# [EOCR]

# ENGAGED ONLINE COURSE RUBRIC

**THE UNIVERSITY OF TENNESSEE KNOXVILLE**

DIGITAL LEARNING

## HOW TO USE THIS EOCR CHECKLIST

The Engaged Online Course Rubric (EOCR) contains a set of guidelines that represent research-based best practices in online course design and development. There are seven general standards which cover essential aspects of a quality online course at UTK. This checklist includes all the standards and can be used by instructional faculty to self-assess the quality of their overall course, or a specific element such as learner interaction. The checklist is also useful for providing feedback to colleagues about the design of their online classes.

For more information regarding the rubric and the EOC Review process visit:
**https://tiny.utk.edu/EOCReview**

## HOW THE EOCR SUPPORTS REGULAR AND SUBSTANTIVE INTERACTION (RSI)

The U. S. Department of Education (ED) requires that online courses ensure regular and substantive interaction between student and instructor. RSI is one of the factors the ED uses to distinguish online education from correspondence education, the latter of which is not eligible for federal financial aid.

Standards that support RSI are noted in the rubric with (🏁).

These standards address specific communication and engagement practices that, when implemented in the design and delivery of an online course, support RSI. For more detailed information on RSI compliance, visit the **EOC Review page** or download this **quick reference guide**.

## REFERENCES:

The State University of New York. (2021, October 17, 2021). The SUNY Online Course Quality Review Rubric – OSCQR. **https://oscqr.suny.edu/**

Quality Matters. (2021, September 29). Higher Ed Course Design Rubric. **https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric**

EOC

THE UNIVERSITY OF TENNESSEE KNOXVILLE

HIGH QUALITY
Online Course

**Course Name:** _____

**Instructor:** _____

**Peer Reviewer (if applicable):** _____

**Date Reviewed:** _____

## STANDARD 1
# COURSE OVERVIEW & INFORMATION

**Overview Statement:** The course overview and introduction set the tone for the course, inform students about what to expect, introduce course learning objectives or competencies, and provide guidance for student success.

YES   NO   N/A

| # | | YES | NO | N/A |
|---|---|---|---|---|
| 1.1 | Course includes "welcome" content and instructions on how to get started. | | | |
| 1.2 | An easily accessible orientation is provided and includes the purpose and structure of the course, the mode of course delivery, assignment schedule, assessment schedule, and a predictable feedback schedule. ⚑ | | | |
| 1.3 | Course provides instructor contact information, availability information, virtual office hours, communication preferences, and response time to messages | | | |
| 1.4 | A self-introduction is provided by the instructor and is available in the course site. ⚑ | | | |
| 1.5 | Minimal technology requirements including reliable internet access, required hardware, software, media players, plug-ins, peripherals (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 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. | | | |
| 1.8 | Communication expectations and guidelines for online discussions, email, and other forms of interaction are clearly stated. | | | |
| 1.9 | Learners have an opportunity to introduce themselves at the beginning of the semester. | | | |
| 1.10 | Course objectives / learning outcomes or competencies are clearly defined and measurable. | | | |

## STANDARD 2
# ASSESSMENT/MEASUREMENT & FEEDBACK

**Overview Statement:** Assessments and measurement are designed and implemented in alignment with the course learning objectives or competencies and not only allow the instructor a determination of learners' mastery of content, but also allow learners to track their learning progress throughout the course.

YES   NO   N/A

| # | | YES | NO | N/A |
|---|---|---|---|---|
| 2.1 | Assessments, including quizzes, assignments, exams, capstone projects, etc., measure the achievement of the stated course learning objectives or competencies. | | | |
| 2.2 | The course grading policy is clearly stated and available at the beginning of the course. | | | |
| 2.3 | Learners have easy access to a well-designed and up-to-date gradebook. | | | |
| 2.4 | The instructor's plan for responding to learner inquiries and providing regular and substantive feedback is clearly stated. ⚑ | | | |
| 2.5 | The course provides learners with opportunities to review their own performance and track their learning progress, e.g., pre-tests, self-tests with feedback, reflective assignments, etc. | | | |

# STANDARD 3
## COURSE CONTENT & ACTIVITIES

**Overview Statement**: This standard focuses on supporting the course objectives or competencies through various instructional materials and activities, including those that promote active learning and engagement.

**3.1** The course content and learning activities promote the achievement of the stated learning objectives or competencies.

**3.2** The course uses various types of instructional materials.

**3.3** Instructional materials used in the course represent various learner experiences and cultures.

**3.4** Course activities promote engagement through active, experiential, or collaborative learning.

**3.5** Course content and activities represent current theory and practice in the discipline.

**3.6** Course materials and resources provide source references and permissions for use, copyright and licensing status, or permissions to share where applicable.

# STANDARD 4
## LEARNER INTERACTION

**Overview Statement:** Rich learning experiences include environments where learners can interact with the instructor, their classmates, and course content. Providing authentic environments for learner interaction creates deep and meaningful (collaborative-constructivist) learner-to-learner and learner-to-instructor experiences.

**4.1** Instructor's plan for interacting with students during the course is clearly stated and is easily accessible.

**4.2** The requirements for learner interaction and participation (both learner-learner and learner-instructor) are stated and easily accessible.

**4.3** Learner interactions intend to build a community and promote collaboration to facilitate learning and engagement (e.g., ice-breaker activities, dedicated discussion forums).

**4.4** Learner is provided regular engagement opportunities with the instructor throughout the length of the course. (e.g., prompted discussion boards, emails, office hours).

# STANDARD 5
## LEARNER SUPPORT & WELLNESS

**Overview Statement:** It is important that online learners are aware of and encouraged to access the support resources and services available to them. In this standard, five types of support services are addressed: academic support, accessibility support, mental health and wellness support, technical support, and program or department level support if available.

**5.1** Course instructions articulate or link to UTK's academic support services and resources that promote learner success.

**5.2** Course instructions articulate or link to UTK's mental health and wellness support services.

**5.3** Course instructions articulate or link to UTK's accessibility policies and services.

**5.4** Course instructions articulate or link to UTK's technical support services.

**5.5** If available, department and/or program level support services are described and easily accessible within the course introduction or syllabus.

# STANDARD 6
## COURSE TECHNOLOGY & TOOLS

**Overview Statement:** The technologies and various tools used in the course facilitate rather than impede the learning process, are easily accessible, and align with course objectives or student learning outcomes.

YES   NO   N/A

**6.1** The tools used in the course support the course objectives, competencies, or student learning outcomes.

**6.2** The tools used in the course promote learner engagement and active learning.

**6.3** Frequently used technology tools are easily accessed and unused tools are hidden from the main menu.

**6.4** Students practice required technical skills through orientation, practice, and application.

**6.5** Course provides learners with information on protecting their data and privacy.

# STANDARD 7
## ACCESSIBILITY & USABILITY

**Overview Statement:** The course design reflects a commitment to accessibility, ensuring all learners can access all course content and activities, and a commitment to usability, ensuring all learners can easily navigate and interact with course components.

YES   NO   N/A

**7.1** Course navigation facilitates ease of use.

**7.2** Information is provided about the accessibility of all technologies required in the course.

**7.3** The course provides alternative means of access to multimedia content in formats that meet the needs of every learner.

**7.4** Text content is available in an easily accessed format, preferably HTML. Text content in all documents, including PDF and text in/within images, is readable by assistive technology.

**7.5** For every image a text equivalent ("alt" tag) is provided.

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