Innovative Education (InEd) Online Course Quality Review Rubric

Faculty Developer: **Course Prefix, Number & Title:**

I. Course Overview and Introduction	
1a. Clear instructions for how to get started and succeed in the course are provided, e.g. Start at Modules > Read the Syllabus > Take the Syllabus Quiz	Met Unmet
1b. Prerequisite knowledge, skills or courses are listed (including minimum technical skills)	Met Unmet
1c. The purpose/overarching outcomes of the course are stated	Met Unmet
1d. Netiquette expectations (how to communicate in the online environment) are provided	Met Unmet

1e. The following institutional/course policies are addressed:
  i.   Late work
  ii.   Response time for replies and feedback
  iii.   The course grading policy is stated clearly
  iv.   Honor Code/Academic Integrity
  v.   First day "attendance" i.e. check into the course
  vi.   ADA Statement (how to obtain accommodations)
  vii.   Religious Observances
	Met Unmet
	Met Unmet
	Met Unmet
	Met Unmet
	Met Unmet
	Met Unmet
	Met Unmet

II. Objectives – Outcomes - Competencies	
2a. Course-level objectives align with course-level outcomes that are measurable	Met Unmet
2b. Unit/module objectives align with unit/module outcomes that are measurable	Met Unmet
2c. Objectives/outcomes are written in student friendly language	Met Unmet
2d. Instructions for how to meet the learning objectives/outcomes are clear	Met Unmet
2e. The objectives/outcomes are appropriate for the level of the course	Met Unmet

III. Instructional Materials	
3a. The required instructional materials contribute directly to the achievement of the stated course-level and module/unit learning outcomes	Met Unmet

3b. The purpose of instructional materials and how the materials are to be used for accomplishing outcomes are clearly explained	Met	Unmet
3c. All resources and materials used in the course are appropriately cited	Met	Unmet
3d. The instructional materials are current	Met	Unmet
3e. The instructional materials present a variety of perspectives on the course content	Met	Unmet
3f. The distinction between required and optional materials is clearly stated	Met	Unmet
3g. Images are meaningful and contribute to achievement of outcomes	Met	Unmet

IV. Assessment		
4a. The types of assessments selected to measure the stated learning outcomes are consistent with course materials and assignments/activities	Met	Unmet
4b. Descriptive criteria are provided for the evaluation of students' participation and assignments and are tied to the course grading policy, i.e. rubrics provided to students	Met	Unmet
4c. The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed	Met	Unmet
4d. Students receive meaningful and frequent feedback that can be used to improve or master the accomplishment of learning outcomes	Met	Unmet
4e. Students have multiple opportunities to measure their own learning progress	Met	Unmet

V. Learner Interaction and Engagement		
5a. The learning activities/assignments support the accomplishment of the stated learning outcomes	Met	Unmet

5b. Learning activities/assignments provide opportunities for various types of interaction, including: **(2)**
    a. student-student
    b. student-instructor
    c. student-content
	Met
	Met
	Met
		Unmet
		Unmet
		Unmet

5c. The expectations for student interaction are clearly articulated	Met Unmet

VI. Technology and Media	
6a. The course technologies and media are current	Met Unmet
6b. Tools and media support the course objectives/outcomes	Met Unmet
6c. Tools and media support student engagement and guide the student to become an active learner	Met Unmet
6d. Navigation throughout the course is simple, consistent, and efficient	Met Unmet
6e. Required technologies are easily accessible to students	Met Unmet

VII. Learner Support and Accessibility	

7. The course instructions articulate or link to:
   a. clear description of the technical support offered and how to access it
   b. how students can access student support services
   c. an explanation of how the institution's academic support services and resources can help students succeed in the course
   d. alternatives to auditory and visual content
	Met Unmet
	Met Unmet
	Met Unmet
	Met Unmet
	Met Unmet