

Example UCCS OSCQR Rubric [UCCS OSCQR 3.1.3]

	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	
<i>Estimated time needed for revision:</i>		<i>1/2 hour or less</i>	<i>1/2-2 hours</i>	<i>2+ hours</i>		Action Plan

1. COURSE ALIGNMENT							
1	1	Course objectives are clearly articulated, describe a single discrete behavior, support learner achievement of program objectives, and define the measurement of success.					
	2	Module objectives are clearly articulated, describe a single discrete behavior, support learner achievement of course objectives, and define the measurement of success.					
	3	Course and module objectives are appropriate to the academic level of the course and consistent with the course series (if applicable).					
	4	Learning materials and activities demonstrably support the achievement of module and course objectives.					
	5	Assessments measure progress towards and/or achievement of module and course objectives.					
	6	The relationship between all content, activities, assessments and module, course objectives is clearly and explicitly stated to learners.					
	7	Technology tools clearly support learner achievement of module and course objectives and elevate learner engagement.					

2. GETTING STARTED AND OVERVIEWS							
2	8	Course includes information about required technology tools (websites, software, and hardware), requisite skills for use, support resources, and links to privacy policies.					
	9	Course provides links to relevant campus policies on plagiarism, computer use, filing grievances, disability accommodation, etc.					
	10	Course presents information on navigating the course, locating and/or purchasing learning materials, and a list of next steps students should complete as preparation for success in the course					
	11	An overview is provided for the course overall and for each module that informs learners how to navigate, relevant course and module objectives, and what tasks are due.					
	12	Tentative course schedule provided with due dates for all activities and assessments, learning materials, and relevant academic calendar information (e.g., Spring Break, drop/withdraw deadline).					
	13	Welcome Announcement posted that includes course details, how to access the course, technical requirements, accessibility information, instructor contact information, and guides students to a Getting Started module.					
	14	Syllabus states the duration, purpose, and structure of the course and how the course is delivered based on the current accepted instructional modes .					
	15	Syllabus includes instructor/student interaction requirements, expectations, and communication preferences as well as contact information for the instructor, department, and program.					
	16	Syllabus features measurable, student-focused course objectives prominently.					
	17	Course grading policies, including consequences of late submissions, are clearly stated in the syllabus.					
18	Resources for student success (e.g., institutional supports, course-specific strategies) are readily available.						

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19	Syllabus is easily printable (PDF or HTML) and appropriately divided into logical, related sections using preformatted headings.						
3. ORGANIZATION AND REPRESENTATION							
3	20	Course, content, and associated technology tools are easy to access and navigate; extraneous information (e.g., irrelevant privacy policies, information from previous semesters) is removed from course content.					
	21	Course organization is logical and consistent throughout; modules separate content into distinct learning units, broken up by topic or by week.					
	22	Each module Overview contains introductory information and lists of: module objectives, associated course objectives, learning materials, activities, and assessments.					
	23	Content pages have appropriate titles, group related learning materials together, and use consistent iconography and color.					
	24	Large blocks of information on Pages are divided into sections using headings or separate content pages.					
	25	All learning materials include copyright or licensing information, model proper attribution, and explicitly state any permissions granted by the copyright owner.					
	26	HTML (Pages) is used as the primary delivery method for text content, excluding copyrighted materials.					
	27	Open Educational Resources and low- or no-cost learning materials are utilized prominently.					
	28	Course offers access to a variety of learning material types (e.g., text, video, hyperdocs) that facilitate communication and collaboration, deliver content, and provide options for engagement.					
	29	Diverse sources and voices are represented in learning materials.					
30	Course navigation menu is aligned with how learners progress through the course (i.e., extraneous tools and links are removed from course navigation).						
4. ACCESSIBLE COURSE DESIGN							
4	31	All technology tools include accessibility information (e.g., an accessibility statement).					
	32	Contrast between text and background colors in pages and any images is sufficient (text:background ratio of 4.5:1 for normal-sized text and 3:1 for large text greater than 18 point); text in documents (Word, PDF) uses sans serif font and size is at least 12 pt. Canvas does this automatically.					
	33	Content is properly formatted using preformatted styles (e.g., Title, Normal, H2, Paragraph), including all PDFs, slideshow presentations, Word documents, and HTML pages.					
	34	All documents (Word, PDF, PowerPoint) in content are printable and/or downloadable.					
	35	Hyperlinks use descriptive text instead of raw URLs or phrases such as "click here".					
	36	Tables are used for tabular data (not page layout), contain header rows or columns, and include a caption and summary.					

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37	All text and images provide the same information when viewed with or without color and color is not used to convey meaning to learners in content or communication.						
38	All images, including images in content such as PDFs, have appropriate, descriptive alt text (or summaries) and decorative images are labeled as decorative.						
39	All video content includes accurate closed captioning (automatic captioning may require editing) and audio content is accompanied by a transcript, including all instructor-generated media.						
40	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.						
41	All activities and assessments include clear instructions, due dates, and submission guidelines (i.e., what is to be submitted, acceptable file formats, where to submit).						

5. ENGAGEMENT AND INTERACTION

5	42	Learning materials, activities, and planned learner-instructor interactions integrate getting to know the instructor (e.g., personality, online presence)					
	43	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).					
	44	Course contains activities intended to build a sense of class community, support open communication, and establish trust (e.g., class introductions, course questions discussion).					
	45	Expectations for timely and regular interaction with the instructor are clearly stated (feedback, additional help, questions, mode preference).					
	46	Activities help learners develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.					
	47	Course provides activities that emulate real world applications of the discipline and connect the learning experience with personal context.					
	48	Course leverages varied types of activities and options for learners to engage with the instructor, their peers, and the content.					
	49	Learning activities incorporate varied learner interactions (i.e., self-reflection, one-on-one, small group, whole class).					
	50	Levels of difficulty and complexity in learning activities are scaffolded throughout the course.					
	51	Learners are encouraged to share outside resources, inject knowledge from diverse sources of information and their personal experiences, and further the discussion in their course interactions.					
52	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.						
53	Technical skills required for participation in course activities provide opportunities for guided orientation and learner-driven practice.						

6. ASSESSMENT AND FEEDBACK

54	Course objectives associated with assessments are clearly stated within assessment information.						
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6	55	Activities include evaluation criteria and clearly articulate expectations (e.g., rubrics, exemplars).					
	56	Course offers learners options for demonstrating learning and achievement of learning objectives through multiple activities and assessments without relying exclusively on limited summative or cumulative assessments.					
	57	The course offers opportunities to provide formative feedback on the achievement of learning objectives					
	58	Assessments with a prolonged duration are scaffolded and provide the opportunity to receive constructive feedback (e.g., drafts, peer review).					
	59	Learners have easy access to a logical and frequently-updated gradebook.					

OVERALL NARRATIVE