

# UVU Flexible Course Design Rubric 2023

## Office of Teaching and Learning

This rubric is intended to guide the design of flexible (online, F2F+Online, Livestream) courses. It may be used during course development or to review a course that already exists. Courses with synchronous sessions should include synchronous lesson plans ([example model](#)).

### Definition of Terms

- **Asynchronous:** Occurring outside of scheduled meetings; usually online.
- **Critical Element:** Criteria considered especially important to the success of the course. Critical Elements must be sufficient for a course to pass quality review.
- **EID: Equity, Inclusion, and Diversity.** These criteria are focused on including all students within course design.
- **RSI: Regular and Substantive Interaction.** RSI is part of Department of Education regulations related to interaction within online courses.
- **Synchronous:** a meeting that occurs between students and the instructor at the same time whether livestream or face-to-face

### Reviewer Instructions

Score each criterion on the rubric. “Critical Element” Criterion marked as ‘Some Evidence,’ require rationale for the score as well as a response from the faculty who developed the course to resolve the quality review.

	Sufficient Evidence	Some Evidence	Little/No Evidence	Not Applicable	Notes
<b>1. COURSE INFORMATION</b>					
1. <b>Syllabus.</b> Required items: instructor contact information, approved course description, how this course fulfills degree or program requirements, outcomes, prerequisites and needed skills, required materials/ fees/ technology, statement of how the course works (including workload expectation for students), student/instructor responsibilities, clear grading and late work procedures, assignment and assessment descriptions, and a course schedule that designates all synchronous meeting days/times (if applicable). Also includes “Required” items listed on the Syllabus Checklist ( <a href="https://www.uvu.edu/otl/syllabuschecklist.html">https://www.uvu.edu/otl/syllabuschecklist.html</a> ) <b>(Critical Element) (RSI)</b>					
2. <b>Instructor Information</b> page. Required items include contact information and communication preferences. Recommended items include an instructor image, course welcome statement or video, and education and experience. <b>(Critical Element) (RSI)</b>					
3. <b>Links to relevant campus policies.</b> Required items include student rights and responsibilities, plagiarism, accessibility services. Recommended items include computer use and student grievances. <b>(Critical Element)</b>					

4. <b>Access to student success resources.</b> (Examples: technical help, orientation, and tutoring). <b>(Critical Element)</b>					
5. Instructions for accessing third-party technology tools. (Examples: publisher websites, secure content, software, and hardware such as web cameras). There are links to privacy policies or Terms of Service for third-party technology tools that require students to create an account outside of Canvas. <b>(Critical Element)</b>					

	Sufficient Evidence	Some Evidence	Little/No Evidence	Not Applicable	Notes
<b>2. COURSE ALIGNMENT</b>					
6. <b>Learning objectives that are clearly stated and align with course outcomes.</b> <b>(Critical Element)</b>					
7. <b>Learning content and activities that are aligned with assessments and learning objectives.</b> <b>(Critical Element)</b>					
8. <b>Synchronous components demonstrate alignment between synchronous and asynchronous activities and assessments.</b>  (Note: Courses that <b>do not have</b> synchronous components should be marked as “Not Applicable”) <b>(Critical Element)</b>					
<b>3. COURSE TECHNOLOGY AND TOOLS</b>					
9. Technology tools used provide an equitable experience. (Examples: inexpensive, no unnecessary tools, easy to access, etc.) <b>(EID)</b>					
10. Opportunities <b>to develop technical skills required in the course.</b> The skills are clearly stated and supported with orientation, practice, and application where appropriate. (Examples: tutorials or instructions for accessing feedback from instructors and peers.) <b>(Critical Element)</b>					
11. Frequently used technology tools are easily accessed. Unused tools in the course navigation menu are removed from student view.					
<b>4. DESIGN AND LAYOUT</b>					
12. A logical and consistent layout. <b>The course is easy to navigate.</b> In courses with synchronous components, it is clearly defined what will be done synchronously and asynchronously. <b>(Critical Element)</b>					

13. Course pages are uncluttered, using titles, headings, and other styles to divide content into manageable sections. Text, graphics, and images are understandable when viewed without color. <b>(Critical Element)</b>					
14. <b>Free of grammatical and spelling errors.</b>					
	<b>Sufficient Evidence</b>	<b>Some Evidence</b>	<b>Little/No Evidence</b>	<b>Not Applicable</b>	<b>Notes</b>
<b>5. CONTENT AND ACTIVITIES</b>					

15. <b>Activities that provide opportunities for engaging in higher-order thinking as appropriate.</b> (Examples: problem-solving, critical thinking, reflection, and analysis.) <b>(Critical Element)</b>					
16. <b>Engaging learning activities.</b> (Examples: real-world applications, experiential learning opportunities, case studies, and problem-based activities, as appropriate.) <b>(Critical Element) (RSI)</b>					
17. Instructional materials and language within the course such as the syllabus reflect a broad diversity of student identities. <b>(EID)</b> (Example: Photos within the course depict students of multiple racial backgrounds. Inclusion statement is present in the syllabus. Syllabus contains a diversity statement or other sections related to respectful interaction.)					
18. <b>Instructional materials that are up-to-date and readily available</b> for students. Where applicable, Open Educational Resources, free, or low-cost materials are used. Instructional materials are presented in the appropriate place (synchronous* or asynchronous online).					
19. Instructional materials and resources <b>include copyright and licensing status, citations, or clearly stated permission to use.</b> <b>(Critical Element)</b>					
<b>6. ACCESSIBILITY</b>					
20. Content can be accessed in a variety of formats (audio/video, readings, images, alt text, captions, transcripts, etc.) as appropriate. <a href="https://www.uvu.edu/accessibility-services/faculty.html">https://www.uvu.edu/accessibility-services/faculty.html</a> <b>(Critical Element)</b>					
21. <b>Text equivalents for non-text elements.</b> (Example: closed-captioning, transcripts, and alternative text are included for video, audio, and image elements.) <b>(Critical Element)</b>					

22. <b>Hyperlink text is descriptive</b> when used out of context. (Example: avoid use of "click here" in favor of actual website name or concise description.) <b>(Critical Element)</b>					
23. Course contains technology tools that meet WCAG 2.0 AA accessibility standards. <b>(Critical Element)</b>  Note: Tools approved in the UVU Software Catalog ( <a href="https://my.uvu.edu/workplace/technology-services/software-acquisition.html">https://my.uvu.edu/workplace/technology-services/software-acquisition.html</a> ) are considered meeting WCAG 2.0 AA standards.					

	Sufficient Evidence	Some Evidence	Little/No Evidence	Not Applicable	Notes
<b>7. INTERACTION</b>					
24. Course facilitates communication, regular and substantive interaction, and collaboration among students and instructor(s). In courses with synchronous components regular and substantive interaction is evident in all instructional methods. (e.g. Planned office hours, discussions, 'ice-breaker' activities) <b>(Critical Element) (RSI)</b>					
25. Pacing mechanisms throughout to ensure timely completion of activities and assessments. (e.g., due dates, announcements, and reminders.) Pacing mechanisms demonstrate regular and substantive instructor-to-student interaction appropriate for course level. <b>(Critical Element) (RSI)</b>					
<b>8. ASSESSMENT AND FEEDBACK</b>					
26. <b>Frequent and appropriate methods to assess mastery of content.</b> Assessments vary in submission type and format when possible and in a manner consistent with learning outcomes. <b>(Critical Element)</b>					
27. <b>Clearly written criteria for all graded assignments and assessments include rationale.</b> All graded assessments have a written description. (Examples: rubrics, sample work, or templates.) <b>(Critical Element)</b>					
28. Measures to ensure academic honesty as appropriate for the purpose of the assessment. (Examples: timed quizzes or exams, writing assignments, and use of a plagiarism checker tool.)					

29. Settings and due dates are appropriately set for assignments/activities.					
30. Contains an organized gradebook (assignments are organized appropriately within the Canvas Assignments page)					

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This document was adapted from the OSCQR rubric (3<sup>rd</sup> and 4<sup>th</sup> editions) produced by the Open SUNY Center for Online Teaching Excellence located at:

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