Course Number/Name:

Instructor Name:

# Supervisor/Peer Review Rubric

## Orientation and Layout

| Standard 1.1 | | |
|---|---|---|
| Instructions make it clear how to get started and where to find various course components. | | |
| Example | Observed | Unobserved |
| 1. Clear statements on the opening page about what students are to do first, second, third, etc.<br>2. A video "tour" of the course.<br>3. A scavenger hunt or orientation quiz. | | |
| Recommendation | | |

| Standard 1.2 | | |
|---|---|---|
| Orientation material introduces the course, explains how to navigate Brightspace (the LMS), the course organization, and the tools utilized in the course. | | |
| Example | Observed | Unobserved |
| 1. Orientation content that provides clear steps for students new to online learning.<br>2. A video that shows students how to navigate Blackboard and access the tools needed in the course. | | |
| Recommendation | | |

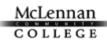| Standard 1.3 | | |
|---|---|---|
| Navigation throughout the online components of the course is logical, consistent, and efficient. | | |
| Example | Observed | Unobserved |
| 1. All modules/units use the same naming convention throughout the course.<br>2. Menu item names are concise and stay to one line.<br>3. Consistent layout and design throughout the course. | | |
| Recommendation | | |

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| Standard 1.4 | | |
|---|---|---|
| A self-introduction by the instructor is available to students. | | |
| Example | Observed | Unobserved |
| 1. All necessary contact information <br> 2. Personal information such as hobbies, family travel, etc. <br> 3. A photograph, audio message, or video | | |
| Recommendation | | |

| Standard 1.5 | | |
|---|---|---|
| Etiquette expectations (aka netiquette) for online discussions, email, and other forms of communication are clear and easy to find. | | |
| Example | Observed | Unobserved |
| 1. Expectations for communication, e-mail content, "speaking style," spelling and grammar. <br> 2. Example of a discussion board post that meets expectations. <br> 3. Examples of what is not acceptable netiquette. | | |
| Recommendation | | |

| Standard 1.6 | | |
|---|---|---|
| Course prerequisites, prerequisite knowledge in the discipline and/or any required competencies are clearly stated. | | |
| Example | Observed | Unobserved |
| 1. A statement of any prerequisites and/or corequisite course(s) required to enroll in the course. | | |
| Recommendation | | |

| Standard 1.7 | | |
|---|---|---|
| A course calendar or outline with due dates / times for all assignments is clearly accessible to the student. | | |
| Example | Observed | Unobserved |
| 1. Due dates for assignments that appear on the Calendar <br> 2. Clearly stated deadline time for assignments. For example: "all assignments are due by Tuesday at  11:59 pm " or "this assignment is due 03/15 by 2:00 pm". | | |
| Recommendation | | |

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| Standard 1.8 | | |
|---|---|---|
| Contact information for the instructor is easy to find and includes multiple forms of communication. Expected response time is listed for each type of communication. Alternative contact information to the department or division chair is provided. | | |
| Example | Observed | Unobserved |
| 1. Brightspace Contacts tool utilized and linked in course menu<br>2. Clearly stated: "_____ is the preferred method of communication. I typically respond within _____."<br>3. Clearly stated: "If the preferred method is unavailable, use _____." | | |
| **Recommendation** | | |

| Standard 1.9 | | |
|---|---|---|
| Minimum technical skills expected of the student are clearly stated. | | |
| Example | Observed | Unobserved |
| 1. Using e-mails with attachments<br>2. Using the Bb<br>3. Using commonly used word processing programs<br>4. Downloading and installing software | | |
| **Recommendation** | | |

| Standard 1.10 | | |
|---|---|---|
| Clear explanations with hyperlinks to the optional and/or required materials or technology. | | |
| Example | Observed | Unobserved |
| 1. Clear instructions for obtaining, installing, and using technologies are provided.<br>2. A list of required downloadable resources, including links, is provided. | | |
| **Recommendation** | | |

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| Standard 1.11 | | |
|---|---|---|
| Written information or a hyperlink to MCC's software and hardware recommendations is available. | | |
| Example | Observed | Unobserved |
| 1. Hyperlink to download the preferred browser (for example Mozilla Firefox). <br> 2. Hyperlink to download Zoom, as well as recommendations for hardware such as microphone, webcam, tablet, etc. | | |
| Recommendation | | |

| Standard 1.12 | | |
|---|---|---|
| Communication activities are designed to help build a sense of community among learners. | | |
| Example | Observed | Unobserved |
| 1. Discussion Board in which students introduce themselves. <br> 2. Discussion Board in which students interact with each other discussing course topics. | | |
| Recommendation | | |

| Standard 1.13 | | |
|---|---|---|
| Students are asked to introduce themselves to the class. | | |
| Example | Observed | Unobserved |
| 1. Introduction discussion board assignment with specific questions such as why they are taking the course, what they hope to learn, identifying information, etc. | | |
| Recommendation | | |

| Standard 1.14 | | |
|---|---|---|
| Content materials are found within 3 clicks or less with easy return to other areas of the course. | | |
| Example | Observed | Unobserved |
| 1. Count the number of clicks to access content from the "starting page" of the course shell. | | |
| Recommendation | | |

## Learning Objectives, Assessment, and Alignment

| Standard 2.1 | | |
|---|---|---|
| The course learning objectives clearly describe outcomes that are measurable. | | |
| Example | Observed | Unobserved |
| 1. Instructor created objectives utilize Bloom's taxonomy action verbs. <br> 2. Objectives are provided to the instructor by MCC | | |
| **Recommendation** | | |

| Standard 2.2 | | |
|---|---|---|
| The module/unit learning objectives clearly describe outcomes that are measurable and consistent with the course-level objectives. | | |
| Example | Observed | Unobserved |
| 1. Objectives that describe student mastery in specific, observable terms and in smaller, discrete pieces. (i.e. Students will define what the Americans with Disabilities Act is and what accommodations are required by law.) <br> 2. Objectives that describe the specific competencies, skills, and knowledge students are able to master and demonstrate. (i.e. Students will identify the different interventions or supports used with people who have learning disabilities.) | | |
| **Recommendation** | | |

| Standard 2.3 | | |
|---|---|---|
| The course grading policy is stated clearly. | | |
| Example | Observed | Unobserved |
| 1. A list of all assignments, tests, discussion boards that will be included in the final grade. <br> 2. An explanation of the points or percentage given to each assignment. <br> 3. A clearly stated late work policy. | | |
| **Recommendation** | | |

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| Standard 2.4 | | |
|---|---|---|
| Assessment activities occur throughout the duration of the course. | | |
| Example | Observed | Unobserved |
| 1. Quizzes/discussions assigned weekly or bi-weekly<br>2. Course projects broken down into several task assignments | | |
| Recommendation | | |

| Standard 2.5 | | |
|---|---|---|
| Multiple means of assessment are used throughout the course. | | |
| Example | Observed | Unobserved |
| 1. A variety of tests, quizzes, research papers, discussions, projects are utilized within the course | | |
| Recommendation | | |

| Standard 2.6 | | |
|---|---|---|
| Assessment results are available for students on a timely basis throughout the course. | | |
| Example | Observed | Unobserved |
| 1. Access to up-to-date course grades within Brightspace | | |
| Recommendation | | |

| Standard 2.7 | | |
|---|---|---|
| The course's design and activities should involve multiple types of learning. | | |
| Example | Observed | Unobserved |
| 1. The seven types of learning include visual, aural, verbal, kinesthetic, logical, solitary (intrapersonal) and social (interpersonal).<br>2. Provide activities and assignments that encompass physical manipulation, oral components, and/or visual information. | | |
| Recommendation | | |

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| Standard 2.8 | | |
|---|---|---|
| The course and its activities should include the three major types of interaction: student to student, student to material, and student to instructor. The course materials should clearly articulate the expectations for fulfilling these interactions with grading rubrics and explanations where required. | | |
| Example | Observed | Unobserved |
| 1. Student to student interaction might include group discussions; small-group projects; or peer evaluations.<br>2. Student to material interaction might include reading assignments; completing a workbook or online assignment; viewing a PowerPoint presentation.<br>3. Student to instructor interaction might include instructor feedback on an assignment; discussion board exchange; e-mail exchanges. | | |
| Recommendation | | |

| Standard 2.9 | | |
|---|---|---|
| The instructor should clearly explain the way that grades are calculated. Easy to understand rubrics should be provided, where applicable. The availability and use of extra credit, grading adjustments and or curves should be explained, where appropriate. | | |
| Example | Observed | Unobserved |
| 1. A list of all activities, tests, etc. that will determine the final grade.<br>2. Percentages are assigned to the different course components are clearly listed.<br>3. Stated criteria for evaluation of all graded work. (checklist, rubric, etc.) | | |
| Recommendation | | |

| Standard 2.10 | | |
|---|---|---|
| The instructor should demonstrate presence in the class in multiple ways, including frequent student contact. The instructor should mention turn-around times for student queries, returning work, and issuing grades. | | |
| Example | Observed | Unobserved |
| 1. Contact by means of bulletin boards, email, announcements, grading notes, etc. | | |
| Recommendation | | |

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| Standard 2.11 | | |
|---|---|---|
| The instructional materials and their purpose (ie how they are used) are clearly explained. | | |
| Example | Observed | Unobserved |
| 1. Explanation of the purpose of the course videos as well as instructions to view them. | | |
| Recommendation | | |

## Support and Accessibility

| Standard 3.1 | | |
|---|---|---|
| Required technology to access course materials is clearly stated. | | |
| Example | Observed | Unobserved |
| 1. Section in the Instructor Plan that outlines the technology required<br>2. Course Content Item or Module Page that lists the required technology | | |
| **Recommendation** | | |

| Standard 3.2 | | |
|---|---|---|
| Links to required technology are available and can be found near where learners will use the technology. | | |
| Example | Observed | Unobserved |
| 1. A link to download Respondus LockDown Browser within the testing instructions.<br>2. Links to needed viewers or browser plug-ins available.<br>3. Links to external instructional website such as MyMathLab | | |
| **Recommendation** | | |

| Standard 3.3 | | |
|---|---|---|
| A backup plan if technology fails is clearly stated. | | |
| Example | Observed | Unobserved |
| 1. Explain what is expected of the student if their Internet/Bs goes down.<br>2. Give examples of alternate locations of where their work can be completed for example the library.<br>3. Timeline for how long a Brightspace outage must last before course expectations are adjusted to accommodate<br>4. List of options if a test becomes inaccessible due to MCC or Bs configuration errors | | |
| **Recommendation** | | |

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| Standard 3.4 | | |
|---|---|---|
| A clear description of the technical support offered and a link to access it are available. | | |
| Example | Observed | Unobserved |
| 1. Phone number and website for campus tech support is provided.<br>2. Examples of issues that tech support may be able to help with. | | |
| Recommendation | | |

| Standard 3.5 | | |
|---|---|---|
| Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services. | | |
| Example | Observed | Unobserved |
| 1. Hyperlink to the library, student support services, etc. | | |
| Recommendation | | |

| Standard 3.6 | | |
|---|---|---|
| Institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. | | |
| Example | Observed | Unobserved |
| 1. Link to place where up-to-date institutional policies can be found. | | |
| Recommendation | | |

| Standard 3.7 | | |
|---|---|---|
| If proctored testing is required, the testing locations and/or virtual proctoring tool instructions, or other options, are provided. | | |
| Example | Observed | Unobserved |
| 1. Hyperlink to the Testing Center webpage<br>2. Clear instructions of how to set up testing with the testing center.<br>3. How-to instructions and download link for Respondus Lockdown Browser and/or Monitor are given | | |
| Recommendation | | |

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| Standard 3.8 | | |
|---|---|---|
| The course employs accessible and supports assistive technologies and provides guidance on how to obtain accommodation. | | |
| Example | Observed | Unobserved |
| 1. Accommodates voice recognition software for students with disabilities by presenting information through text.<br>2. Hyperlinks are descriptive.<br>3. Provides contact information and/or a hyperlink to the college's disability services. | | |
| Recommendation | | |

| Standard 3.9 | | |
|---|---|---|
| The course contains equivalent alternatives for audio and visual content. | | |
| Example | Observed | Unobserved |
| 1. Provide closed captioning or a script for audio or video content.<br>2. Alt tags are provided for photos/images. | | |
| Recommendation | | |

| Standard 3.10 | | |
|---|---|---|
| The course design facilitates readability and minimizes distractions. | | |
| Example | Observed | Unobserved |
| 1. Design factors such as color, text size, audio and video controls, and alt text reflect universal accessibility considerations.<br>2. Avoiding the use of color or underlines as emphasis | | |
| Recommendation | | |

| Standard 3.11 | | |
|---|---|---|
| Links allow easy navigation from the course to external content or information and back again. | | |
| Example | Observed | Unobserved |
| 1. External links from Bs are set to open in a new window or tab. | | |
| Recommendation | | |

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# References

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