VALENCIA COLLEGE

Rubric for Online Competencies: Criteria for Quality Course Design and Delivery

This rubric, **effective March 2018**, contains criteria for online courses in the sections of Start Right, Accessibility and Usability, Learning Outcomes, Course Activities, Instructional Materials, Course Technology, Course Support, and Engaged Teaching.

Within each section, instructors will utilize the **Quality Course Design Criteria** to review an online course. Similarly, the **Delivery Criteria** will be used to evaluate the alignment between the Design Criteria and the observable actions completed by the instructor. The Delivery Criteria are aligned with one or more performance indicators from the Essential Competencies of a Valencia Educator listed below:

ASMT	**INDV**	**LCTP**	**LFMP**	**LOBP**	**PRFC**	**SOTL**
Assessment	Inclusion & Diversity	Learning-centered Teaching Practice	LifeMap	Outcomes-based Practice	Professional Commitment	Scholarship of Teaching & Learning

This rubric supports faculty as they develop, redesign, and deliver quality online courses that improve the online student learning experience; it is designed for the purpose of continuous improvement of quality online learning. Additionally, it supports peer and dean review of quality online course design and delivery.

Rubric Instructions: Read each criterion statement carefully. Consider the **Annotations** and **Resources** for further explanations and examples. The resources include essential competency acronyms and the performance indicators addressed by each criterion. The number represents the order in which the performance indicators are presented on the TLA website.

Additionally, in each resources section, the first link will navigate to a self-enrolled Canvas resource containing examples from ROC reviewed courses. *Note*: The first time selecting these examples, faculty will be prompted to self-enroll into the course to gain access.

- ✔ A design criterion is **met** if there is a clear presence of defined online components. A delivery criterion is met with appropriate evidence of instructor actions.
- ✔ A criterion is **not met** if the content does not exist or if the evidence is incomplete.
- ✔ A criterion is **not applicable** if it does not apply to the course being reviewed.

1 Start Right *In Section 1, the Design Criteria are used to review general course information, start right content, and the clear presence of online components. The Delivery Criteria describe actions to support the Design Criteria. In this section, information aligns with the **Essential Competencies of Inclusion and Diversity, LifeMap, Assessment, Outcomes-based Practice** and **Learning-centered Teaching Practices.***

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
1.1 Course features a dedicated orientation module that serves as an obvious starting point.	___	___	**1.1** Instructor directs students to a clear course starting point within the orientation module.	___	___	**Annotations** An orientation module could be defined as a designated space for Start Right materials; this may include directions/labels such as "Start Here" or "Getting Started". These labels are clearly visible when the course is opened. **Resources** Orientation Module as Starting Point Examples LFMP 5
Feedback:			**Feedback:**			
1.2 Course includes a syllabus, which is easily located.	___	___	**1.2** Instructor develops a syllabus consistent with college/department syllabus guidelines. The document is clearly labeled, available to students, and easily located.	___	___	**Annotations** Instructor updates course with a current syllabus, for the entire term, consistent with syllabus guidelines. Guidelines are provided by the program or department. A clearly labeled syllabus can be accessed in the course. It is considered best practice to provide the syllabus to students approximately a week before a course starts. The content of the syllabus may be populated into the Syllabus link or embedded as a document link **Resources** Course Syllabus Examples Example Syllabus Checklist LFMP 1
Feedback:			**Feedback:**			
1.3 Course includes a course schedule for the entire term, which is easily located.	___	___	**1.3** Instructor creates an accurate course schedule for the entire term. The document is available to students and easily located.	___	___	**Annotations** Instructor updates course with a current course schedule for entire term. The course schedule is labeled as "Course Summary" and is accessed through the Syllabus link. **Resources** Course Schedule Examples Course Summary Example LFMP 1
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
1.4 Orientation module contains directions on how to navigate the class environment and the description of overall course structure.	___	___	**1.4** Instructor provides communication that directs students on how to navigate the class environment and the course structure.	___	___	**Annotations** Best practices include sending a pre-orientation informational message, via Learning Management System (LMS) or Atlas, including - how to log in and get started - required course materials - how to get course materials Course structure is described as using logical segments that organize a class. Examples include weekly modules, chapters, topics, etc. **Resources** Course Navigation Examples LFMP 1, 2, 6
Feedback:			**Feedback:**			
1.5 Orientation module includes a catalog description and learning outcomes/competencies.	___	___	**1.5** Instructor labels the current course catalog description and course learning outcomes/competencies from the Course Information Management (CIM).	___	___	**Annotations** Course learning outcomes and catalog description are provided in the Valencia College course outlines accessed through the Course Information Management, CIM system. In the course, learning outcomes are easily identifiable and prominently stated. **Resources** Catalog Description and Course Learning Outcomes Examples Course Information Management LOBP 2, 7
Feedback:			**Feedback:**			
1.6 Orientation module includes mandatory prerequisite knowledge in the discipline and/or any required skills/competencies.	___	___	**1.6** Instructor labels the required prerequisite knowledge in the discipline and/or any skills/competencies in the orientation module.	___	___	**Annotations** Prerequisites and/or required competencies are found in the CIM system on the course outline. **Resources** Prerequisites and/or Required Competencies Examples Course Information Management LFMP 4
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
1.7 Orientation module includes a multimedia message with an instructor introduction.	___	___	**1.7** Instructor creates a personalized welcome multimedia message.	___	___	**Annotations** A welcome multimedia message can include a personalized introduction by the instructor; this may include various content types such as text with images, audio, video, animations, or interactive subject matter. Examples of content could include • an up-to-date personal introduction • graphic significant to discipline or personal photos • course overview • syllabus review • course schedule **Resources** Multimedia Message Examples LFMP 2
Feedback:			**Feedback:**			
1.8 Orientation module includes course policies and course expectations for students and instructors.	___	___	**1.8** Instructor provides course policies and course expectations for the student and instructor in the orientation module.	___	___	**Annotations** Instructor can provide policies and expectations via the orientation module or the syllabus. Expectations of performance and behavior from students and the instructor are defined. Clear ways to ensure student understanding of policies and expectations include syllabus quiz, student contract, scavenger hunt, etc. **Resources** Course Policies & Course Expectations Examples ASMT 5 LFMP 5
Feedback:			**Feedback:**			
1.9 Orientation module includes course communication protocol.	___	___	**1.9** Instructor provides course communication protocol in the orientation module and consistently models proper usage of netiquette.	___	___	**Annotations** Instructor includes communication guidelines and consistently models actions for student behaviors such as netiquette and similar class expectations. **Resources** Course Communication Protocol Examples Principles For How We Treat Each Other Valencia Netiquette Title IX LFMP 5
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
1.10 Orientation module includes grading criteria and policies for the entire term.	___	___	**1.10** Instructor defines grading criteria and communicates policies for the entire term in the orientation module.	___	___	**Annotations** Instructor provides students with information to explain how grades are calculated, the grading scale, and grading policies for the entire term **Resources** Grading Breakdown & Policies Examples ASMT 5
Feedback:			**Feedback:**			
1.11 Orientation module includes minimum technical skills expected of the student.	___	___	**1.11** Instructor directs students to information regarding technical skills needed for the course in the orientation module.	___	___	**Annotations** Instructor includes a description of the basic computer technical skills the student should possess to navigate successfully through the technologies associated with the course. Examples of technical skills could include simple understanding of Microsoft Office applications, basic internet navigation skills, and multimedia awareness. Instructors can provide tutorials for using online tools when instructions are initially given, or as technical issues arise for students. **Resources** Technical Skills Examples Canvas Student Getting Started Guide Canvas Student Guide Student Skillshops LFMP 5 INDV 1
Feedback:			**Feedback:**			
1.12 Orientation module clearly states the course technology requirements and includes active technical support links and/or information.	___	___	**1.12** Instructor directs students to clear information about technology requirements and clearly labels LMS and active technical support links and/or information in the orientation module and course.	___	___	**Annotations** Instructor provides information, instructions, and/or access to required tools within the course and provides clear explanations of optional technology, including any additional costs. Active links are located within the course where students will use the technology (i.e. near the materials requiring its use) **Resources** Technology Requirements & Technology Statement Examples Browser and Computer Requirements Canvas Support Online Course Resources LFMP 4, 5
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
1.13 Orientation module provides written definitions of activities that constitute plagiarism and/or academic misconduct, as well as consequences of such behavior.	___	___	**1.13** Instructor directs students to the orientation module for guidelines regarding online academic integrity and results of misconduct.	___	___	**Annotations** Instructor includes an academic integrity statement and Valencia Academic Dishonesty Policies. The instructor provides examples of unacceptable actions and their consequences within this course.
						Resources Academic Integrity Statement Examples Valencia Academic Dishonesty Policy Title IX Online Remote Proctoring Academic Integrity Examples LFMP 4, 5
Feedback:			**Feedback:**			
1.14 Orientation module provides information about how students with disabilities may receive accommodations.	___	___	**1.14** Instructor includes accurate information for Office for Students with Disabilities (OSD) and how students with disabilities may receive accommodations.	___	___	**Annotations** Instructor provides contact information to OSD and how students with disabilities may receive accommodations.
						Resources Office for Students with Disabilities (OSD) Examples Office for Students with Disabilities Faculty Resource Guide INDV 1, 4, 6
Feedback:			**Feedback:**			
1.15 Orientation module includes a link and an explanation of how the college's academic support services, student services, and online resources can help students succeed in the course, and how students can access them.	___	___	**1.15** Instructor directs students to links and information on the college's academic support services, student services, and online resources. Instructor explains how students can access services and resources to support course success.	___	___	**Annotations** The instructor provides active links to Valencia Learning Support services and/or Student Services (college-wide or on their campus). The instructor may also reference useful areas in the student's Atlas account.
						Resources Academic Support Services Examples Valencia Care Libguide Valencia Learning Support Mental Health Support LFMP 3, 4
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
1.16 Orientation module or first content module includes a required, academically-related activity that will verify student attendance before No Show reporting.	___	___	**1.16** Instructor directs students to the required academically-related activity to verify student attendance in the orientation module or first content module.	___	___	**Annotations** Instructor should explicitly identifies the mandatory attendance activity that students need to complete before the beginning of the No Show period. Examples of activity include course discussion, assignment, syllabus quiz, etc. The activity must take place in LMS or Atlas email. **Resources** Academically Related Activity Examples Attendance Regulation ASMT 5 LFMP 1, 4
Feedback:			**Feedback:**			
1.17 Orientation module or first content module includes an activity that allows students to introduce themselves.	___	___	**1.17** Instructor deploys an activity in the orientation module or first content module that allows each student to introduce him/herself to the class; the instructor must participate with the students in this activity.	___	___	**Annotations** Instructors must provide a personalized response to each student's introduction. Introduction activities should help build a sense of course community. **Resources** Introduction Activity Examples INDV 4 LCTP 1 LFMP 1, 2
Feedback:			**Feedback:**			

Acknowledgement of Outstanding Online Innovation and Quality

Please describe component(s) of the online course that creates a profound "start right" student learning experience or is innovative in a way that integrates course learning outcomes and/or technology.

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2 Accessibility and Usability: *In Section 2, the Design Criteria are used to review if the course is built to accommodate student needs, including ADA compliance. The Delivery Criteria are used to review if the instructor actions demonstrate the clear presence of accessibility and usability of the course. In this section, the information aligns with the **Essential Competencies** of **Inclusion and Diversity** and **Outcomes-based Practice**.*

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
2.1 Organization is clear and consistent throughout the course.	___	___	**2.1** Instructor provides clear directions about how to progress through the course.	___	___	**Annotations** From the student view, content is made available in manageable segments (i.e. presented in distinct learning units or modules), flows in a logical progression, and is presented using appropriate mechanisms (content modules, single pages, links to external resources). The content is enhanced with visual and auditory elements; supplementary resources are made available and are well-integrated with other course materials (integrated publisher resources, e-textbooks, course manuals, etc.)
						Resources Course Organization Examples LOBP 4
Feedback:			**Feedback:**			
2.2 Navigation of course is clear, consistent, and can be accomplished on a keyboard to meet universal design.	___	___	**2.2** Instructor utilizes clear labels to guide course navigation.	___	___	**Annotations** The course is easy to navigate (related content organized together, self-evident titles). Content has clear navigation and is well-integrated with other course materials (integrated publisher resources, e-textbooks, course manuals, etc.) The course uses keyboard navigation for universal design.
						Resources Course Navigation Consistency Examples How Do I Manage Course Navigation Links Accessibility Within Canvas Canvas Keyboard Shortcuts LOBP 4 INDV 1, 4
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
2.3 The course provides alternative access to course materials using formats that meet the needs of diverse learners.	___	___	**2.3** Instructor verifies that course materials use standard universal formats to ensure accessibility.	___	___	**Annotations** Instructor provides alternative resources for content (e.g. transcripts) or enables assistive processes (e.g. voice recognition) for those needing accommodation. Accessibility issues are addressed throughout the course.
						Resources Alternative Access Examples Canvas General Accessibility Design Guidelines How to Make Word Documents Accessible Faculty Resource Guide INDV 1, 4, 6
Feedback:			**Feedback:**			
2.4 Non-text elements include an alternative text that accurately describes the material.	___	___	**2.4** Instructor confirms the accuracy of description for all non-text elements.	___	___	**Annotations** Every non-text element includes an accurate description; this description is designed to represent the non-text materials' meaning. Non-text elements include tables, images, graphics, videos, etc. These are not supported with text and require additional clarification, such as "alt" tags, captions, transcripts, etc.
						Resources Alternative Text Examples The Rich Content Editor in Canvas INDV 1, 6
Feedback:			**Feedback:**			
2.5 Accessibility considerations, design factors (e.g. color, text-size manipulations, audio, and video controls), and alt tags are consistent throughout the course.	___	___	**2.5** Instructor confirms content readability, employs correct spelling and grammar throughout the course content, and verifies that content is visually and functionally consistent throughout the course.	___	___	**Annotations** Design factors such as color scheme, icon layout, text size manipulations, audio and video controls, and alt tags are consistent throughout the course.
						Resources Consistent Functionality of Course Examples WebAim Color Contrast Checker INDV 4, 6
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
2.6 All course videos are captioned, and all audio files provide transcripts. If no videos or audio files were used, please select N/A.	___ N/A ___	___	**2.6** Instructor ensures the correct captioning of all videos, as well as accurate transcripts of audio files. If no videos or audio files were used, please select N/A.	___ N/A ___	___	**Annotations** Instructor reviews videos and audio files to verify correct captioning of videos. Instructor verifies accurate transcripts of audio are deployed in the course
						Resources Video Caption Examples How to Caption YouTube Videos How to Edit Auto Captions in YouTube How to Request and Edit Captions in Kaltura INDV 1, 4, 6
Feedback:			**Feedback:**			

Acknowledgement of Outstanding Online Innovation and Quality

Please describe component(s) of the online course that creates an excellent accessible or usable student learning experience, or is innovative in a way that integrates course learning outcomes and/or technology.

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3 Learning Outcomes, Course Activities, and Instructional Materials *In Section 3, the Design Criteria are used to review if the course includes the essentials of learning outcomes, course activities, and instructional materials. The Delivery Criteria are used to review if the instructor actions support the clear presence of these criteria. In this section, the information aligns with the Essential Competencies of **Assessment**, **Outcomes-based Practice**, and **Learning-centered Teaching Practice**.*						

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/Resources
3.1 The module learning outcomes describe outcomes that are measurable and consistent with the course-level outcomes/competencies.	___	___	**3.1** Instructor utilizes module learning outcomes that are measurable and aligned with course learning outcomes/competencies.	___	___	**Annotations** Module learning outcomes should be measurable by utilizing action verbs to clearly state what is being assessed. Module outcomes need to align/reinforce the course learning outcomes from the CIM.
						Resources Alignment of Course and Module Learning Outcomes Examples Using Action Verbs for Learning Outcomes How to Write a Measurable Learning Outcome LOBP 7
Feedback:			**Feedback:**			
3.2 The module learning outcomes are clearly described and easy to locate.	___	___	**3.2** Instructor includes module learning outcomes that are simply phrased, and employs outcomes that are easily identifiable and prominently stated.	___	___	**Annotations** Module learning outcomes should be phrased in a way that students would understand the learning goals for the module from the student's point of view. Outcomes are easily identifiable and prominently stated.
						Resources Module Learning Outcomes Examples How to Write a Measurable Learning Outcome LOBP 7
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/Resources
3.3 Course materials are presented to students in modules or chunks that are relevant to and aligned with course learning activities and outcomes.	___	___	**3.3** Instructor delivers organized course materials that are relevant to and aligned with course learning outcomes.	___	___	**Annotations** Course materials are organized in modules or chunks (units, chapters, content folders, etc.) and include a variety of course content from reading materials, instructions, assignments, assessments, etc. In order to keep course materials relevant, faculty should update module content at the beginning of each term, and throughout the term, where possible. **Resources** Module Organization/Chunked Layout Examples Aligning Learning Activities and Outcome LOBP 4
Feedback:			**Feedback:**			
3.4 Course content provides critical thinking opportunities that align with student achievement in learning outcomes/competencies.	___	___	**3.4** Instructor utilizes and models activities, course materials, and/or resources that foster critical thinking. Instructor explains concepts with examples or models aligned with learning outcomes/competencies, and the level of the course.	___	___	**Annotations** Course content, including course materials and resources, provide critical thinking opportunities (e.g. actively conceptualize, analyze, synthesize, make inferences, evaluate data, reflect on content, provide reasoning, engage in discussion, problem-solving, and communication) for students regarding course concepts. These materials should support module and course-level outcomes. **Resources** Critical Thinking, Materials, Resources, and Activities Examples Critical Thinking for Disciplines General Education Outcomes Critical Thinking Rubric LOBP 2
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/Resources
3.5 Various assessments are used throughout the course and are sequenced in measurable growth steps that align with student learning outcomes/competencies.	___	___	**3.5** Instructor provides directions to students on how to use the varied assessments to achieve learning outcomes/competencies.	___	___	**Annotations** Instructor should provide directions about assessments (i.e. formative, summative). Assessments should organize learning in measurable growth steps that align with stated learning outcomes.
						Resources Formative and Summative Assessment Examples Assessment Basics ASMT 1 LOBP 2
Feedback:			**Feedback:**			
3.6 The instructional activities/materials contribute to the achievement of the course and module learning outcomes/competencies.	___	___	**3.6** Instructor explains how instructional activities/materials relate to the course and module learning outcomes/competencies.	___	___	**Annotations** The instructor explains how the activities/materials contribute to the module learning outcomes (e.g. module overview, announcement, weekly email). Publisher or instructional materials should provide students with the resources necessary to achieve the course learning outcomes or competencies.
						Resources Instructional Materials and Course Activities Examples LOBP 3 LCTP 6
Feedback:			**Feedback:**			

Acknowledgement of Outstanding Online Innovation and Quality

Please describe component(s) of the online course that demonstrates creative course activities for the student learning experience or is innovative in a way that integrates course/module learning outcomes and/or instructional materials.

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4 Course Technology and Course Support *In Section 4, the Design Criteria are used to review if the course includes components of course technology and course support. The Delivery Criteria are used to review if the instructor actions support the clear presence of these online components. In this section, the information aligns with the **Essential Competencies** of LifeMap, **Learning-centered Teaching Practice,** and **Professional Commitment.***

Quality Course Design Criteria	Criteria Met	Criteria Met	Delivery Criteria	Criteria Met	Criteria Met	Annotations/Resources
4.1 The technologies used in the course are effective and support the learning outcomes/competencies.	___	___	**4.1** Instructor confirms that technologies are effective and support the learning outcomes/competencies. Instructor confirms course links are active.	___	___	**Annotations** Instructor verifies technologies are effective, viewable in mobile app, and links are active. **Resources** Technologies Aligning with Learning Outcomes Examples Using Active Links How to Validate Links in a Course LFMP 2 LCTP 7
Feedback:			**Feedback:**			
4.2 The technologies used in the course contribute to student engagement and active learning.	___	___	**4.2** Instructor utilizes technologies to promote active learning in course activities and assessments.	___	___	**Annotations** Instructor includes tools native to the LMS, or relevant technologies that promote active learning, such as discussion forums, formative assessments, embedded activities, wikis, interactive video presentations, etc. **Resources** Technologies Contributing to Active Learning Examples LCTP 1
Feedback:			**Feedback:**			
4.3 Active links to privacy policies are provided for all the external technologies required in the course. If no outside technologies are used, check N/A.	___ N/A ___	___	**4.3** Instructor verifies that links to privacy policies for technologies used outside of the college LMS are active. If no outside technologies are used, check N/A.	___ N/A ___	___	**Annotations** Instructor includes links to privacy policies for frequently used resources outside of the college LMS. **Resources** Privacy Policies Examples Privacy Policies for Frequently Used Resources Outside of LMS PRFC 4
Feedback:			**Feedback:**			

Acknowledgement of Outstanding Online Innovation and Quality

Please describe component(s) of the online course that demonstrates creative course technology or support for the student learning experience or is innovative in a way that integrates course/module learning outcomes and/or instructional materials.

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5 Engaged Teaching *In Section 5, the Design Criteria are used to review the instructor presence, facilitation, and course interactions. The Delivery Criteria are used to review if the instructor actions support the clear presence of these components. In this section, the information aligns with the **Essential Competencies** of **Learning-centered Teaching Practices, Outcomes-based Practice, LifeMap** and **Assessment.***

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/Resources
5.1 Course features a clear communication policy detailing the method and frequency of instructor responses.	___	___	**5.1** Instructor assures presence of clear course communication policy and adheres to said policy. Instructor acknowledges student questions in time frame consistent with his/her communication policy, and provides answers to questions when feasible in this time frame.	___	___	**Annotations** The course communication plan, which includes the instructor response practices, should be easily located in the course, or listed in the course syllabus. A plan for communication should include contact information, preferred communication method, and expected response times to messages and assignments. In accordance with Valencia policy, faculty maintain student engagement within their 5-day work week; as such, email responses should be sent in an appropriate, timely manner. If special circumstances arise outside the normal policy, the instructor should notify the students ASAP of the unanticipated situation.
						Resources Course Communication Policies Examples Canvas Analytics How to Use SpeedGrader to Leave Feedback/Comments Using Qwickly to Communicate Qwickly Course Tools Overview LFMP 1
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/Resources
5.2 Course includes clear instructor feedback policy that specifies response time for feedback on student performance.	___	___	**5.2** Instructor response time for feedback on student performance is consistent with his/her feedback policy.	___	___	**Annotations** Instructor provides feedback on student performance within the time specified in the instructor feedback policy (which is easily located in the course, or is listed in the syllabus). Feedback on student performance ranges from instantaneous to longer than a week, depending on the intricacy of individual course assignments.
						Resources Feedback Policies Examples How to Add Feedback in Quiz Questions LFMP 1 ASMT 6
Feedback:			**Feedback:**			
5.3 Course includes an online gradebook accessible by students; in addition, course utilizes tools that provide feedback to learners on a variety of assessments.	___	___	**5.3** Instructor keeps online gradebook current; in addition, instructor incorporates constructive feedback to learners during the course. The gradebook is visible to students	___	___	**Annotations** Instructor should actively monitor student engagement in the course, and individually contact struggling students. Instructors should keep online gradebook current. Instructor ensures the gradebook remains updated as the course progresses through the term, paying special attention to withdrawal deadlines.
						Resources Gradebook View Examples Academic Progress Policy How to Manage Course Navigation Menu How to Send a Message to Students from the Gradebook ASMT 1, 4, 6
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/Resources
5.4 The course provides students with opportunities to receive formative feedback on their learning progress.	___	___	**5.4** Instructor directs learning activities and assessments where the students receive formative feedback on their learning progress throughout the course.	___	___	**Annotations** Instructor structures opportunities for students to receive formative feedback (e.g. self-evaluations, formative assessment). Students are provided timely and substantive feedback throughout the course. Examples of feedback can be associated with each assignment. **Resources** Activities and Assessments Providing Formative Feedback Examples ASMT 2
Feedback:			**Feedback:**			
5.5 Course includes an introduction overview to each learning module, which outlines the module learning outcomes/competencies, course content, learning activities, and assessments for the module.	___	___	**5.5** Instructor directs students to learning module overview, which offers an introduction to the module learning outcomes/competencies, course content, learning activities, and assessments.	___	___	**Annotations** Instructor provides a welcome overview to each new module (i.e. multimedia segment or written content). This includes an introduction for all components. Instructor can include module guidance through scheduled text, or multimedia updates. **Resources** Module Overview Page Examples LOBP 1, 4
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/ Resources
5.6 Learning activities provide opportunities for interaction that support active learning.	___	___	**5.6** Instructor facilitates interactions to support active learning and communication.	___	___	**Annotations** Active learning is defined as an approach to instruction where students engage the material they study through reading, writing, talking, listening, and reflecting. Activities provided within the course should foster active learning and encourage student interactions as appropriate throughout the course. Interactions include instructor:peer, peer:peer, peer:content, and should support the module-level and course-level outcomes. Instructor can promote cooperative learning and/or collaboration by using learning activities that encourage probing questions, provide examples, and promote critical thinking to align with learning outcomes.
						Resources Activities that Support Interaction, Active Learning, and Communication Examples Active Learning Cooperative Learning in Higher Education LCTP 1, 3, 4, 6
Feedback:			**Feedback:**			
5.7 Course features models/examples and clear expectations for participation, conduct, and performance.	___	___	**5.7** Instructor utilizes a rubric or grading strategy to explain how participation, conduct, and/or performance is evaluated in alignment with the grading policy.	___	___	**Annotations** Instructor provides clear descriptions for criteria used to evaluate student performance and participation within the course (e.g. syllabus, netiquette, guidelines, rubrics, checklists). Examples include performance, participation and communication expectations, and guidelines summarized within the course syllabus and grading policy.
						Resources Gradebook Strategies Examples LCTP 6 ASMT 5
Feedback:			**Feedback:**			

Acknowledgement of Outstanding Online Innovation and Quality

Please describe component(s) of the online course that creates a profound student learning experience or engaged teaching interaction that is innovative in a way that integrates course learning outcomes

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