

OCC Course Design Rubric

Based on the Online Education Initiative (OEI) **Course Design Rubric** developed in 2014 and has been updated regularly by the OEI Professional Development work group. This work is licensed under a Creative Commons Attribution 4.0 International License.

Section A: Content Presentation - Unit Objectives

A1: Placement of Unit-level Objectives

- Objectives are included in the individual learning units/modules.
 - * Objectives are consistently placed and easy to locate in each learning unit.

A2: Clarity of Unit-level Objectives

- Objectives consistently include demonstrable learning outcomes.
 - * Objectives are written in language that is student centered.

A3: Alignment of Objectives

- Content is clearly aligned with and sufficient to meet the learning unit objectives
 - * The connections between the content and learning unit objectives are made explicitly clear to the students.

Section A: Content Presentation – Use of the CMS

A4: Course Navigation

- Navigation and content flow are easily determined by the user.
 - * Clearly labeled tutorial materials that explain how to navigate the specific course are included.

A5: Unit-Level Chunking

- Content is meaningfully segmented into distinct learning units or modules to aid learning
 - * Learning units or modules are consistently structured and sequenced to reduce cognitive load.

A6: Page-level Chunking

Page content is chunked in manageable segments using headings that facilitate online reading.

- * Page content uses descriptive headings and subheadings that enhance student understanding of the material.

A7: Effective Use of Course Management System (CMS) Tools

CMS tools are used to reduce the labor intensity of learning and streamline access to materials and activities for students

- * CMS Tools are used to provide integrated and innovative learning materials and activities for students.

A8: Effective Use of Multimedia

A variety of media, such as text, audio, video, images and/or graphics, are used throughout the course.

- * Multimedia is used creatively throughout the course to facilitate student-centered learning.

Section A: Content Presentation – Learner Support

A9: Instructions

Course design includes instructions for learners to work with content in meaningful ways (e.g. guiding students to take notes during a video, explaining what to look for in an article, etc.).

- * Instructions are directly embedded with the content.

A10: Individualized Learning

Individualized learning opportunities, such as remedial activities to support Basic Skills or resources for advanced learning, are provided.

- * Frequent individualized learning opportunities are provided throughout the course.

A11: Learner Feedback

Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.

- * There are opportunities to give anonymous feedback both during course delivery and after course completion.

Section A: Content Presentation – Institutional Support

A12: Institutional Policies

Policies relevant for learner success (e.g., academic honesty, plagiarism, and course drop/withdrawal, computer use, etc.) are included and easy to find.

- * Institutional/Instructor policies are provided in units or activities where they are most relevant.

A13: Student Services

Links to institutional services (such as DSPS, online counseling, online tutoring, online readiness, library, etc.) are included and labeled.

- * Links to institutional services are provided in the modules, assignments and/or activities where they may be needed most.

A14: Technology Support

Technology support is explained to students, and relevant contact information and/or links are easily found.

- * links to technology support and troubleshooting tips are provided where they may be needed throughout the course.

Section B: Interaction – Instructor Contact

B1: Pre-Course Contact

Instructor initiates contact prior to or at the beginning of course.

- * Instructor provides multiple resources to help students successfully start the course.

B2: Regular Effective Contact

The course design includes regular instructor-initiated contact with students using CMS communication tools.

- * The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.

B3: Student-Initiated Contact

Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.

- * Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.

Section B: Interaction – Student-to-Student Contact

B4: Student-Initiated Contact with Other Students

Opportunities for student-initiated interaction with other students are available and encouraged.

- * The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.

B5: Regular Effective Contact Among Students

Regular effective contact among students is designed and facilitated to build a sense of community among learners

- * The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.

B6: Participation Levels

Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided.

- * A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.

Section C: Assessment – Effective Assessment

C1: Authenticity

- Assessment activities lead to the demonstration of learning outcomes.
 - * Assessments are designed to mimic authentic environments to facilitate transfer.

C2: Validity

- Assessments appear to align with the objectives
 - * Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment

C3: Variety

- Both formative and summative assessments are used throughout the course.
 - * Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).

C4: Frequency

- Multiple assessments are administered during the duration of the course.
 - * Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.

Section C: Assessment – Guidance and Feedback

C5: Rubrics/Scoring Guide

- Rubrics or descriptive criteria for desired outcomes are included in most or all assessment activities
 - * Rubrics and/or descriptive criteria for desired outcomes include models of "good work."

C6: Assessment Instructions

Instructions clearly explain to students how to successfully complete the assessments.

- * Instructions are written clearly and with exemplary detail to ensure understanding.

C7: Feedback

The course includes a clear description of how meaningful, timely feedback on assessments will be provided.

- * Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.

C8: Self-Assessment

Opportunities for student self-assessment with feedback are present.

- * There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.

Section D: Accessibility

Instructors need to verify that content they create or add to their courses is accessible to all students. Third party tools and platforms (publisher content, LTI/Apps, etc.) procured by the college or department represent an institutional responsibility.

Check: Canvas Content Documents: e.g., MS Word, PDFs, Digital Presentations, Spreadsheets

D1: Heading Styles

Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles.

D2: Lists

Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader.

D3: Links

- Links are identified with meaningful and unique text in place of displaying the URL.

D4: Tables

- Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables.

D5: Color Contrast

- There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision.

D6: Color and Meaning

- Color is not used as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element.

D7: Images

- All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain "image of", "picture of" or file extension (e.g., ".jpg").

Section D: Accessibility – Files

D8: Reading Order

- Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies.

D9: Slides

- Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology.

D10: Spreadsheets

- Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.

D11: Accessibility Checkers

- Files and content pages pass any built-in accessibility check available in the software.

D12: Video

- All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video.

D13: Audio

- Audio files must be accompanied by complete and accurate transcripts.

D14: Flashing Content

- Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds.

D15: Live Captions

- Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested.