

Course Design Academy Participation Agreement

We know that designing a robust and engaging online course is a continual process. As you begin your Course Design Academy journey, we'd like to discuss a few expectations that will support your success.

OEI Responsibilities

We're dedicated to providing support and resources to help you align your course, including:

- * A comprehensive peer review by trained OEI course reviewers;
- * A Section 508/ADA compliance assessment;
- * Individualized instructional design support;
- * Personalized professional development;
- * Remediation for accessibility issues.

Your Responsibilities

In return, you agree to: *(please check each box)*

- Submit your completed Course Review Prep form along with your course submission
- Dedicate 3-4 hours each week to revising your course based on feedback received
- Complete the alignment process in approximately 12-16 weeks
- Make revisions in the MasterShell (not in an active teaching shell)
- Identify course content requiring accessibility remediation, as requested (e.g., provide list of insufficiently captioned videos)
- Engage in regular interaction, both synchronous and asynchronous, with your instructional designer (ID)
- Alert your ID if you will miss a scheduled meeting
- Give notice to your ID if you take a leave of absence (longer than two weeks) from the Course Design Academy*
- Complete the CDA feedback survey once your course is aligned

** If you're inactive for more than six months, your course may need to be re-reviewed upon your reengagement (to ensure feedback addresses any changes to the latest version).*

Acknowledgement

My name below indicates I understand the support the OEI will provide me and I agree to each of the designated expectations for my participation in the Course Design Academy.

Your Name:

We're excited to begin our work together!

We've created the following Course Review Prep form to help you ensure your course is in the best shape possible prior to submitting for review. (The time and attention you take now will make your entire experience simpler and more enjoyable.)

Course Review Prep Form

This checklist (based on Online Education Initiative’s [Course Design Rubric](#)) is designed to help you prepare your course for review. Each rubric element below provides a direct link to an explanation/example in our [Course Design Resources](#).

Please carefully and thoroughly consider how each rubric element is implemented in your course.

We request that items highlighted in yellow be given particular attention prior to submitting your course.

A: CONTENT PRESENTATION

A1: I’ve included unit objectives in the individual learning units/modules.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
A2: My objectives include demonstrable learning outcomes and are written in language that is student-centered.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A1-A2 are demonstrated in your course (e.g., “Week 1 objectives are: 1) define assets, liabilities and owner’s equity, 2) describe causes of change in owner’s equity, 3) prepare a simple balance sheet”):		
Location of example described above (e.g.: “objectives are included on each module overview page” OR page URL):		
A3: I’ve ensured unit content and activities are aligned with unit objectives and the connection between content/activities and unit objectives is made clear to the students.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A3 is demonstrated in your course:		
Location of example described above:		
A4: I’ve set up navigation and content flow that are easily determined by the user, including a clear starting point.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A4 is demonstrated in your course:		
Location of example described above:		
A5: I’ve presented content in visibly distinct learning units or modules. I’ve consistently structured and sequenced my learning units or modules, allowing students to better anticipate and manage their workload.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A5 is demonstrated in your course:		
Location of example described above:		

<p>A6: I've chunked page content in manageable segments using descriptive headings and subheadings that facilitate online reading and enhance student understanding of the material.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A6 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p>A7: I've used Canvas tools to reduce the labor-intensity of learning and streamline access to materials and activities for students.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A7 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p>A8: I've used a variety of media (e.g., text, audio, video, and/or graphics) throughout the course.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A8 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p>A9: I've included instructions for learners to work with content in meaningful ways (e.g. guiding students to take notes during a video, explaining the purpose of an external resource, etc.), and those instructions are directly embedded with the content or activity. I have not included content as direct links within a module.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A9 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p>A10: I've provided individualized learning opportunities, such as remedial activities or resources for advanced learning.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A10 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p>A11: Learners have the opportunity to give anonymous feedback to me regarding course design and/or course content at or after course completion.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A11 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		

A12: Institutional and instructor policies relevant for learner success (e.g., academic honesty, add/drop, late work, grading, etc.) are included and easy to find.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A12 is demonstrated in your course:		
Location of example described above:		
A13: I've included clearly labeled links to institutional services , such as disability resources, online tutoring, online counseling and online readiness.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A13 is demonstrated in your course:		
Location of example described above:		
A14: I've provided an explanation of technology support and ensured relevant contact information	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A14 is demonstrated in your course:		
Location of example described above:		

B: INTERACTION

B1: I initiate contact prior to or at the beginning of the course and provide multiple resources to help	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B1 is demonstrated in your course:		
Location of example described above:		
B2: I've included regular instructor-initiated contact using Canvas communication tools in my course	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B2 is demonstrated in your course:		
Location of example described above:		
B3: I encourage students to initiate contact with me through easily accessed contact information that includes expected response times .	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B3 is demonstrated in your course:		
Location of example described above:		

B4: I've provided and encourage opportunities for student-initiated interaction (non-graded and unstructured) with other students that contribute to a student-centered learning environment.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B4 is demonstrated in your course:		
Location of example described above:		
B5: I've included opportunities for regular effective contact among students (e.g., discussions, group	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B5 is demonstrated in your course:		
Location of example described above:		
B6: I've provided guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) along with a rubric or equivalent grading document explaining how participation will be evaluated.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B6 is demonstrated in your course:		
Location of example described above:		

C. ASSESSMENT

C1: I've developed assessment activities that lead to the demonstration of learning outcomes . Where possible, I've designed assessments to mimic authentic situations to facilitate learning transfer.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C1 is demonstrated in your course:		
Location of example described above:		
C2: I've ensured that assessments align with the unit objectives .	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C2 is demonstrated in your course:		
Location of example described above:		
C3: I've included both formative and summative assessments.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C3 is demonstrated in your course:		
Location of example described above:		

C4: I've included multiple assessments throughout the course and provide students with timely feedback .	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C4 is demonstrated in your course:		
Location of example described above:		
C5: I've included rubrics or descriptive criteria for desired outcomes in all or most of the assessments.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C5 is demonstrated in your course:		
Location of example described above:		
C6: I've provided instructions that clearly explain to students how to successfully complete each assessment.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C6 is demonstrated in your course:		
Location of example described above:		
C7: I've included a clear description of how meaningful, timely feedback on assessments will be provided. I've provided students with instructions on accessing feedback in Canvas.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C7 is demonstrated in your course:		
Location of example described above:		
C8: I've included opportunities for student self-assessment , with feedback.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C8 is demonstrated in your course:		
Location of example described above:		

Adapted from original by Liz du Plessis, Distance Education, Santa Rosa Junior College (12/16/16).