

CCC-OSCQR Course Design Self-Assessment

Revised 2019 for the Connecticut Community Colleges. Need Ideas? Click on the Standard (SA) # for explanations and examples from OSCQR.org.

A. COURSE OVERVIEW AND INFORMATION

	<i>Level of implementation and estimated time needed for revision to sufficiently meet standard:</i>	No Revisions	Minor < 1/2 hr	Moderate 1/2-2 hrs	Major 2+ hrs	N / A	ACTION PLAN Essential / Important	Need Ideas?
1.	Course includes Welcome and Getting Started content.							SA1
2.	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate & what tasks are due.							SA2
4.	A printable syllabus is available to learners (PDF, HTML).							SA4
5.	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.							SA5
6.	Course provides access to learner success resources (technical help, orientation, tutoring).							SA6
7.	Course information states whether the course is fully online, blended, or web-enhanced.							SA7
8.	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).							SA8
9.	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.							SA9
10.	Course provides contact information for instructor, department, & program.							SA10

B. COURSE TECHNOLOGY AND TOOLS

	<i>Level of implementation and estimated time needed for revision to sufficiently meet standard:</i>	No Revisions	Minor < 1/2 hr	Moderate 1/2-2 hrs	Major 2+ hrs	N / A	ACTION PLAN Essential / Important	Need Ideas?
11.	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.							SA11
12.	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate)							SA12
13.	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.							SA13
14.	Course includes links to privacy policies for technology tools.							SA14
15.	Any technology tools meet accessibility standards.							SA15

C. DESIGN AND LAYOUT

	<i>Level of implementation and estimated time needed for revision to sufficiently meet standard:</i>	No Revisions	Minor < 1/2 hr	Moderate 1/2-2 hrs	Major 2+ hrs	N / A	ACTION PLAN Essential / Important	Need Ideas?
16.	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).							SA16
17.	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.							SA17
18.	There is enough contrast between text and background for the content to be easily viewed.							SA18
19.	Instructions are provided and well written.							SA19
20.	Course is free of grammatical and spelling errors.							SA20
21.	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.							SA21
22.	Flashing and blinking text are avoided.							SA22
23.	A sans-serif font with a standard size of at least 12 point is used.							SA23
24.	When possible, information displayed in linear format instead of as a table.							SA24
25.	Tables are accompanied by a title and summary description.							SA25
26.	Table header rows and columns are assigned.							SA26
27.	Slideshows use a predefined slide layout and include unique slide titles.							SA27
28.	For all slideshows, there are simple, non-automatic transitions between slides.							SA28

D. CONTENT AND ACTIVITIES

	<i>Level of implementation and estimated time needed for revision to sufficiently meet standard:</i>	No Revisions	Minor < 1/2 hr	Moderate 1/2-2 hrs	Major 2+ hrs	N / A	ACTION PLAN Essential / Important	Need Ideas?
29.	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.							SA29
30.	Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.							SA30
31.	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.							SA31

32.	Where available, Open Educational Resources, free, or low cost materials are used.								SA32
33.	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.								SA33
34.	Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.								SA34
35.	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).								SA35
36.	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.								SA36
37.	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").								SA37

E. INTERACTION

<i>Level of implementation and estimated time needed for revision to sufficiently meet standard:</i>		No Revisions	Minor < 1/2 hr	Moderate 1/2-2 hrs	Major 2+ hrs	N/A	ACTION PLAN Essential / Important	Need Ideas?
38.	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).							SA38
39.	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).							SA39
40.	Learners have an opportunity to get to know the instructor.							SA40
41.	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following – Ice breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).							SA41
42.	Course offers opportunities for learner to learner interaction and constructive collaboration.							SA42
43.	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.							SA43

F. ASSESSMENT AND FEEDBACK

<i>Level of implementation and estimated time needed for revision to sufficiently meet standard:</i>		No Revisions	Minor < 1/2 hr	Moderate 1/2-2 hrs	Major 2+ hrs	N/A	ACTION PLAN Essential / Important	Need Ideas?
44.	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.							SA44
45.	Course includes frequent and appropriate methods to assess learners' mastery of content.							SA45
46.	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).							SA46
47.	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).							SA47
48.	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.							SA48
49.	Learners have easy access to a well-designed and up-to-date gradebook.							SA49
50.	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.							SA50

G. MOBILE STANDARDS

<i>Level of implementation and estimated time needed for revision to sufficiently meet standard:</i>		No Revisions	Minor < 1/2 hr	Moderate 1/2-2 hrs	Major 2+ hrs	N/A	ACTION PLAN Essential / Important	Need Ideas?
51.	Hyperlinks are provided for embedded content.							
52.	The course avoids the use of tables and multiple levels of indents.							
53.	Text is not placed to the left or right of images.							
54.	When specifying width, percentages are used instead of pixels.							
55.	The course is tested on multiple mobile devices.							
56.	Any apps that are required for students are available on both Android and iOS mobile platforms.							
57.	Efforts are made to minimize the use of content that does not work on mobile devices (such as Flash and Java).							
58.	When file attachments are necessary, PDF is used as much as possible.							
59.	Content is divided into small, manageable chunks.							