  
**Online Course Review Rubric**

# Standard 1: Course Overview and Introduction

The overall design of the course is made clear to the learner at the beginning of the course.

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| Specific Review Standards | Points | Met | Not Met |
| 1.1 Instructions make clear how to get started and where to find various course components. | 3 |  |  |
| 1.2 Learners are introduced to the purpose and structure of the course. | 3 |  |  |
| 1.3 The syllabus is clearly labeled and can be easily found in a tab that is labeled “syllabus.” | 3 |  |  |
| 1.4 The course contains orientation materials in a tab labeled “start here.” | 3 |  |  |
| 1.5 Communication expectations for online discussions, email, and other forms of interaction are clearly stated. | 2 |  |  |
| 1.6 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. | 2 |  |  |
| 1.7 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. | 2 |  |  |
| 1.8 Computer skills and digital information literacy skills expected of the learner are clearly stated. | 1 |  |  |
| 1.9 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated. | 1 |  |  |
| 1.10 The self-introduction by the instructor is professional and is available online. | 1 |  |  |
| 1.11 Learners are asked to introduce themselves to the class. | 1 |  |  |

# Standard 2: Learning Objectives

Learning objectives or competencies describe what learners will be able to do upon completion of the course.

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| Specific Review Standards | Points | Met | Not Met |
| 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. | 3 |  |  |
| 2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. | 3 |  |  |
| 2.3 Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course. | 3 |  |  |
| 2.4 The relationship between learning objectives or competencies and learning activities is clearly stated. | 3 |  |  |
| 2.5 The learning objectives or competencies are suited to the level of the course. | 3 |  |  |

# Standard 3: Assessment and Measurement

Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

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| Specific Review Standards | Points | Met | Not Met |
| 3.1 The assessments measure the achievement of the stated learning objectives or competencies. | 3 |  |  |
| 3.2 The course grading policy is stated clearly at the beginning of the course. | 3 |  |  |
| 3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work, and their connection to the course grading policy is clearly explained. | 3 |  |  |
| 3.4 The assessments used are sequenced, varied, and suited to the level of the course. | 2 |  |  |
| 3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback. | 2 |  |  |

# Standard 4: Instructional Materials

Instructional materials enable learners to achieve stated learning objectives or competencies.

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| Specific Review Standards | Points | Met | Not Met |
| 4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies. | 3 |  |  |
| 4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained. | 3 |  |  |
| 4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials. | 2 |  |  |
| 4.4 The instructional materials represent up-to-date theory and practice in the discipline. | 2 |  |  |
| 4.5 A variety of instructional materials is used in the course. | 2 |  |  |

# Standard 5: Learning Activities and Learner Interaction

Learning activities facilitate and support learner interaction and engagement.

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| Specific Review Standards | Points | Met | Not Met |
| 5.1 The learning activities promote the achievement of the stated learning objectives or competencies. | 3 |  |  |
| 5.2 Learning activities provide opportunities for interaction that support active learning. | 3 |  |  |
| 5.3 The instructor’s plan for interacting with learners during the course is clearly stated. | 3 |  |  |
| 5.4 The requirements for learner interaction are clearly stated. | 2 |  |  |

# Standard 6: Course Technology

Course technologies support learners’ achievement of course objectives or competencies.

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| Specific Review Standards | Points | Met | Not Met |
| 6.1 The tools used in the course support the learning objectives or competencies. | 3 |  |  |
| 6.2 Course tools promote learner engagement and active learning. | 3 |  |  |
| 6.3 A variety of technology is used in the course. | 1 |  |  |
| 6.4 The course provides learners with information on protecting their data and privacy. | 1 |  |  |

# Standard 7: Learner Support

The course facilitates learner access to institutional support services essential to learner success.

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| Specific Review Standards | Points | Met | Not Met |
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. | 3 |  |  |
| 7.2 Course instructions articulate or link to the institution’s accessibility policies and services. | 3 |  |  |
| 7.3 Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course. | 3 |  |  |
| 7.4 Course instructions articulate or link to the institution’s student services and resources that can help learners succeed. | 1 |  |  |

# Standard 8: Accessibility and Usability

The course design reflects a commitment to accessibility and usability for all learners.

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| Specific Review Standards | Points | Met | Not Met |
| 8.1 Course navigation facilitates ease of use. | 3 |  |  |
| 8.2 The course design facilitates readability. | 3 |  |  |
| 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. | 3 |  |  |
| 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners. | 2 |  |  |
| 8.5 Course multimedia facilitate ease of use. | 2 |  |  |
| 8.6 Vendor accessibility statements are provided for all technologies required in the course. | 2 |  |  |

# Additional Requirement

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| The course adheres to the online course identity verification policy and the syllabus communicates specific details about this requirement to students. | 3 |  |  |