

Online Course Design Rubric

This rubric is part of the MJC Online Course Review Process. The rubric guides new online faculty who are developing online courses. Deans also use this rubric as a guide when assigning new online instructors to online courses.

Needs Improvement	Course Structure and Navigation	Effective	Exemplary	Notes
	Guides students to the proper place to start (Start Here module)			
	Leads students to self-contained and clearly titled learning modules (these can be organized with folders)			
	Learning modules include a brief description of the activities as well as the module's learning objectives.			
	Content and activities progress logically within the learning modules.			
	Announcements and discussions are easy to find and well-organized.			
	Links for instructor contact and resources are easy to find and well organized.			
	Course is visually appealing (e.g. contains pictures, video, charts, graphics, etc., when and where appropriate)			

Needs Improvement	Syllabus and "Start Here" Module	Effective	Exemplary	Notes
	Syllabus available, easy to navigate, downloadable.			
	"Start Here" module present and includes the following			
	a. Instructor introduction			
	b. Course description			
	c. CLOs			
	d. Course structure			
	e. Instructor communication policy			
	f. Time commitment and recommended skills			
	g. Technical requirements			
	h. Link to and information about MJC Disability Services			
	i. Expectations for student participation (frequency, quantity, quality, due dates) are clearly explained.			
	j. Drop policy			
	k. Netiquette policy that includes a process for students to follow in case of an interpersonal conflict or complaint.			
	l. Late work policy			
	m. Grading Information			
	o. Textbook and/or resource information			
	p. Student Contract			

Needs Improvement	Content, Activities, and Classroom Community	Effective	Exemplary	Notes
	Content supports course learning outcomes and specific module objectives			
	Purpose of activities are clearly communicated			
	Content is chunked (organized) into manageable segments within learning modules			
	Activities are varied in nature to accommodate diverse learning styles (e.g. visual, auditory, text, kinesthetic)			
	Modules and activities are released in a consistent manner to encourage regular student participation.			
	Activities and group projects encourage student interaction as a means of creating a supportive online learning community.			
	Workload follows the Carnegie Unit formula (a 16 week, 3-unit class requires about 10 hours of work per week).			

Needs Improvement	Regular and Effective Instructor and Student Contact “The instructor initiates regular contact with enrolled students to verify their participation and performance status....The use of the term ‘regular effective contact’ [also] suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record” (CCCCO 2008 DE Guidelines §55204, pp. 6-7).	Effective	Exemplary	Notes
	The instructor initiates regular contact with students. For example, the instructor may email students and post in discussion forums. The instructor may also email students copies of course announcements.			
	The instructor verifies student participation and performance status. For example, the instructor may use LMS tools to identify students who have not logged in over an extended period or who are regularly missing or doing poorly on assignments.			
	The instructor provides frequent opportunities for student questions and answers. For example, the course design includes instructor contact information, and discussion forums can be dedicated to questions and answers.			

Needs Improvement	Student Assessment	Effective	Exemplary	Notes
	Course grading policy is stated clearly.			
	Assessment activities occur frequently throughout the duration of the course, giving students multiple opportunities to measure their own learning progress.			
	Course assignments have grading rubrics that are shared with students in advance.			
	The types of assessment selected measure the stated learning objectives and are consistent with course activities and resources.			
	Course contains formative assessments (i.e. non-credit assessments within the modules to help students check and acquire skills)			
	Course contains summative assessments (i.e. graded assessments at the ends of modules that measure content mastery).			
	Course contains non-traditional assessments (e.g. group activities, research assignments, hands-on projects)			
	Course contains traditional assessments (e.g. multiple choice and other objective tests)			

Needs Improvement	Accessibility	Effective	Exemplary	Notes
	The course design facilitates readability and minimizes distractions.			
	The course design accommodates the use of assistive screen-reading technologies, such as JAWS (e.g. headings used; limit use of tables, etc.).			
	Text equivalent is provided for non-text elements (e.g. alt tags for graphs, pictures, etc.).			
	Videos are captioned.			
	Audio files have transcript provided and are easily downloadable/readable.			
	Color is used with awareness of people with colorblindness, (e.g. avoid pale reds and greens)			

