SCPS Online Course Design Rubric

The Course Objectives part is comprised of 21 objectives organized into 6 sections as follows:

1. Course Overview and Introduction (5 objectives)
2. Learning Activities and Assessment (4 objectives)
3. Students Interaction and Community (3 objectives)
4. Facilitation and Instruction (5 objectives)
5. Technology for Teaching and Learning (2 objectives)
6. Accessibility and Universal Design (2 objectives)

Please read each section title and objective carefully. Examples are provided to promote clarity. Use the ratings scale below to effectively assess how well you met each objective. It is helpful to make comments on each objective as to where/how the objective is being met and/or addressed in your course. See example below.

3	Exceeds/Always	Criterion evidence is clear, appropriate for the course, and demonstrates "best practices."
2	Meets/Often	Criterion evidence is clear and appropriate for the course, but there is some room for enhancement
1	Partially meets/Sometimes	Criterion evidence exists but needs to be presented more clearly and/or further developed.
0	Does not meet/Rarely or Never	No criterion evidence exists, or is present but not appropriate for the course.
NA	Objective does not apply to the course	It may be something only a fully online course would need and you are teaching a blended course for example.

Example

Objectives	Example	Rating
1.1 Instructor uses the course site to provide clear and detailed instructions for students to begin accessing all course components, such as the syllabus, class schedule, assignments, and resources.	A welcome message introducing course structure/ components is highly recommended. Message can be sent through Announcements, Site Email, or posted directly to the Home page. Message should include clea[r] instructions for students about how to begin coursewor[k]	
Feedback:		

Section 1. Course Overview and Introduction (5 objectives)		
Objectives	**Example**	**Rating**
1.1 Instructor uses the course site to provide clear and detailed instructions for students to begin accessing all course components, such as the syllabus, class schedule, assignments, and resources.	A welcome message introducing course structure/ components is highly recommended. Message can be sent through the Announcements tool or posted directly to the Home page. Message should include clear instructions for students about how to begin coursework.	
1.2 Detailed instructor information is available to students and includes contact information, availability information, brief biographical information, and a picture of the instructor.	Instructor introduces him/herself to the class and provides more than one way to be contacted such as email, phone, and/or office hours (in-person and/or online). Instructor information can be posted to the class site on the Home page or by using the Announcements or Discussions tools.	
1.3 Course description is posted to the class site and includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.	Instructor introduces the purpose of the course, the course format (online/blended), and any prerequisite knowledge required. Course description can be posted to the class site on the Home page or by using the Announcements tool.	
1.4 Navigation throughout the online components of the course is logical, consistent, and efficient.	The course structure is consistent throughout the site. Asynchronous discussions are organized and clearly defined. Use of one of the SCPS Canvas templates is recommended.	
1.5 Online etiquette expectations for various forms of course communication and dialog (e.g., chat, email, online discussion) are presented and clear to the student.	Rules of conduct may include use of the language and formatting. See further at [Netiquette: Make it Part of Your Syllabus](#)	
Feedback:		

Section 2. Learning Activities and Assessment (4 objectives)		
Objectives	**Example**	**Rating**
2.1 The learning activities (including the assignments, readings, and ungraded activities) promote the achievement of the student learning outcomes.	Learning activities are clearly aligned with the achievement of the stated learning outcomes. E.g., a multiple choice test would not be the best way to assess an objective such as "Students will employ computer-based audit testing techniques to conduct analytical review procedures of a company's financial statements". Rather, an auditing case study would allow students to apply their knowledge in a real-world based scenario.	
2.2 The course learning activities help students understand fundamental concepts, and build skills useful outside of the course.	Learning activities engage students in learning some basic concepts, but also give students opportunities to use higher level learning skills such as apply, analyze, etc., to make connections with real-world problem solving.	
2.3 The assessment instruments (e.g., rubrics, grading sheets) are detailed and appropriate to the student work and respective outcomes being assessed. This includes assessing modes of online participation and contributions.	There are multiple ways for students to demonstrate competence or mastery. E.g., research project, paper, tests, presentations, or multimedia projects. Students are not just graded for online participation but the quality of their participation and contributions. A clear articulation of requirements to be successful at the assignment must be present.	

Adapted from the Quality Online Learning and Teaching (QOLT) Instrument
California State University, Quality Assurance Program (qa.csuprojects.org)

2.4 Instructor provides opportunities for students to reflect on their learning and connect their individual learning goals with the expectations (stated learning objectives and outcomes) of the instructor.	Instructor asks students questions to compare what they can do now, having met the student learning objectives, with what they could do prior to taking the course.	

Feedback:

Section 3. Student Interaction and Community (3 objectives)		
Objectives	**Example**	**Rating**
3.1 At the beginning of the course, instructor provides an opportunity to have students self-introduce to develop the sense of community.	Instructor may encourage students to post their pictures and share some personal information such as hobbies to build the community at the beginning. An ideal place to do this is in the Discussions tool.	
3.2 The modes and requirements for student interaction are clearly communicated.	Requirements for participation (e.g., frequency, length, timeliness) are included in the syllabus and/or in the description of the assignment.	
3.3 Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement.	If group work is required, a statement of the task is provided, with clear and concise outcomes that are appropriate and reasonable. Rules for forming groups, assigning roles, benchmarks and expectations of group participants clearly are stated.	

Feedback:

Section 4. Facilitation and Instruction (5 objectives)		
Objectives	**Example**	**Rating**
4.1 Instructor helps students understand importance of course topics and related outcomes	Instructor sequences and moderates content delivery and related activities while keeping assessments, assignments, and activities aligned to the stated learning objectives and outcomes.	
4.2 The instructor helps keep course participants engaged and participating in productive dialogues.	Instructor clearly explains his or her role regarding participation in the online environment. Instructor, as moderator, guides students who have gotten "off track" back to the tasks and related outcomes.	
4.3 The instructor provides feedback in a timely fashion.	Instructor uses Canvas efficiently to respond to student work submissions with scores and feedback related to strengths and/or weaknesses.	
4.4 Throughout the semester, instructor provides multiple opportunities to solicit feedback from their students about their learning and on the course.	Instructor may consider the use of surveys, discussion forums, or item analyses to collect feedback or attitudinal data (that goes beyond student learning outcomes) on the effectiveness or difficulty of the resources and activities (e.g., "Muddiest Point"), or item analysis of test questions in order to improve the course in the future. Use of mid-semester course evaluations is recommended.	
4.5 Instructor sends reminders of due	Instructor enters all date ranges and due dates into Canvas, and	

dates and duration of respective modules, as well as other instructions to keep students on task.	reminders are sent to students.	

Feedback:

Section 5. Technology for Teaching and Learning (2 objectives)		
Objectives	**Example**	**Rating**
5.1 The tools and media support the course learning objectives/outcomes.	Examples include use of videos, images, animation, or any other multimedia materials to demonstrate the process of photosynthesis.	
5.2 Technological tools and resources used in the course enable student engagement and active learning.	Instructor uses collaborative tools such as Discussions, Zoom, or Google docs to work on group projects and to engage students in mediated learning. The course uses a virtual classroom for synchronous web conferencing (e.g., Zoom). Group tools are used to enhance peer-to-peer engagement.	
Feedback:		

Section 6. Accessibility and Universal Design (2 objectives)		
Objectives	**Example**	**Rating**
6.1 Syllabus (or similar) links to UVA accessibility information and policies, whether it is required or recommended that instructors do so.	See UVA Sample Syllabus Statements Regarding Disabilities for a list of sample syllabus statements regarding accommodations or support for students with disabilities. Instructor provides the UVA ADA compliance statement and information on Accessibility within Canvas and/or provides a link to the UVA disability services.	
6.2 Course materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.	Text formatting and document organization, navigation and links, images and graphics, tables, and background and colors accommodate assistive technology. (e.g., the link to take a quiz says, "Take Quiz 1," NOT "Click Here". Images and graphics have Alternate Text Tags. File formats including audio and video, Word, PowerPoint, and PDF are all accessible. (e.g., videos are captioned or a text script is provided). If accessibility of a particular course resource or activity is not practicable, instructor provides an equally effective accessible alternative for students.	
Feedback:		