Condensed Rubric (Essential Items) – Course Design[1]

Course design includes elements such as the initial information provided about the course, structure of the course, learning objectives, assessment, instructional materials, organization of content, interaction, course technology, support, communication and feedback, and procedural issues.

Quality Elements		Points
Course Introduction and Overview	Information about the purpose and structure of the course is *easy to find and is clearly written* (e.g., deadlines for learning activities, requirements, etc. can be located with 1 or 2 clicks and are easy for students to figure out)	3
Learning Outcomes	Learning outcomes are *written in measureable terms (desired course products are clear to students)*	3
	Link between learning outcomes and student assessments *is clearly written, explicitly stated, and provided to students in an intuitive location (e.g., with the assessments)*	3
	Learning outcomes *are provided, easy to locate*, and *clearly written from the students' perspective*	3
	Consistency *exists* between learning outcomes and module/unit goals *and is clearly articulated*	3
	Learning outcomes *are at the appropriate learning level (designed for the level of course and level of students in the course) and are clearly written*	3
Student Assessment	Instructor grading policies *are clearly written and easy to find*	3
	Grading rubrics *are provided for all assessments, are clearly written, and models of "good work" are shown*	3
	Instructions for assignments *are clearly written, easily located and contain sufficient detail* to ensure student understanding	3
Instructional Materials	Required materials for the course (e.g., textbooks) *are listed and are easily accessible from various locations within the course* (e.g., ISBNs are provided, links are provided)	3
	All materials contribute to achievement of course/unit outcomes	3
Content Presentation / Structure	Content is *easily located* and presented in *distinct and manageable segments* (e.g., modules, weekly segments)	3
	Course navigation is *intuitive*, content flows in a *logical progression* (e.g., presented in a table of contents, modules in numerical order)	3
	All elements of the course are visually and functionally consistent (i.e., font, graphics, icons, layout and organizational levels) and professional looking. Presentation is clear and uncrowded; font color and size are appropriate; colour scheme, icons and graphics used have a direct connection to the content.	3
Student Interaction / Engagement	Communication activities are *designed* to help build a sense of community	3
	Student– student and student– instructor interaction is *required* and *instructions about how to engage in this are clearly stated and simple*	3
Course Technology	*The majority of* tools/media support student learning by engaging students with course content and *guiding them* to become *active* learners	3
	Technology required for course is easily *accessible from various locations* and *links or resources are provided*	3
	All course technology is *reliable*	3
	All of the tools/technology that is incorporated is *appropriate* to the course outcomes (i.e., included not just for the sake of inclusion)	3

Quality Elements		Points
Student Support	Accessible technologies are *fully* employed	3
	Design factors reflect universal accessibility considerations (e.g., AODA accessibility standards)	3
Faculty Support	*Full* technical assistance in course development is available	3
	Full pedagogical assistance in course development is available	3
Communication and Feedback	Learners can give *formative and summative* feedback to the instructor about *design/content and their learning*	3
Legal/ Procedural Issues	Copyright clearance has been obtained for all external course material, when applicable	3
	OVERALL POINTS:	78

1. Elements present in this rubric were adopted and adapted from a variety of existing Quality Standards rubrics/frameworks/checklists and models from the available literature. These elements were deemed the essential elements out of those collected from the literature.

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