# WSU Tech Course Design Standards

## Based on the OSCQR – Revised 05/15/2019

# Using this Tool:

You can use the rubric below to assess your course for each specific design standard or as a peer-review tool. By assigning each standard a revision ranking based on how much work needs to be done, you can get a sense of the time needed to align the course with the standards. There is also a column for an action plan or notes. The ranking and action plan columns have been left blank for your use.

The rubric is preceded by a list of the general standards linked to that section of the rubric. The standards are denoted with color in the chart and listed after each Overall Standard link and topic. You can use the suggest Revision Ranking scale that follows or make notations of your own regarding revision time.

## The Revision Rankings:

1. Sufficiently Present
2. Minor Revision (1/2 hour or less)
3. Moderate Revision (1/2-2 hours)
4. Major Revision (2 or more hours)
5. Not Applicable

# General Standards:

[Overall Standard 1](#SS1): Course Overview & Information (Specific Standards 1-10)

[Overall Standard 2](#SS11): Course Technology & Tools (Specific Standards 11-15)

[Overall Standard 3](#SS16a): Design & Layout (Specific Standards 16-28)

[Overall Standard 4](#SS29): Content & Activities (Specific Standards 29-36)

[Overall Standard 5](#SS37a): Interaction (Specific Standards 37-42)

[Overall Standard 6](#SS43): Assessment Feedback (Specific Standards 43-49)

# Rubric Tool:

| **Specific Standard** | **OLC Standard** | **WSU Tech Equivalent** | **Due Date** | **Required or**  **Recommended** | **Revision**  **Ranking** | **Action Plan** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Course includes Welcome and Getting Started content. | Announcement area (What's New) includes customized course welcome statement.  Start Here Module includes: 1. Instructor welcome document  2. Syllabus 3. Tips for Success document | Fall 2018 | Required |  |  |
| 2 | An orientation or overview is provided for the course overall, as well as in each module. Students know how to navigate and what tasks are due. | **In the Start Here Module:** Provide overview of the course. Provide an overview of all 3rd party resources. For example, directions on how to successfully access and navigate My Math Lab or ITL content. | Fall 2018 | Required |  |  |
| 3 | Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way. | Student Assignment Checklists include the following: 1. Module Introduction 2. Learning Outcomes 3. Instructions 4. Assignments | Fall 2018 | Required |  |  |
| 4 | A printable syllabus is available to learners (PDF). | Syllabus in the Start Here Module is in PDF format. | Fall 2018 | Required |  |  |
| 5 | Course includes links to relevant campus policies on plagiarism, computer use, student grievances, accommodating disabilities, etc. | This information is found in the Start Here Module | Fall 2018 | Provided |  |  |
| 6 | Course provides access to student success resources (technical help, orientation, tutoring). | Blackboard Student Resources tab | Fall 2018 | Provided |  |  |
| 7 | Course information states whether the course is fully online, blended, or web-enhanced. | Found in Start Here Module as a part of the syllabus title. | Fall 2018 | Required |  |  |
| 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). | Include the information appropriate to your course in syllabus or Start Here Module. Additional information in the **Blackboard Student Resources** tab. | Fall 2020 | Required |  |  |
| 9 | Course objectives/outcomes are clearly defined, measurable, and aligned to student learning activities and assessments. | WIDS approved course outcomes are found in the syllabus. All learning activities and assessments are aligned with approved outcomes. | Fall 2020 | Required |  |  |
| 10 | Course provides contact information for instructor, department, and program. | Start Here Module - Syllabus | Fall 2018 | Required |  |  |
| 11 | Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources. | Start Here Module/Tips for Success/Syllabus | Fall 2020 | Required |  |  |
| 12 | Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate). | Scaffold (leveling) learning from introductory, to intermediate, to advanced. | Fall 2020 | Required |  |  |
| 13 | Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu. | Use technology that is easy for students to understand and utilize. Provide clear instructions. | Fall 2020 | Required |  |  |
| 14 | Course includes links to privacy policies for technology tools. | Identify the third party content privacy policies and communicate to students. (recommended placement is a link/document in the Start Here Module) | Fall 2020 | Required |  |  |
| 15 | Any technology tools meet accessibility standards. | Acquire VPAT and understand how vendor meets those standards. | Summer 2020 | Required |  |  |
| 16a | A logical, consistent, and uncluttered layout is established. | A logical, consistent, and uncluttered layout is established. | Fall 2018 | Required |  |  |
| 16b | The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles). | The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles). All folder/learning modules will be identified as Modules with dates. | Fall 2020 | Required |  |  |
| 17 | Large blocks of information are divided into manageable sections with ample white space around and between the blocks. | Large blocks of information are divided into manageable sections (modules) with ample white space around and between the blocks. | Fall 2020 | Required |  |  |
| 18 | There is enough contrast between text and background for the content to be easily viewed. | There is enough contrast between text and background for the content to be easily viewed. Has to meet accessibility standards for contrast (WCAG 2.1 AA). | Fall 2020 | Required |  |  |
| 19 | Instructions are provided and well written. | Student Assignment Checklists include the following: 1. Module Introduction 2. Learning Outcomes 3. Instructions 4. Assignments | Fall 2020 | Required |  |  |
| 20 | Course is free of grammatical and spelling errors. | Spell and grammar check | Fall 2018 | Required |  |  |
| 21 | Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document. | Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document/item. | Spring 2019 | Required |  |  |
| 22 | Flashing and blinking text are avoided. | Flashing and blinking text are avoided. | Fall 2020 | Required |  |  |
| 23 | A sans-serif font with a standard size of at least 12 point is used. | A sans-serif font with a standard size of at least 12 point is used. | Summer 2019 | Required |  |  |
| 24 | When possible, information is displayed in a linear format instead of as a table. | When possible, information is displayed in a linear format instead of as a table. | Summer 2019 | Required |  |  |
| 25 | Tables are accompanied by a title and summary description. | Tables are accompanied by a title and summary description. | Summer 2019 | Required |  |  |
| 26 | Table header rows and columns are assigned. | Table header rows and columns are assigned. | Summer 2019 | Required |  |  |
| 27 | Slideshows use a predefined slide layout and include unique slide titles. | Slideshows use a predefined slide layout and include unique slide titles. | Summer 2019 | Required |  |  |
| 28 | For all slideshows, there are simple, non-automatic transitions between slides. | For all slideshows, there are simple, non-automatic transitions between slides. | Summer 2019 | Required |  |  |
| 29 | Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support student learning and engagement. | Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support student learning and engagement. | Fall 2020 | Required |  |  |
| 30 | Course provides activities for students to develop higher-order thinking and problem solving skills, such as critical reflection and analysis. | Course provides activities for students to develop higher-order thinking and problem solving skills, such as critical reflection and analysis. | Fall 2020 | Required |  |  |
| 31 | Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. | Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. | Fall 2020 | Required |  |  |
| 32 | Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable. | Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable. | Fall 2020 | Required |  |  |
| 33 | 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. | Text content is available in an easily accessed format. All text content is readable by assistive technology, including a PDF or any text contained in an image. | Spring 2019 | Required |  |  |
| 34 | A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.). | A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.). | Fall 2018 | Required |  |  |
| 35 | Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information. | Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information. | Fall 2020 | Required |  |  |
| 36 | Hyperlink text is descriptive and makes sense when out of context (avoid using "click here"). | Hyperlink text is descriptive and makes sense when out of context (avoid using "click here"). | Fall 2018 | Required |  |  |
| 37A | Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, student communication). | 24- 48 hour turn around for instructor responses. | Fall 2020 | Required |  |  |
| 37B | Expectations for grading and assignment feedback is clearly stated in the syllabus. | Timeframes for grading and assignment feedback are clearly stated in the syllabus. | Fall 2020 | Required |  |  |
| 38 | Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions). | Provide clear instructions and expectations for all course materials and interactions. | Fall 2020 | Required |  |  |
| 39 | Students have an opportunity to get to know the instructor. | Instructor welcome document located in Start Here module. See ITAS for more information. | Fall 2018 | Required |  |  |
| 40 | 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 - Icebreaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums). | 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 - Icebreaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums). | Fall 2020 | Required |  |  |
| 41 | Course offers opportunities for student to student interaction and constructive collaboration. | Course offers opportunities for student to student interaction and constructive collaboration. | Fall 2020 | Required |  |  |
| 42 | Students are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions. | Students are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions. | Fall 2020 | Required |  |  |
| 43 | Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus. | Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus. | Summer 2018 | Required |  |  |
| 44 | Course includes frequent and appropriate methods to assess students' mastery of content. | Avoid mid-term and final exams only for assessment. | Fall 2018 | Required |  |  |
| 45 | Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work). | Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work). | Fall 2020 | Required |  |  |
| 46 | Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.). | Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.). | Fall 2020 | Required |  |  |
| 47 | Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation. | Provide clear expectations for completing course activity. Example of best practices: 1. Dates on modules 2. Assignment Checklist 3. Clear Course schedules | Fall 2018 | Required |  |  |
| 48 | Students have easy access to a well- designed and up-to-date gradebook. | Grade assignments in a timely manner. Set grade center up **chronologically.** | Fall 2018 | Required |  |  |
| 49 | Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology. | Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology. See ITAS for additional resources. | Fall 2020 | Required |  |  |

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