

UVU Course Design Rubric

Office of Teaching and Learning

	Sufficient Evidence	Some Evidence	Little/ No Evidence	Not Applicable	Notes
1. COURSE INFORMATION					
Reflection: What does a student need to explicitly know to successfully start and navigate this course?					
1. Course contains a Syllabus* (accessible PDF or HTML). It must include : course description and objectives, required materials, clear grading and late submission policy, unique course fees, assignment and assessment descriptions, and course schedule. It must also include information regarding delivery mode, statement of how the course works, workload expectation, student and instructor responsibilities, and rationale for how course fulfills larger program learning outcomes.					
2. Course contains an Instructor Information page* . (It must include: contact information, communication preferences, course welcome statement or video, education and experience. An instructor image is optional.)					
3. Course includes links to relevant campus policies* on student rights and responsibilities, plagiarism, computer use, student grievances, accessibility services, etc.					
4. Course provides access to student success resources* (e.g., technical help, orientation, tutoring).					
5. Course contains instructions for accessing third-party technology tools* (e.g. publisher websites, secure content, software and hardware such as web cameras).					
6. Course contains tone that is supportive of student success.					

*Critical Element – must have “sufficient evidence” to pass course Quality Review.

	Sufficient Evidence	Some Evidence	Little/ No Evidence	Not Applicable	Notes
2. COURSE ALIGNMENT					
Reflection: What parts of the course are best aligned to program goals?					
7. Course contains learning objectives that are clearly stated and align with course outcomes* .					
8. Course contains learning content and activities that are aligned with assessments and learning objectives* .					
3. COURSE TECHNOLOGY AND TOOLS					
Reflection: What technology resources and support do students generally need to confidently complete assignments and activities?					
9. Course contains opportunities to develop the technical skills required in the course* . The skills are clearly stated and supported with orientation, practice and application where appropriate (e.g., tutorials or instructions for accessing feedback from instructors and peers).					
10. Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.					
11. Course contains links to privacy policies for third-party technology tools. (Not required for Canvas; only needed if third-party tool is hosting student data)					
4. DESIGN AND LAYOUT					
Reflection: How does your course design and layout alert the students to what they should be doing first, next and last?					
12. Course contains a logical organization and navigation* .					
13. Course pages are uncluttered, have information divided into manageable sections, appropriate contrast, formatted text, font, and colors.					
14. Course contains clear and concise instructions* that provide a rationale for activities and assessments.					
15. Course is free of grammatical and spelling errors.					

*Critical Element – must have “sufficient evidence” to pass course Quality Review.

16. All hyperlinks are functional.					
	Sufficient Evidence	Some Evidence	Little/ No Evidence	Not Applicable	Notes
5. CONTENT AND ACTIVITIES					
Reflection: How does the rigor match the level and purpose of this course in preparing students for lifelong learning and real-world experiences?					
17. Course contains activities that provide opportunities for engaging in higher-order thinking, problem-solving skills, critical thinking, reflection, and analysis* .					
18. Course contains engaging learning activities including real-world applications, experiential learning opportunities, case studies, and problem-based activities, as appropriate* .					
19. Course contains instructional materials that are up-to-date and readily available for students. Where applicable, Open Educational Resources, free, or low-cost materials are used.					
20. Course materials and resources include copyright and licensing status, citations, or clearly stated permission to use.					
6. ACCESSIBILITY					
Reflection: How do accessibility measures in your course support student learning?					
21. Course contains content in an easily accessible format* , preferably in HTML that follows current accessibility standards. See https://www.uvu.edu/otl/faculty/canvas_help_for_faculty.html or https://www.uvu.edu/accessibility-services/faculty/					
22. Course contains text equivalents for non-text elements* (e.g., closed-captioning, transcriptions, and alternative text are included for video, audio, and image elements). Explanations can be found at: http://webaim.org/articles/					
23. Course contains hyperlink text that is descriptive* when used out of context. (e.g., Avoid use of "click here" in favor of actual website name or description.)					

*Critical Element – must have “sufficient evidence” to pass course Quality Review.

24. Course contains accessible technology tools* that meet WCAG 2.0 AA standards or https://www.w3.org/WAI/WCAG20/quickref/?currentsidebar=%23col_overview#principle1					

	Sufficient Evidence	Some Evidence	Little/ No Evidence	Not Applicable	Notes
7. INTERACTION					
Reflection: Considering your teaching philosophy, what practices are being implemented to create a positive, online learning environment?					
25. Course facilitates communication, interaction and collaboration* among students and instructor(s) particularly in ways that build community, support open communication, and establish trust.					
26. Course contains pacing mechanisms (e.g., due dates, announcements, reminders, or feedback) to ensure timely completion of activities, assignments, and assessments.					
27. Course contains measures to ensure academic honesty. (e.g., timed quizzes or exams, writing assignments, and uses a plagiarism checker tool.)					
8. ASSESSMENT AND FEEDBACK					
Reflection: How are student expectations and progress communicated? What opportunities are students given to track and measure their progress and get support when needed?					
28. Course contains frequent and appropriate methods to assess mastery of content* .					
29. Course contains clear criteria for graded assignments and assessments* (e.g., rubrics, examples, or templates).					
30. Course contains opportunities for students to review their performance and assess their own learning (e.g. pre-tests, self-tests, or reflective assignments).					
31. Course contains clearly stated information for timed responses on quizzes and exams, due dates for discussion posts and deadlines for assignments/activities.					

32. Course contains a well-organized gradebook.					
---	--	--	--	--	--



This document is made available by Utah Valley University, through the Office of Teaching and Learning, under a Creative Commons

Attribution-NonCommercial-ShareAlike 4.0 International license: <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

This document was adapted from the OSCQR rubric (3rd edition) produced by the Open SUNY Center for Online Teaching Excellence located at:

<https://bbsupport.sln.suny.edu/bbcswebdav/institution/OSCQR/OSCQR%20Assets/OSCQR%203rd%20Edition.pdf>