CQ+ Online Course Development Rubric

Center for Excellence in Teaching and Learning

In furtherance of the University of Idaho's commitment to excellence in online teaching and learning, the Center for Excellence in Teaching and Learning has created these evidence-based criteria to use in concert with faculty to develop, design, and deliver online courses.

A passing CQ+ Rubric score meets or exceeds expectations in each of the nine (9) rubric dimensions.

1. Course Overview and Introduction

The Course Home Page: The course home page is the first thing students see. The format and the right information are crucial to avoiding confusion that leads to student frustrations and false-starts.

Course Information
- ☐ Course name and title
- ☐ Course dates
- ☐ Location/Modality
- ☐ Day and time of course
- ☐ Course Description
- ☐ Communications (e.g., expectations, formats, use of learning management system, response time)
- ☐ Provide a course introduction. Provide a brief overview of what students will be doing (researching, field work, etc.)

Instructor Information
- ☐ Name (Add a photo if you wish)
- ☐ Office Hours: When and how
- ☐ Office: Location
- ☐ Phone:
- ☐ Email:
- ☐ Bio (Optional)
- ☐ Webpage (Optional)

Student Orientation
- ☐ Welcome Announcement
- ☐ Getting Started Message (show students how to access the above)

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2. Learning Goals and Outcomes

Learning goals are broad, general statements of what you want your students to learn. Learning outcomes describe what learners will be able to do upon completion of the course.

Goals
- ☐ Describe the goal(s) you have for your students when they complete the course

Outcomes
- ☐ A minimum of 3-5 clearly stated and measurable learning outcomes written from the students' perspective. Sample language: "Upon completing this course, you will be able to..."

Alignment
- ☐ Course outcomes and program outcomes are aligned

3. Assessments and Assignments

Assessments include all graded activities in a course (Assignments, Quizzes, Exams, etc.).

Alignment
- ☐ Course outcomes and assessments/activities are aligned

Purpose
- ☐ Assignments/assessments have clear instructions and stated purposes

Criteria
- ☐ Assignments/assessments have clear grading criteria

4. Instructional Material

Instructional materials are the content or information conveyed within a course. These include lectures, readings, textbooks, multimedia components, and other resources in a course.

Purpose
- ☐ Learning materials have a stated purpose and support the activities and assessments

Relevance
- ☐ The course presents a variety of relevant, current instructional materials.

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5. Engagement and Interaction

Learner engagement reflects the quantity and quality of a learner's participation in their courses. Interaction involves how students are actively working with concepts and people through observation, communication, reflection, and doing.

Alignment
- ☐ Activities are aligned with course outcomes
- ☐ Activities support student achievement of the assessment outcomes

Engagement
- ☐ Activities support regular and substantive:
  - ❏ student-student interaction
  - ❏ student-professor interaction
  - ❏ student-content interaction

Credit Hour Equivalence
- ☐ Articulate expectations of student time commitments to complete assigned work
- ☐ To meet Carnegie standards, undergraduate students should spend on average 6-8 hours per week on course work. Graduate students may require more work.

6. Learning Support

Learning support includes course syllabi, a manageable scope and sequence for the learning path, and access to student support services.

Syllabus
- ☐ The course syllabus includes all University of Idaho mandated items

Scope
- ☐ Student work is balanced through the span of the course

Sequence
- ☐ Students' progress through the course in a rational sequence
- ☐ Course schedule which includes the topics, assigned readings, homework, and the dates for assignments or exams

Student Services
- ☐ Students are informed of UI tutoring centers, Disability Support Services, technical support, and other student support units

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7. Technology

Course technologies support learners' achievement of course objectives or competencies.

Support
- ☐ Faculty include current links to the use of Canvas and other online help tools as appropriate

Learning Tasks
- ☐ Course tools and technology support accomplishment of course outcomes

Engagement
- ☐ Tools and technologies facilitate communication, engagement, and active learning

8. Accessibility and Inclusion

Accessibility involves designing learning to optimize access. Being inclusive is about giving equal access and opportunities to every learner wherever possible. Educators should strive to reduce and overcome the barriers that might occur in digital content.

Navigation
- ☐ Courses are easy to navigate
- ☐ Course materials, activities, assignments, and assessments are clearly located
- ☐ Hyperlinks are embedded in the text

Accessible or Equivalent
- ☐ Course materials are accessible or equivalent materials are provided to students
- ☐ Video and audio are closed captioned or transcribed
- ☐ Course instructions articulate or link to the institution's accessibility policies and services
- ☐ The course is created within Canvas to facilitate accessibility
- ☐ Course material is contextualized
- ☐ The value of the course material is apparent (students can understand the "what, why and how" of the learning material)
- ☐ Course materials have clear organization

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9. Diversity and Equity

Teaching for diversity refers to acknowledging a range of differences in the classroom. Teaching for equity seeks to ensure fair treatment, equality of opportunity, and fairness in access to information and resources for all. Diversity and equity are facilitated in an environment built on respect and dignity.

Universal Design for Learning (UDL)
- [ ] Course content and activities are aligned with the core principles of UDL where appropriate:
    - [ ] Multiple means of engagement
    - [ ] Multiple means of representation
    - [ ] Multiple means of action & expression

Access
- [ ] Course structure and activities mitigate digital divide and technology access issues by:
    - [ ] Clarifying how required technologies support learning
    - [ ] Providing alternative pathways to complete course activities if students face barriers

Expression of Value
- [ ] Communications and activities demonstrate that students' diverse identities, backgrounds, and cultures are valued

Images and Representation
- [ ] Images and representations in the course reflect diversity; exceptions are explained and discussed

Cultural Contexts
- [ ] Students have opportunities to connect course content to their identities, backgrounds, and cultures, and/or the identities, backgrounds, and cultures of others
- [ ] Students have opportunities to analyze and discuss human bias, including attitudes, beliefs, and stereotypes as part of course activities where appropriate

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