HOLYOKE COMMUNITY COLLEGE

Online Course Design Rubric and Guidelines

Design & Organization	Not Evident - 0	Effective - 1	Exemplary - 2
1.1 Course Specific Resources & Contact Information	Does not contain adequate contact information or course specific information.	Course provides required contact information and course-specific resources such as library databases, publisher and OER sources.	Course provides alternative contact information for the instructor along with a clearly stated interaction plan. Course-specific resources such as library database, publisher and OER sources are included and integrated into lessons and assessments.
1.2 Organization	No discernible sequence of organization. Navigation is difficult and confusing.	Course contains adequate organization to support student learning. Some inconsistencies in structure and navigation.	Content is structured and explained for easy task navigation and supports student learning. Consistent structure is present throughout.
1.3 Design Consistency	Course doesn't provide a consistent layout. It is hard to navigate.	Most materials are consistently displayed and easily accessible.	Includes logical and easily accessible arrangement of materials that provides a predictable and clear pattern to follow.
1.4 Aesthetic Design	Makes no attempt to engage students or communicate content with color or graphics. Graphics have no relation to content and/or make content unreadable. Poor text to graphics ratio.	Some attempt made to engage students and communicate content with graphics. Graphics do not always display consistent aesthetic but relate to content and do not make content unreadable. Good text to graphics ratio.	Course uses consistent aesthetic to engage students and communicate course content. Graphics directly relate to content and all content is clearly readable. Excellent text to graphics ratio.
1.5 Accessibility	Course offers limited accessibility. Inaccessible resources posted. Links to external support resources missing.	Moodle course follows basic web guidelines for providing accessible digital content. Videos are captioned.	Goes beyond basic web guidelines and video captioning to ensure that course content including all documents and external sites are accessible.

Online Course Design Rubric and Guidelines

I.   Organization and Design

A: **Organization**
- ✓ Instructor Contact Information and General Course Information are provided giving syllabus, class schedule, grading policy and other general course policy information.
- ✓ A   overview of weekly learning objectives, tasks, learning materials and activities is presented.
- ✓ The course materials are organized by topic/modules and use appropriate delivery formats (e.g., lecture notes with visual enhancements, PowerPoint presentations with narrations, audios, videos, simulations, and other media).
- ✓ Purpose of learning activities is clearly presented.
- ✓ Communication, Interaction, and Collaboration addresses how the course design, assignments, and technology effectively encourage exchanges amongst the instructor, students, and content.

B: **Aesthetic design**
- ✓ Text color, font size, and type are consistent throughout the course with proper headings and formats.
- ✓ Course design demonstrates user-friendly presentation style.
- ✓ Navigational instructions make the organization of the course easy to understand and are transparent throughout.
- ✓ Course has good text to graphic ratio.

C: **Design consistency**
- ✓ Navigation cues are present, clearly identifiable, offered in text and graphic formats, and are obvious links based o   visual cues such as color, underlining, and text directives.
- ✓ Consistent layout design orients users throughout the site providing a pattern/blueprint.
- ✓ Graphics, images, and other media components are relevant to the course content.

D: **Accessibility**
- ✓ Use properly formatted headings to structure the page.
- ✓ Write meaningful link text.
- ✓ Create tables with column and/or row headers.
- ✓ Provide alternate text descriptions for images.
- ✓ Use sufficient color contrast.
- ✓ Eliminate or limit flashing content to 3 seconds.
- ✓ Caption video.
- ✓ Transcribe audio.
- ✓ Design clear and consistent navigation.
- ✓ Don't require inaccessible software to be used.

Online Course Design Rubric and Guidelines

Delivery & Interaction	Not Evident - 0	Effective - 1	Exemplary - 2
2.1 Interaction Requirements Stated	Expectations of frequency and/or depth of student interactions are not clearly stated.	Course clearly states the expectations of both frequency and depth of student interactions with the teacher and other students.	Course clearly states the expectations of student interactions with the teacher and other students, as well as provides prompts to regulate frequency and depth of student interactions.
	Interactions between student and instructor are limited to one-on-one interactions prompted by the student.	Course provides structured opportunities for students to interact with the instructor, both individually and as a group, throughout the course. Instructions for contacting instructor are given.	Course provides and encourages structured opportunities for students to interact with the instructor, both individually and as a group, throughout the course. Clear instructions are given for contacting instructor. Videoconference tools such as Skype and Google Hangouts are used.
2.3 Opportunities for Student-Content Interaction	Course provides few opportunities for students to interact with content in the course.	Course provides structured opportunities for students to interact with content in an academic manner throughout the course.	Course provides and encourages structured opportunities for students to interact with content in an academic and personal manner in multiple modes throughout the course.
2.4 Opportunities for Student-Student Interaction	Course provides few opportunities for students to interact with each other in the course.	Course provides structured opportunities for students to interact with each other about course content throughout the course.	Course provides and encourages structured opportunities for students to interact with each other, using collaborative tools, in an academic and social manner throughout the course.
2.5 Universal Design for Learning	There is little evidence of consideration for Universal Design principles.	Materials and activities are designed consistent with Universal Design principles. Materials and activities are accessible to all students, including students with disabilities.	Multiple modes of access are given, and all materials are accessible to students with disabilities. Principles of Universal Design are evident throughout the course. Students have a variety of options for demonstrating what they learn.

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II.   Delivery and Interaction

The following checklist includes examples of resources that should be included in an effective online course.

- ✓ Establish teacher presence from the onset of the course. Model the kind of course interaction you want from students.
- ✓ Create community. Interaction should be supportive and instructional. Maintain open communication with students.
- ✓ Provide dynamic activities that demonstrate instructor's full engagement with content delivery and motivate student involvement.
- ✓ Integrate well-designed forums throughout the course.
- ✓ Use multiple activity modes, including visual, textual, kinesthetic and/or auditory (when appropriate) in activities to enhance student learning and accessibility

- Tools for encouraging interaction may include Google Docs, video, Forums, Moodle *Groups*

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Assessment	Not Evident - 0	Effective - 1	Exemplary - 2
3.1 Articulation of Assessment Criteria	Only the minimal requirement for the course syllabus is provided.	Assignment instructions and expectations are clear and can be found in more than one place throughout the course. A gradebook is setup and visible to students.	Assessment criteria are clearly articulated including clear expectations for quality, level of participation, process and grading method. Grading rubrics are used and shared in advance with students.
3.2 Variety of Assessment Tools	Students are assessed only using summative methods, such as exams.	Students are assessed with both summative methods and formative methods (assignments and forums).	Students are assessed through several methods (eg. writing, tests, projects, presentations, etc.) that are aligned with course learning objectives.
3.3 Instructor Response and Availability	Opportunities for students to receive feedback about their own performance are infrequent and sporadic.	Students receive grades in a timely manner but with little additional feedback.	Instructor provides feedback early and often. The feedback includes commentary beyond grades.
3.4 Forum Assessment	Forums are minimally assessed. Maximum points are earned simply by posting to the forum.	Forums are assessed by quality of post. Expectations are clearly stated.	Forums are assessed through a set of specific criteria, including both quantity and quality of postings, clear deadlines (date and time), and an advanced grading method (rubric, marking guide or checklist).
3.5 Student Self Assessment	No opportunities for self-assessment are integrated into the course.	Voluntary opportunities for self-assessment and reflection are integrated into the course, enabling learners to assess their own progress, identify areas for review and reestablish learning goals.	Students are required to complete self-assessment activities throughout the course.
3.6 Peer Feedback	No opportunities for peer feedback exist.	Opportunities exist for peer feedback but with little or no scaffolding and support.	Opportunities exist for students to provide peer feedback and are supported in this process.

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III.   Assessment

The following checklist includes examples of resources that should be included in an effective online course.

- ✓ - Clearly define plagiarism, provide resources to avoid it and give clear repercussions in the case of plagiarism.
- ✓ - Use plagiarism detection software (turnitin) for written assignments.
- ✓ - Incorporate best practices for online exams: timed, available for a limited period of time, utilize a variety of question types, include several questions related to online discussions, randomize question and answer order, deliver one question per page.
- ✓ - If a proctored exam is a requirement, provide alternatives to coming into HCC such as being proctored at another location or using a web-based proctoring service (ProctorU)

This rubric was developed by the collaborative effort of the following Holyoke Community College faculty and staff:

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