

CCV Course Design Rubric and Online Best Practices

Part I. Course Design Rubric

Rubric Item	Aligned	Not Aligned	Comments
Course Structure			
LMS Homepage	<input type="checkbox"/> Home page is uncluttered and welcoming, contains faculty contact information, and clearly directs students to a single starting point. Students are anchored and oriented throughout the semester.	<input type="checkbox"/>	
Faculty Contact Information	<input type="checkbox"/> Faculty contact information is clearly posted and includes guidance regarding desired boundaries and expectations for response times.	<input type="checkbox"/>	
Faculty Policies	<input type="checkbox"/> Policies regarding attendance, late work, etc. are clear, easy to locate, and consistent with the course syllabus published.	<input type="checkbox"/>	
Evaluation Criteria	<input type="checkbox"/> Criteria for determining final grade is clearly articulated, including weights for all assignments and activities.	<input type="checkbox"/>	
Gradebook Set-Up	<input type="checkbox"/> Gradebook includes all items contributing to the final grade in the course and aligns with grading scheme in CCV Evaluation System Policy .	<input type="checkbox"/>	
Feedback and Grading Expectations	<input type="checkbox"/> Expectations for timely and regular feedback and grading from faculty are clearly stated. Faculty clearly state where and how feedback will be provided to students.	<input type="checkbox"/>	
Faculty Profile and Welcome	<input type="checkbox"/> Course contains a welcome message from faculty with background information that engages students.	<input type="checkbox"/>	
Participation Expectations	<input type="checkbox"/> Expectations for participation are clearly articulated regardless of course format.	<input type="checkbox"/>	
Course Navigation	<input type="checkbox"/> Course navigation menu contains only those items required for the course and links to support resources. Unused tools are hidden from student view to decrease possible confusion.	<input type="checkbox"/>	
Course Organization	<input type="checkbox"/> Course organized into meaningful modules (e.g., weeks, topics, units). Each contains overview and learning objectives. Organization is logical, consistent, and predictable throughout course.	<input type="checkbox"/>	
Course Content			
Community Building	<input type="checkbox"/> Students are encouraged to populate their LMS profile including profile picture or image. Students are provided with opportunities to have community-oriented interactions with other students and faculty, including the use of an introductory discussion and/or activity.	<input type="checkbox"/>	
Course Learning Objectives	<input type="checkbox"/> Course essential learning objectives are clearly stated and directly tied to each unit of instruction, learning resources, and assessment activities. When individual module or unit learning objectives are used, alignment with course essential objectives is made explicit.	<input type="checkbox"/>	
Teaching Materials and Resources	<input type="checkbox"/> Teaching materials and resources are provided throughout the course that engage multiple learning styles. Multimedia resources are provided, as appropriate.	<input type="checkbox"/>	

Active Learning	<input type="checkbox"/>	Active learning opportunities are encouraged and lead to the development of higher-order thinking and problem-solving skills, such as critical reflection and analysis. Examples of activities that provide the opportunity to apply learning include experiential learning, case studies, and problem-based activities.	<input type="checkbox"/>	
Peer Learning Opportunities	<input type="checkbox"/>	Course is designed to promote peer learning through discussion, participation, small group work etc. Student interaction methods are designed to include students from diverse cultures with varying communication preferences.	<input type="checkbox"/>	
Diversity, Equity, Inclusion, and Bias	<input type="checkbox"/>	Course materials and assignments include multiple, diverse voices. Critical examination of bias is encouraged.	<input type="checkbox"/>	
Content Current	<input type="checkbox"/>	Course content is updated regularly to reflect current thinking in the field. Correct assignment dates and all links are working correctly.	<input type="checkbox"/>	
Spelling/Grammar/Plain Language/Citations	<input type="checkbox"/>	Text portions of the course are free of spelling and grammatical errors. Appropriate citations are used throughout. Plain language is used for clear and direct communication.	<input type="checkbox"/>	
Originality	<input type="checkbox"/>	Course contains an appropriate balance between third-party resources, such as textbooks or instructional supplements, and original contributions by faculty.	<input type="checkbox"/>	
Copyright	<input type="checkbox"/>	Use of course materials consistent with fair-use laws.	<input type="checkbox"/>	
Assessment				
Assessment Activities	<input type="checkbox"/>	Assessment activities are authentic demonstrations of student learning and are clearly aligned with course learning objectives.	<input type="checkbox"/>	
Assessment Variety and Frequency	<input type="checkbox"/>	A variety of assessment strategies are used, both formative and summative, allowing for diverse and frequent demonstrations of learning. Low-stakes assessments occur frequently throughout the semester to assess knowledge and skills before high-stakes assessments.	<input type="checkbox"/>	
Instructions	<input type="checkbox"/>	Assessment instructions and expectations are clearly outlined, including time limits, submission requirements, any permitted use of resources, and opportunities for retake or resubmission.	<input type="checkbox"/>	
Rubrics	<input type="checkbox"/>	Rubrics are used to assess student participation and work and are provided to students in advance, as appropriate.	<input type="checkbox"/>	
Course Assessment	<input type="checkbox"/>	Faculty provides several opportunities for student assessment of course and feedback during the semester. Faculty reminds and encourages students to participate in final course evaluations.	<input type="checkbox"/>	
Student Self-Assessment	<input type="checkbox"/>	Students have the opportunity for self-assessment.	<input type="checkbox"/>	
Accessibility & Usability				
Text Formatting	<input type="checkbox"/>	Text is formatted with titles and headings to improve readability. Text uses a web-accessible font (e.g., Arial or Calibri) with a standard size of at least 12 pt.	<input type="checkbox"/>	
Usability	<input type="checkbox"/>	LMS presentation is uncluttered allowing for students to easily locate information. Sufficient use of contrast between text and background for content to be easily viewed on individual pages.	<input type="checkbox"/>	
Text Content	<input type="checkbox"/>	Text is readable by assistive technology, including PDF, and any text used as part of an image.	<input type="checkbox"/>	
Hyperlink Text	<input type="checkbox"/>	Hyperlink text is descriptive and is understandable out of context. Includes words or phrases to provide context to screen	<input type="checkbox"/>	

	readers. (e.g., use "Canvas Guide- Hyperlink" rather than "Canvas Guide")		
Multimedia Content	<input type="checkbox"/> Multimedia used in the course, such as audio and video, are accessible through a text alternative (captions, transcripts, "alt" tag)	<input type="checkbox"/>	
Color and Effects	<input type="checkbox"/> Text, graphics, and images are understandable when viewed without color. Course is free of any text effects, such as blinking or flashing.	<input type="checkbox"/>	
Accessibility of Integrated Tools and External Documents	<input type="checkbox"/> External documents and third-party technologies meet accessibility standards and have been approved through VSCS process.	<input type="checkbox"/>	
Mobile Usability	<input type="checkbox"/> Course organization and content integrity maintained when viewed on a student mobile device.	<input type="checkbox"/>	
Technology & Tools			
Technology Requirements and Skills	<input type="checkbox"/> Technology requirements and skills related to the use of websites, software, audio, video, recordings, and hardware are clearly stated and supported with resource information.	<input type="checkbox"/>	
Technology Support	<input type="checkbox"/> Direct links to technical support and/or troubleshooting tips are provided wherever they may be needed throughout the course. Students are provided with clear directions for seeking technological assistance including the appropriate help service depending on need. For example, students are directed to publisher technical assistance for help with publisher produced resources.	<input type="checkbox"/>	
Expectations Regarding Use	<input type="checkbox"/> Clear expectations are provided regarding the use of technology, including video recordings (privacy, virtual etiquette, etc.)	<input type="checkbox"/>	
Policy Compliance	<input type="checkbox"/> Required technology and tools are in compliance with VSCS and CCV policy, including policy restrictions and considerations around recordings.	<input type="checkbox"/>	
Integrated Tools	<input type="checkbox"/> E-learning tools, applications, and other third-party technologies are fully integrated into the LMS for a seamless student experience including synching assessments to gradebook and single sign-on/account creation and data sharing.	<input type="checkbox"/>	

Part II. Best Practices and Expectations for High-Quality Online Instruction

Course Introductions, Expectations, and Objectives. Before the start of the semester, the faculty will...

- Clearly explain the structure of the course and how students should get started;
- Clearly explain communication expectations for forums, email, and assignments;
- Describe plans for feedback to students and response time (normally 48 hours or less);
- Provide an introduction and contact information;
- Ask students to introduce themselves to the class in the first week to build community online;
- Provide a course description and syllabus that explains all course policies and how students will meet course learning objectives;
- Build a gradebook within Canvas that aligns with the assessment methods on the course description;
- Clearly explain the course grading policy, including information about grades for work submitted late.

Course Design and Delivery. The design of CCV online classroom is clear, consistent, and up to date. The online classroom...

- Demonstrates proficiency with the technologies used, including effective use of Canvas tools for facilitating course activities, sharing information, engaging students with learning, and linking to available CCV resources;
- Is free of typographical errors, dead web links, and outdated, inaccurate, and duplicated information;
- Presents access to course evaluations and other mechanisms to encourage student feedback that can be used for course improvements;
- Supports logical, consistent, and efficient navigation throughout the course;
- Ensures course activities and design comply with all design standards detailed on the Course Design Rubric.

Faculty Presence and Communication. Instructors model, foster, and mediate professional communication. A good online instructor is a present instructor who...

- Routinely engages in asynchronous online class meetings, discussions, and labs for a series of clearly delineated class meetings throughout the entire semester;
- Ensures that, for every hour spent in online course activities (e.g., discussion forums, chat sessions, group work, etc.), students are required to spend a minimum of 2 hours per week on reading, writing, research, and other independent work (most classes are 3 credit hours, meaning students will spend 3 hours in class and at least 6 hours on homework each week);
- Logs into the course regularly and posts in the discussion forum daily or at least 3 times a week in order to respond to student inquiries and promote student learning by responding to each student each week;***
- Maintains a substantive presence by directing the discussion and feedback towards the learning objectives, not simply commending good student work;***
- Manages course participation by modeling expected behavior in all course communications;
- Reminds and encourages students to participate in midterm/final course evaluations.

Course Resources. Online courses should prioritize resources that are current and easily accessible from multiple platforms. While maintaining rigor and course objectives, faculty can incorporate resources that...

- Align with current curriculum and textbook editions;
- Incorporate Open Educational Resources (OER) when possible and appropriate;
- Meet all accessibility and ADA Standards as described on the Course Design Rubric;
- Encourage students to use campus and online support services such as tutoring, advising, career and library resources as provided through the Academic Support Guide included in every Canvas course;
- Highlight and use college library resources such as databases, journal articles, and e-books when appropriate;
- Provides materials that are current, properly cited, and representative of multiple perspectives on course topics;
- Presents an array of resources and assignments that accommodate various student learning styles.

Learner Evaluation and Assessment. Prompt, regular evaluation and feedback facilitate learning and communicate to students that their academic work is important. The online classroom...

- Includes learning assessment that aligns with course learning objectives and is supported by course activities and resources;
- Details specific criteria used to evaluate student work and participation;
- Displays grades and additional feedback in the gradebook within one week for any student work that factors into the final course grade;
- Presents diverse activities that provide opportunities for engagement and active student learning;
- Provides mid-semester and final evaluations of students that are completed by the deadline.