

Online Course Design Rubric

Note: Criteria marked “Not Present” should include reviewer comments explaining what was missing.

1.1 Welcome and Getting Started

Criteria	Present	Not Present
The course includes a welcome message, identifies course expectations, and has easy to follow instructions on how to get started in the course.		
Comments:		

1.2 Navigation and Instructions

Criteria	Present	Not Present
The course provides an overview and module / page-level overviews, making content, activities, due dates, and assessments easy to find and navigate.		
Comments:		

1.3 Contact and Syllabus

Criteria	Present	Not Present
The course syllabus is available in the dedicated Canvas Syllabus Menu, and it aligns with the JCCC syllabus template, including instructor contact information, schedule, grading policy, and required materials.		
Comments:		

Online Course Design Rubric

1.4 Student Resources

Criteria	Present	Not Present
The course provides access to an organized set of resources for students, such as technical help, support services, orientation, academic honesty, and tutoring.		
Comments:		

1.5 Objectives and Outcomes

Criteria	Present	Not Present
The course provides a list of learning objectives that are aligned with those in the JCCC catalog. The instructor also provides an explanation or statement about what students will be learning in the course.		
Comments:		

2.1: Accessible Content

Criteria	Present	Not Present
The course follows ADA digital accessibility guidelines at https://infohub.jccc.edu/toolbox-articles/digital-accessibility-portal/ which will benefit all learners. The Accessibility Report located on the left Canvas menu will have the accessibility score of the course. The Ally course level score should be at least 90% (effective December 2025, and a score of "High" until then), and videos should have captions plus audio descriptions as appropriate.		
Comments:		

Online Course Design Rubric

2.2 : Relevant and Varied Resources

Criteria	Present	Not Present
Students have access to resources directly related to the course content / objectives through a book, notes, slides, animations, videos, or other resources. If using a publisher platform for course materials or assignments, the course owner will need to spend time providing synchronous access for the reviewers to this portion of the course.		
Comments:		

3.1 : Regular and Substantive – Instructor-to-Student Expectations

Criteria	Present	Not Present
The course indicates when students can expect a response from the instructor and feedback to submitted assessments. Email and assignment responses should happen in a timely manner.		
Comments:		

3.2 : Course Interaction Expectations

Criteria	Present	Not Present
Instructor expectations for instructor-to-student and student-to-student course interactions and/or a netiquette statement are provided.		
Comments:		

3.3 : Course Connection Opportunities

Criteria	Present	Not Present
The course provides regular opportunities for students to connect with the instructor and/or fellow students with the intention of building a sense of community. This could include icebreaker activities, course bulletin boards, regularly scheduled office hours, discussion forums, or other online group activities.		
Comments:		

Online Course Design Rubric

4.1 Online Gradebook

Criteria	Present	Not Present
Learners have access to a gradebook in the Canvas shell that corresponds with the assignments listed in the course schedule or syllabus. All assignments have due dates that align with the schedule of course activities.		
Comments:		

4.2 Grading Policies

Criteria	Present	Not Present
The course grading policies, including consequences of late submissions, are clearly stated.		
Comments:		

4.3 Mastery of Content

Criteria	Present	Not Present
The course provides methods of assessment that follow the Method of Evaluation and Competencies in alignment with the course catalog.		
Comments:		

Online Course Design Rubric

4.4 Graded Assignments

Criteria	Present	Not Present
The criteria for the assessment of graded assignments are clearly defined through resources provided by the instructor. Resources can include rubrics, examples of exemplary work, checklists, tutorials, etc., with instructor explanation about how students can be successful.		
Comments:		

4.5 Formative Student Feedback

Criteria	Present	Not Present
The course provides students with regular opportunities and a clear mechanism to receive feedback (such as written, audio, or video comments in addition to graded assignments) from their instructor on the assignments or activities students complete, which helps students review their performance and assess their own learning.		
Comments:		

Online Course Design Rubric