limited opportunities to engage in regular effective contact with other students (e.g., limited to a single Q&A discussion forum only).	<input type="checkbox"/> Regular effective contact among students is designed and facilitated to build a sense of community among learners.	<input type="checkbox"/> The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B6: Participation Levels		
<input type="checkbox"/> Guidelines explaining required levels of student participation are not provided.	<input type="checkbox"/> Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided.	<input type="checkbox"/> A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.

Criteria B4 – B6 Comments:

Section C: Assessment - Effective Assessment

Incomplete	Aligned	Additional Exemplary Elements
C1: Authenticity		
<input type="checkbox"/> There is little or no evidence of authenticity built into assessments.	<input type="checkbox"/> Assessment activities lead to the demonstration of learning outcomes.	<input type="checkbox"/> Assessments are designed to mimic authentic environments to facilitate transfer.
C2: Validity		
<input type="checkbox"/> Students are evaluated on performance unrelated to the stated objectives.	<input type="checkbox"/> Assessments appear to align with the objectives.	<input type="checkbox"/> Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.
C3: Variety		
<input type="checkbox"/> Assessments are limited primarily to one type of assessment (either formative or summative).	<input type="checkbox"/> Both formative and summative assessments are used throughout the course.	<input type="checkbox"/> Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).
C4: Frequency		
<input type="checkbox"/> Assessments are few and infrequent.	<input type="checkbox"/> Multiple assessments are administered during the duration of the course.	<input type="checkbox"/> Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.
Criteria C1 – C4 Comments:		

Section C: Assessment - Guidance and Feedback

Incomplete	Aligned	Additional Exemplary Elements
C5: Rubrics/Scoring Guide <input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are not included for most assessment activities.	<input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are included in most or all assessment activities.	<input type="checkbox"/> Rubrics and/or descriptive criteria for desired outcomes include models of “good work.”
C6: Assessment Instructions <input type="checkbox"/> Assessments include little or no instructions.	<input type="checkbox"/> Instructions clearly explain to students how to successfully complete the assessments.	<input type="checkbox"/> Instructions are written clearly and with exemplary detail to ensure understanding.
C7: Feedback <input type="checkbox"/> There is little to no evidence of meaningful feedback on student assessments.	<input type="checkbox"/> The course includes a clear description of how meaningful, timely feedback on assessments will be provided.	<input type="checkbox"/> Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
C8: Self-Assessment <input type="checkbox"/> There is little to no evidence that students are provided opportunities for self-assessment	<input type="checkbox"/> Opportunities for student self-assessment with feedback are present.	<input type="checkbox"/> There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.
Criteria C5 – C8 Comments:		

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

3rd Party Resources in this course: _____













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 Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A 	Incomplete 	Aligned 
D1 Comments:			
D2: Lists Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A 	Incomplete 	Aligned 
D2 Comments:			
D3: Links Links are identified with meaningful and unique text in place of displaying the URL. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A 	Incomplete 	Aligned 
D3 Comments:			

D4: Tables 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 tables. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A 	Incomplete 	Aligned 
D4 Comments: 			
D5: Color Contrast There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A 	Incomplete 	Aligned 
D5 Comments: 			
D6: Color and Meaning Color is not used as the only means of conveying information, adding emphasis, indicting action, or otherwise distinguishing a visual element. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A 	Incomplete 	Aligned 
D6 Comments: 			
D7: Images All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain “image of”, “picture of” or file extension (e.g., “.jpg”). Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations	N/A 	Incomplete 	Aligned 
D7 Comments: 			

D8: Reading Order Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies. Check: <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations	N/A <input type="checkbox"/>	Incomplete <input type="checkbox"/>	Aligned <input type="checkbox"/>
D8 Comments			
D9: Slides Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology. Check: <input type="checkbox"/> Digital Presentations	N/A <input type="checkbox"/>	Incomplete <input type="checkbox"/>	Aligned <input type="checkbox"/>
D9 Comments:			
D10: Spreadsheets Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals. Check: <input type="checkbox"/> Spreadsheets (e.g., Excel, Google Sheets, etc.).	N/A <input type="checkbox"/>	Incomplete <input type="checkbox"/>	Aligned <input type="checkbox"/>
D10 Comments:			
D11: Accessibility Checkers Files and content pages pass any built-in accessibility check available in the software. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A <input type="checkbox"/>	Incomplete <input type="checkbox"/>	Aligned <input type="checkbox"/>
D11 Comments:			

D12: Video 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: <input type="checkbox"/> Required video content inside the course management system or external video content linked to from within the course.	N/A 	Incomplete 	Aligned 
D12 Comments:			
D13: Audio Audio files must be accompanied by complete and accurate transcripts. Check: <input type="checkbox"/> Audio files inside the course management system and external audio-only content linked to from within the course.	N/A 	Incomplete 	Aligned 
D13 Comments:			
D14: Flashing Content Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds. Check: <input type="checkbox"/> Videos <input type="checkbox"/> Canvas Content <input type="checkbox"/> Files, including slides, documents, etc.	N/A 	Incomplete 	Aligned 
D14 Comments:			
D15: Live Captions Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested. Check: <input type="checkbox"/> Plan for captioning any live, synchronous video events planned for the course.	N/A 	Incomplete 	Aligned 
D15 Comments:			

<p>D16: Auto-play</p> <p>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.</p> <p>Check:</p> <p><input type="checkbox"/> Audio and video content inside the course management system or linked to from within the course.</p>	<p>N/A</p> <p><input type="checkbox"/></p>	<p>Incomplete</p> <p><input type="checkbox"/></p>	<p>Aligned</p> <p><input type="checkbox"/></p>
<p>D16 Comments:</p>			

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