QOCI Rubric — Quality Online Course Initiative	A tool to assist in the design and redesign of online courses. Sponsored by Illinois Online Network (ION) University of Illinois Adapted for use at Illinois Central College

Course:	Instructor:	Reviewer:	Date:

I. INSTRUCTIONAL DESIGN

Course Information

	A syllabus including all of the information in an ICC master syllabus is provided (Syllabus: A. General Information, B. General Education Goals, C. Course-Level Goals, D. Materials of Instruction, E. Methods of Presentation, F. Methods of Assessment of Student Learning, G. Evaluation of Student Achievement, H. Course Content)
	A calendar of due dates and other time-sensitive events is provided.
	Academic integrity expectations are provided.
	Information about academic support is provided. (Learning Labs, Math Lab, Studio, Supplemental Instruction, Library, etc.)
	(If required) Information about special hardware and software requirements is provided. (Beyond the minimum expectations of computer, browser, internet.)
	(If required) Requirements for synchronous assignments, meetings, and any proctored testing are explained.

Course Design

	Content is structured and sequenced in an organized, logical format.
	Course content is described for purpose and/or course objectives.
	Instructional delivery methods accommodate multiple learning styles. (Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic, Logical)
	Course has no broken links.
	Font type, size, and color are readable.
	Image, audio, and/or video files are good quality, file size is manageable by the user.
	Course abides by copyright and fair use laws.
	Course design indicates a conscious effort to comply with or exceed accessibility standards.

II. COMMUNICATION, INTERACTION, & COLLABORATION

	The class begins with information and instructions on how to get started.
	Instructor contact and availability information is provided.
	Instructor preferred communication modes are explained with expected response timelines. Instructor communication, responses, and feedback model good practices for students.
	Communication, interaction, and collaboration code of conduct/netiquette standards are explained.
	Students and the instructor have opportunities to introduce themselves to each other.
	There are opportunities for student-to-student communication and interaction.
	Discussions are organized.
	The instructor's role in discussion activities is defined.
	Instructor-to-student interaction is regular, substantive, and initiated by both instructor and student. The instructor is regularly "present" in the class. (Regular/regularly: Models interaction from a F2F class, which is typically throughout each week of the semester. Substantive: is timely, relevant, instructional, directive, clarifying, and/or content-based)

III. STUDENT EVALUATION & ASSESSMENT

	Assessment of student learning is aligned with course goals, conducted throughout the duration of the course, and uses multiple methods. (Assessment: Feedback from the student to the instructor used for improvement of teaching and learning.)
	Evaluation of student achievement is aligned with course goals, conducted throughout the duration of the course, and uses multiple methods. (Evaluation: Methods used to judge student learning for the purposes of grading and reporting.)
	Date, time, and instructions for assessments and evaluations are provided.
	A rubric or grading rationale is provided for each graded assignment.
	Assessments and evaluations are designed and administered to uphold academic integrity.

	A tool to assist in the design and redesign of online courses.
QOCI Rubric Quality Online Course Initiative	Sponsored by Illinois Online Network (ION) University of Illinois Adapted for use at Illinois Central College

	Surveys or other methods are used to solicit student feedback and feedback is used to improve the course.
	(If applicable) Testing parameters such as limited timing and repeat attempts are explained.
Feedback and Grading	
	The course grading policy, including grading scale and weights (if applicable), is provided.
	A grade book provides timely, accurate grade information.
	Feedback and grades are provided to students before subsequent assignments are due.
	Procedures for reporting grade information complies with FERPA and institutional regulations.
	(If applicable) Penalties assessed to grades are described.
	(If applicable) Extra credit opportunities are described.

IV. ACCREDITATION COMPLIANCE

	This course is not delivered as an online correspondence course.

Correspondence courses are not distance education. ICC is not accredited to deliver online correspondence courses per the Higher Learning Commission's Definitions for Distance or Correspondence Education Courses and Programs.

This may be an online correspondence class if the class exhibits these four characteristics.
1. Course content is all available at the start of the term;
2. Regular/substantive interaction between the instructor and students does not occur;
3. Student-to-student interaction does not occur;
4. Students can complete the full class self-paced, at any time before or by the end of the term.

This is likely not an online correspondence class if the class exhibits these characteristics:
1. Course content is all available at the start of the term or over the duration of the term;
2. Regular/substantive interaction between the instructor and students occurs;
3. Student-to-student interaction occurs throughout the term;
4. Students cannot complete the full class self-paced, at any time before or by the end of the term.

V. Credit Hour Policy and Equivalency

The ICC Board of Trustees Credit Hour Policy: ICC defines a credit hour as an amount of work represented in goals or intended learning outcomes, and verified by evidence of student achievement, that reasonably approximates not less than fifty minutes of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately sixteen weeks for one semester hour of credit. ICC adheres to the credit hour policies provided by the ICCB which state that credit hour courses shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour; 2-hours of study time per credit hour are expected outside of class.

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)/___ (# of weeks in term)=___ (hours of coursework/week)

Does the course meet the ICC credit hour policy? _____ Yes _____ No
Use the Credit Hour Equivalency 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

Learning activity	Typical *minimum* time on task	Required/week
Reading (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	
Watching/listening to **video**, listening to **audio**	Will vary by length of content	
Discussion (**Reading** prompts, peer, & instructor posts)	8-10 minutes/post	
Discussion (**Posting, responding**; intended to replace in-class dialogue/discussion)	10-12 minutes/post, at least 3 sentences	
Research (For an assignment, paper, project, lab)	90 minutes/finished page (approximately 250 words)	
Writing/editing, researched-based (For an assignment, paper, project, or lab)	90 minutes/finished page (approximately 250 words)	
Writing/editing, **response/reflection, non-research-based** (For an assignment, paper, project, or lab)	30 minutes/page (approximately 250 words)	
Peer review (Providing feedback on a draft assignment, paper, project, or presentation)	10 minutes/page	
Activities (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	
Researching, developing/preparing, practicing a presentation	120 minutes/30 seconds of presentation	
Delivering a presentation	Will vary by assignment requirements	
Contributing to a group assignment or task	Will vary by assignment requirements	
Preparing for a quiz or test	Quiz, 2:1, prep to duration (For example, prep 40 minutes for a 20-minute quiz.) Test, 3:1, prep to duration (For example, prep 150 minutes for a 50 minute test.)	
Taking a quiz, test, midterm exam, or final	Will vary with length and format of test	
Reviewing instructor feedback	10 minutes/item	
"Studying" or other time on task not addressed above, but required to complete the class (Not optional)	Will vary	
Typical minimum time per week *in this class*		