



The following rubric has been approved by the Faculty Senate as a tool for reviewing the instructional design and accessibility of fully online courses at UMass Dartmouth. This rubric is based on the [Open SUNY Course Quality Review \(OSCQR\) rubric](#).

The goal of designing and/or reviewing blended courses with this rubric is to ensure an effective learning experience for all blended learners. As such, the rubric is formative rather than evaluative. The review process seeks to engage faculty in a collaborative conversation regarding course design and to assist with ongoing revision and improvements to the course design and execution. This rubric is not attached to faculty review processes.

### Section One: Course Overview and Information

Course includes Welcome and Getting Started content.

- 1.1. The course provides an orientation for the overall course as well as an overview in each individual unit section. Students know how to navigate and can identify what tasks are due and how they are to proceed within the course site.
- 1.2. A printable syllabus is available to learners, preferably as a Microsoft Word document.
- 1.3. The syllabus contains a schedule that defines significant due dates, online/in-person, asynchronous/synchronous meetings, and milestones upfront at the start of the course.
- 1.4. Course includes a deconstruction of key syllabus components for learners, in a clear and navigable way. (E.g., areas such as a Course Welcome, Getting Started, or Course Information.)
- 1.5. Course includes links to relevant campus policies on Student Code of Conduct and Academic Integrity, a statement regarding Incompletes, and guidelines on accommodations for disabilities.
- 1.6. Course provides access to campus Support Services, including the Center for Access and Success, Online Tutoring, and Technical Resources.
- 1.7. Course information and/or the syllabus accurately state whether the course is fully online, blended, or web enhanced.
- 1.8. Course-specific technology and support resources are communicated to students upfront at the start of the course. (E.g., publisher website content, hardware, or software).
- 1.9. Course objectives and outcomes are clearly defined, measurable, and are in alignment to student learning assessment and activities and evident throughout the online portions of the blended course.

- 1.10. Course provides contact information for instructor.

## Section Two: Design and Layout

- 2.1. The course menu is well-organized, structured into relevant sections, and does not contain any technology tools that are not in use.
- 2.2. Well-written instructions are available throughout the course. (E.g., navigational instructions and sections containing unit overviews and assessments.)
- 2.3. Course is free of grammatical and spelling errors.
- 2.4. Text is formatted with consistent and unabbreviated titles, headings, and other automated styles to enhance readability and improve the structure of course site web pages and all documents.
- 2.5. A logical, consistent, streamlined, and uncluttered layout makes the course easy to navigate. (E.g., consistent color scheme and icon layout, related content are organized together, and self-evident titles are used.)
- 2.6. In-person and online components of the blended course complement and/or supplement each other in a purposeful way, as evident in course schedule and layout.

## Section Three: Content and Activities

- 3.1. Course offers access to a variety of resources that facilitate communication and collaboration, deliver content, and support student learning and engagement.
- 3.2. Course provides activities and assessments that help students develop skills, which are identified in the course objectives and/or weekly outcomes.
- 3.3. Any publisher content is supplemented with additional instructor-generated and instructor-curated materials and/or activities that support course objectives and outcomes.
- 3.4. Course materials and resources include copyright and licensing status, clearly stating attribution.

## Section Four: Interaction

- 4.1. Expectations for timely and regular feedback from the instructor are clearly stated. (E.g., protocol for online and in-person questions on assignments and email response time is clear.)
- 4.2. Expectations for interaction in the physical classroom and online course site are clearly stated; with regard to course conduct, grade weighting, models or examples, and the timing and frequency of contributions.
- 4.3. Course provides opportunities for varying levels of interaction between instructor and student in both in-person and online course environments.

- 4.4. Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust. (E.g., ‘ice-breakers’, “Meet Your Classmates”, or “Ask a Question” activities.)
- 4.5. Course offers opportunities for student-to-student interaction and constructive collaboration.
- 4.6. Students are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.

### Section Five: Assessment and Feedback

- 5.1. Course grading policies, including consequences of late submissions, are clearly stated upfront in the course information area or syllabus.
- 5.2. Course includes frequent, varied, and appropriate methods to assess students’ mastery of content.
- 5.3. Assessment strategy will result in various types of feedback being provided; giving students the opportunity to review their performance and assess their own learning throughout the course.
- 5.4. A brief but detailed description of notable assessments and routine activities is included, either in the course or in the syllabus.
- 5.5. Rubrics and/or detailed criteria for assessments are clearly articulated.
- 5.6. Students are informed in advanced when a timed response will be required.
- 5.7. Students have easy access to a well-organized and up-to-date gradebook.
- 5.8. Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology. (E.g., a mid-semester check-in, the “Ask Questions Here” forum, reflections, etc.)

### Section Six: Assessment and Feedback

- 6.1. Course-specific technology tools added by the instructor meet accessibility standards. (E.g., people with disabilities can navigate, perceive, understand, and interact with the added technology.)
- 6.2. Large blocks of information are divided into manageable sections. There is ample white space around and between the blocks for the easy use of screen readers.
- 6.3. There is enough contrast between text and background for the content to allow for easy viewing.
- 6.4. Flashing and blinking text is avoided.

- 6.5.** A sans-serif font with a standard size of at least 12 pt. is used.
- 6.6.** When possible, information is displayed in a linear format instead of as a table.
- 6.7.** Tables are accompanied by a title and summary description.
- 6.8.** Table header rows and columns are assigned relevant titles.
- 6.9.** Slideshows use a predefined slide layout and include unique, differentiating slide titles. (E.g., the default PowerPoint theme.)
- 6.10.** For all slideshows, there are simple, non-automatic transitions between slides.
- 6.11.** Text content is available in an easily accessed format, preferably typed directly in myCourses or uploaded as a Microsoft Office file. All text content is readable by assistive technology.
- 6.12.** A text equivalent for every non-text element is provided. (E.g., alt-text, closed-captions, transcripts, etc.)
- 6.13.** Text, graphics, and images are understandable when viewed without color.
- 6.14.** Hyperlink text is descriptive and makes sense when out of context. (E.g., avoid pasting entire URLs and using "click here" since these are not screen-reader friendly.)