


|  <b>CARL SANDBURG COLLEGE</b><br><small>Founded 1966</small>  |             | An Initiative Sponsored by Illinois Online Network (ION) University of Illinois                    |       | Meets | Developing | Non-Existent | N/A |
|--|-------------|--|-------|-------|------------|--------------|-----|
| <b>A tool to assist in the design, redesign, and/or evaluation of online course.</b>   |             | <input type="checkbox"/> Initial Review <input type="checkbox"/> Subsequent Review/No Changes Made |       |       |            |              |     |
| Course:  | Instructor: | Reviewer:  | Date: |       |            |              |     |
| <b>I. INSTRUCTIONAL DESIGN</b> analysis of learning needs and the systemic approach of developing an online course facilitating transfer of knowledge and skills through the use of a variety of instructional methods, which relate to multiple learning styles, strategies, and preferences. |             |  |       |       |            |              |     |
| Course description is provided.  |             |  |       |       |            |              |     |
| Calendar of due dates and other events is provided.  |             |  |       |       |            |              |     |
| Credit hours earned for successful completion is stated.   |             |  |       |       |            |              |     |
| Course goals and objectives are stated.  |             |  |       |       |            |              |     |
| Grading policy is provided, including grading scale and weights.   |             |  |       |       |            |              |     |
| If penalties are assessed to grades, they are described.   |             |  |       |       |            |              |     |
| If extra credit opportunities are available, they are described.   |             |  |       |       |            |              |     |
| A grade book is available for checking progress.   |             |  |       |       |            |              |     |
| Procedures for reporting grade information complies with FERPA and institutional regulations.  |             |  |       |       |            |              |     |
| Students provided with a list of supplies such as textbooks and other instructional materials needed for the course.   |             |  |       |       |            |              |     |
| Instructor information is available to student with contact and availability information.  |             |  |       |       |            |              |     |
| Content is structured and sequenced in a manner which enables learners to achieve the course goals.  |             |  |       |       |            |              |     |
| Course abides by copyright and fair use laws.  |             |  |       |       |            |              |     |
| A course review form for ADA accessibility has been submitted.   |             |  |       |       |            |              |     |
| Mandatory attendance assignment included   |             |  |       |       |            |              |     |
| A list of technical competencies necessary for course completion is provided.  |             |  |       |       |            |              |     |
| A list of hardware and software requirements is provided.  |             |  |       |       |            |              |     |
| A Code of Conduct, including netiquette standards and academic integrity expectations, is provided.  |             |  |       |       |            |              |     |
| Students, instructor have opportunities to introduce themselves to each other.   |             |  |       |       |            |              |     |
| Modules or activities are described for purpose and/or objectives.   |             |  |       |       |            |              |     |
| Instructional delivery methods accommodate multiple learning styles.   |             |  |       |       |            |              |     |
| A variety of ways for learners to demonstrate knowledge is provided.   |             |  |       |       |            |              |     |
| Course tools are appropriate for effective delivery of the content.  |             |  |       |       |            |              |     |
| Course has no broken links.  |             |  |       |       |            |              |     |
| Font type, size, and color are readable.   |             |  |       |       |            |              |     |
| Image, audio, and/or video files are clear, file size is manageable by the user.   |             |  |       |       |            |              |     |

**Notes on using the rubric:** The Reviewer should mark the rubric for each criterion. When Meets is the only option on the scale, this is considered a standard for all courses and evidence of this criterion should be found within the course. The Reviewer may consider providing separate narrative feedback for any criterion that is not met and/or any criterion marked as, Developing, or Non-Existent. See page 2 for complete rubric scale definitions.

| <b>II. COMMUNICATION, INTERACTION, &amp; COLLABORATION</b> how the course design, assignments, and technology effectively encourage exchanges amongst the instructor, students, and content.  |  |       |            |              |  |
|---|--|-------|------------|--------------|--|
| Student-Student opportunities for communication, interaction used within the course.  |  | Meets |            |              |  |
| Instructor-student communication and interaction is regular, substantive, and initiated by both instructor and student.<br>Regular: occurs at least once a week      Substantive: is timely, relevant, instructional, directive, clarifying, and/or content-based |  | Meets |            |              |  |
| Discussions are organized   |  | Meets | Developing | Non-Existent |  |
| The instructor's role in discussion activities is defined.  |  | Meets | Developing | Non-Existent |  |
| Rules for forming groups, if applicable, are stated.  |  | Meets | Developing | Non-Existent |  |
| Expectations of group participation, if applicable, are stated.   |  | Meets | Developing | Non-Existent |  |
| <b>III. STUDENT EVALUATION &amp; ASSESSMENT</b> process used to determine student achievement and quality of work, including the assigning of grades.   |  |       |            |              |  |
| Assessment and evaluation goals are communicated.   |  | Meets |            |              |  |
| Assessment and evaluation are aligned with learning objectives.   |  | Meets |            |              |  |
| Date, time, and instructions for assessment and evaluation are provided.  |  | Meets |            |              |  |
| Assessments and evaluations are conducted on an ongoing basis throughout the course.  |  | Meets |            |              |  |
| Assessments and evaluations are designed and administered to uphold academic integrity.   |  | Meets |            |              |  |
| Assessment and evaluation tools are appropriate for measuring stated outcomes.  |  | Meets | Developing | Non-Existent |  |
| Assessment and evaluations use multiple methods, such as quizzes, tests, discussion, essay, projects, and surveys.  |  | Meets | Developing | Non-Existent |  |
| A rubric or grading rationale is provided for each graded assignment.   |  | Meets | Developing | Non-Existent |  |
| A statement of the time allocated for each assessment is provided.  |  | Meets | Developing | Non-Existent |  |
| A statement indicating whether or not the assessment can be retaken is provided.  |  | Meets | Developing | Non-Existent |  |
| A statement explaining how, when, and what type of feedback students receive is provided.   |  | Meets | Developing | Non-Existent |  |
| Opportunities for learner feedback (course assessment) are provided.  |  | Meets | Developing | Non-Existent |  |

### Rubric Scale Definitions

**Meets** - Evidence of this criterion is clear and is appropriate for this course. More could possibly be added. *When Meets is the only option, this is considered a standard for all online classes.*

**Developing** - Some evidence of this criterion, but it needs to be presented more clearly or better developed.

**Non-Existent** - Not present, but should be, based on course design and content, or present, but not appropriate for this course.

**N/A** - Not applicable based on course design and content.

## VI. Credit Hour Policy and Equivalency

**The Sandburg Board of Trustees Credit Hour Policy:** The definition of a credit hour for Carl Sandburg College constitutes a formalization of policy in order to ensure compliance with federal regulations and accreditation expectations. A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency.

The credit hour is the basic unit of academic credit granted by Carl Sandburg College. The college utilizes the Carnegie Unit as the basis for the credit hour. One semester credit equals 50 minutes of faculty instruction time per week for a minimum of 15 weeks along with a minimum of two hours of out of class student work each week during the semester for each credit hour. An equivalent amount of work is required for all forms of learning activities, such as online, blended, laboratory work, studio work, and courses meeting on a shortened schedule.

### Calculating number of hours per week required for credit hour equivalency

45 hours of coursework = 1 credit hour

45 x # credit hours = total hours per credit hour / number of weeks in term = hours of coursework per week

For example:

45 hours x 3 credit hours = 135 hours / 16 weeks = 8.44 hours of coursework / week

45 hours x 3 credit hours = 135 hours / 8 weeks = 16.88 hours of coursework / week

45 hours x 1 credit hours = 45 hours / 12 weeks = 3.75 hours of coursework / week

45 hours x 4 credit hours = 180 hours / 16 weeks = 11.25 hours of coursework / week

Calculate the required weekly hours of coursework required for credit hour equivalency in this class:

45 x \_\_\_\_ (# credit hours) = \_\_\_\_ (total hours per credit hour) / \_\_\_\_ (number of weeks in term) = \_\_\_\_ (hours of coursework per week)

Does the course meet the Sandburg credit hour policy? \_\_\_\_ Yes \_\_\_\_ No

**Use the worksheet to help determine credit hour equivalency.**

**Credit Hour Equivalency Worksheet**

Primary activities which substantiate the number of hours per week required for credit hour equivalency

| <b>Learning activity</b>   | <b>Typical <i>minimum</i> time on task</b>  | <b>Required/week</b> |
|--|---|----------------------|
| <b>Reading</b> (Will vary by type; textbook, scholarly journals, novel, slides, lecture notes, web page, etc. Faster for print; slower for electronic materials. Faster if reading, only; slower for reading and taking notes.)  | 3 minutes/page, 100-150 words/minute  |                      |
| <b>Watching/listening to video</b> , listening to <b>audio</b>   | Will vary by length of content  |                      |
| <b>Discussion (Reading prompts, peer, &amp; instructor posts)</b>  | 8-10 minutes/post   |                      |
| <b>Discussion (Posting, responding;</b> intended to replace in-class dialogue/discussion)  | 10-12 minutes/post, at least 3 sentences  |                      |
| <b>Research</b> (For an assignment, paper, project, lab)   | 90 minutes/finished page (approximately 250 words)  |                      |
| <b>Writing/editing, researched-based</b> (For an assignment, paper, project, or lab)   | 90 minutes/finished page (approximately 250 words)  |                      |
| <b>Writing/editing, response/reflection, non-research-based</b> (For an assignment, paper, project, or lab)  | 30 minutes/page (approximately 250 words)   |                      |
| <b>Peer review</b> (Providing feedback on a draft assignment, paper, project, or presentation)   | 10 minutes/page   |                      |
| <b>Activities</b> (Online or offline, such as calculations, problem solving, worksheets, case studies, simulations, experiments, puzzles, games, blogging, creating a website, etc.)   | Will vary by assignment requirements  |                      |
| <b>Researching, developing/preparing, practicing a presentation</b>  | 120 minutes/30 seconds of presentation  |                      |
| <b>Delivering a presentation</b>   | Will vary by assignment requirements  |                      |
| <b>Contributing to a group assignment or task</b>  | Will vary by assignment requirements  |                      |
| <b>Preparing for a quiz or test</b>  | Quiz, 2:1, prep to duration (For example, prep 40 minutes for a 20 minute quiz.)<br>Test, 3:1, prep to duration (For example, prep 150 minutes for a 50 minute test.) |                      |
| <b>Taking a quiz, test, midterm exam, or final</b>   | Will vary with length and format of test  |                      |
| <b>Reviewing instructor feedback</b>   | 10 minutes/item   |                      |
| <b>"Studying" or other time on task</b> not addressed above, but required to complete the class (Not optional)   | Will vary   |                      |
| <b>Typical minimum time per week <i>in this class</i></b>  |   |                      |
| <b>Resources</b> Houghton College Policies <a href="http://www.houghton.edu/catalog/academic-information/policies/">http://www.houghton.edu/catalog/academic-information/policies/</a><br>Quantifying Online Learning Contact Hours <a href="http://www.swosu.edu/academics/aij/2012/v2v2/powell-helm-layne-ice.pdf">http://www.swosu.edu/academics/aij/2012/v2v2/powell-helm-layne-ice.pdf</a><br>Online Course Design Time on Task <a href="https://www.rit.edu/academicaffairs/tls/sites/rit.edu.academicaffairs.tls/files/docs/Course%20Design_Online_Time%20on%20Task_v1.5.pdf">https://www.rit.edu/academicaffairs/tls/sites/rit.edu.academicaffairs.tls/files/docs/Course%20Design_Online_Time%20on%20Task_v1.5.pdf</a> |   |                      |