

UTS Online Course Rubric

Course:	
Section:	
Term:	
Instructor:	
Reviewer:	

0 – Not Met 1 – Partially Met 2 - Met

Standard 1: Course Overview and Introduction (20 pts)

	Description	Comment	Score
1.1	The course includes a "welcome" content, instructions on how to get started, and information about where to find various course components, including the syllabus, assignments, due dates, etc.		
1.2	Course objectives/outcomes, or competencies are clearly defined, measurable, and aligned to learning content, activities, technology, and assessments.		
1.3	Learners are introduced to the purpose and structure of the course (fully online, online with on-campus exams, hybrid, etc.)		
1.4	The course provides contact information for the instructor, availability information, virtual office hours, communication preferences, and response time to messages.		
1.5	Minimal technology requirements- including reliable internet access, required hardware, software, players, plug-ins, microphone, webcam, etc.- for the course are clearly stated and information on how to obtain the technologies is provided.		
1.6	Computer skills and digital information literacy skills expected of the learner are clearly stated.		
1.7	Course grading and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided including consequences of late submissions.		
1.8	Communication expectations for online discussions, email, and other forms of interaction are clearly stated in addition to a netiquette statement.		
1.9	Learners have an opportunity to introduce themselves at the beginning of the semester.		

1.10	The self-introduction by the instructor is professional and available online.		
			Total

Standard 2: Assessment/Measurement and Feedback (8 pts)

	Description	Comment	Score
2.1	Assessments (quizzes, assignments, capstone, etc.) measure the achievement of the stated course learning objectives or competencies.		
2.2	The course provides opportunities for learners to review their performance and assess their own learning throughout the course (i.e. reflective assignments, peer assessment, etc.)		
2.3	Learners receive timely feedback and have access to a well-designed and up-to-date grade book.		
2.4	Schedule for providing regular and substantive feedback is shared in the syllabus or course instructions, and consistent with the assessment purpose.		
			Total

Standard 3: Course Content and Activities (10 pts)

	Description	Comment	Score
3.1	Course content and activities directly support mastering the learning objectives and/or competencies.		
3.2	The course offers access to multiple engaging resources for presenting content and supporting learning. (i.e. videos, articles, blogs, etc – not from text or publisher-provided resources)		
3.3	Activities promote engagement through the use of active learning (experiential learning, project-based learning, etc.)		
3.4	Course content and activities represent the current theory, practice, and when applicable, shared in the context of current events in the discipline		
3.5	Course materials and resources provide source references and permissions for use, copyright and licensing status, or permissions to share <u>where applicable</u> .		
			Total

Standard 4: Learner Interaction (8 pts)

	Description	Comment	Score
4.1	The instructor's plan for interacting with students during the course is clearly stated and is easily accessible. (Can be included in standard 1.8)		
4.2	The requirements for learner interaction and participation are stated and easily accessible. (i.e. Student to student and student to instructor) (Can be included in standard 1.8)		
4.3	Learner interactions intend to build a community of inquiry and promote collaboration to facilitate learning and engagement (i.e. ice-breaking activities, bulletin boards, dedicated discussion forums)		
4.4	The learner is provided regular engagement opportunities with the instructor throughout the length of the course. (i.e. prompted discussion boards, emails, optional virtual meetings, office hours)		
		Total	

Standard 5: Learner Support and Wellness (2 pts)

	Description	Comment	Score
5.1	Course instructions articulate or link to UTS's academic support services, such as program and technical support, and other resources that help learners succeed in the course, such as mental health, career services, and student success services.		
		Total	

Standard 6: Course Technology and Tools (8 pts)

	Description	Comment	Score
6.1	The tools used in the course support the learning objectives, competencies, or course outcomes.		
6.2	The tools used in the course promote learner engagement.		
6.3	Frequently used technology and tools are prominent and easily accessible.		
6.4	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.		
		Total	

Standard 7: Inclusive Design/Universal Access and Course Layout (12 pts)

	Description	Comment	Score
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7.1	The course provides alternative means of access to multimedia content in multiple formats (i.e., text and audio) that meet the needs of diverse learners.		
7.2	An organized layout (i.e., logical, consistent, uncluttered) is established for easy navigation on the Moodle page.		
7.3	The content provided is based on accessibility standards (includes text, font usage, tables, etc.)		
7.4	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.		
7.5	For video-only a text equivalent (caption, transcript) is provided.		
7.6	Text, images, or objects, which contain working hyperlinks, provides a description, and makes sense out of context. Descriptions are easily read by assistive technology (avoid using "click here")		
		Total	

Final Score: /68

Additional Comments:
