This document is a condensed version of the Course Design Rubric that Kelly Cooper brought to this group written by the California Community Colleges Online Education Initiative.

This version of the guide applies Agile/Lean principles to dramatically decrease the time it takes to create a course and increase the effectiveness of the course. The discovery of the need for necessary changes are made early in the course development when changes are quick and easy to make.

This style guide is broken down into two stages.
> Stage 1 is a Minimum Viable Product (MVP) style guide.
> Stage 2 is a finished course ready for delivery.

Stage 1 is for quickly producing a quality course with multiple cycles of testing and feedback.

By working with a simplified yet content complete version of the course (Stage 1), the repeated testing and feedback process is quicker and more effective.

When enough testing/feedback cycles are completed to get the course to a satisfactory level, we apply the elements of Stage 2.
Because the Stage 2 elements are more deterministic than Stage 1 elements, the testing and feedback at this stage will be much quicker and less resource intensive than Stage 1.

Stage 1   Minimum Viable Product style guide

OEI #*   Guidelines
A1   Objectives are included in the individual learning units/modules and assessments
A2   Objectives are written in student centered language. They include demonstrable learning outcomes.
A3   The connection between the content/activities and the unit objectives are made explicitly clear to the students.
A4   Navigation and content flow are easily determined by the user. This includes clear tutorials on course navigation
A5   Content is presented in visibly distinct learning units or modules. They are consistently structured and sequenced allowing students to better anticipate and manage their workload.
A6   Page content is chunked in manageable segments using descriptive headings that facilitate online reading to enhance understanding of the material. Long pages of text make online reading difficult.
A7   Course Management System (CMS) tools are used to reduce the labor- intensity of learning in a way that streamlines access to materials and activities for students. The tools including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles.
A8   A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning. Technology is used creatively to emphasize student-centered learning throughout the course.
A9   Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource).
A10   Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.
C1   Assessment activities lead to the demonstration of learning outcomes. They are designed to mimic authentic environments to facilitate transfer.
C2   Students are evaluated on performance that appear to align with the objectives.
C3   Both formative and summative assessments are used. Examples include research project, objective test, discussions, etc.

C4	Frequent assessments are administered during the duration of the course in regular intervals. This provides students with timely feedback on learning and performance.

C5	Descriptive criteria for desired outcomes include models of "good work."

C6	Instructions clearly explain to students how to successfully complete the assessments.

C7	Opportunities for student self-assessment with feedback are present. They also encourage students to seek timely additional help.

D1	Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.).Dont skip heading levels, and/or alter fonts/size/format/color

D2	Lists are created using the Bullet or Numbered List tool in the rich text editor.

D3	Links are descriptive, and avoid redundancy; and underlining is only used to denote active hyperlinks.

D4	Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.

D5	There is sufficient color contrast between foreground and background to improve readability

D6	Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.

D7	Every image uses descriptive alternative text that includes any text visible in the image, does not contain "image of" or "picture of", and uses "" if the image is purely decorative.

D15	Reading order is correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.

D16	Every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.

D17	PDFs pass the Adobe Accessibility Check with no substantial errors.

D18	Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.

D19	Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.

D22	Multimedia (including gifs and images) do not blink or strobe.

The missing steps of D8-D14 are just a repeat of D1-D7

Stage 2   This stage includes necessary conformity steps that did not include course content

A11	Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content during course delivery and after completion.

A12	Institutional policies relevant for learner success (e.g., plagiarism, academic honesty, technical support, and Disabled Student Programs and Services DSPS) are included and easy to find.

A13	Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled.

B1	Instructor initiates contact prior to or at the beginning of course. Instructor provides multiple resources to help students successfully start the course.

B2	Instructor provides students with plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments.

B3	The instructor's role for supporting course technology is explained to students, and links to technology support are provided throughout the course.

B4	Contact information for the instructor is easy to find and includes expected response times. Students can choose from a variety of tools to contact instructor.

B5   Opportunities for student- initiated interaction with other students and the instructor are clearly available and encouraged.

B6   Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course. This helps build workplace skills like teamwork, cooperation, negotionation and consensus building

B7   The course includes communication activities that are designed to build a sense of community among learners. This is all responsive to variety of cultures/communicatin styles

B8   Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided. This also explains how participation will be evaluated

C8   There are multiple opportunities for student self-assessment with feedback that encourage students to seek timely additional help.

D20   Live broadcasts include a means for displaying synchronized captions.

D21   Multimedia is not set to auto-play.

*   see Course Design Rubric for each OEI reference #