

Governors State COTL Online Course Rubric

Based on Quality Matters: Inter-Institutional Quality Assurance in Online Learning

I. COURSE OVERVIEW AND INTRODUCTION

The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.

- I.1 Navigational instructions make the organization and flow of the course easy to understand.
- I.2 A statement based on the approved GSU course description introduces the student to the course and to the structure of the student learning.
- I.3 Behavioral and format expectations with regard to discussions and email communication are clearly stated.
- I.4 Instructor-introduction is complete and appropriate.
- I.5 Students are requested to introduce themselves to the class.
- I.6 Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.

II. LEARNING OBJECTIVES (COMPETENCIES)

Learning objectives are clearly defined and explained. They assist the student to focus learning activities.

- II.1 The learning objectives of the course describe outcomes that are measurable.
- II.2 The learning objectives address declarative content mastery, core procedural skills, contextual knowledge and creative or mastery level skills.
- II.3 The learning objectives of the course are clearly stated and understandable to the student.
- II.4 Instructions to students on how to meet the learning objectives are adequate and easy to understand.
- II.5 The learning objectives of the course are articulated and specified on the module/unit level.

III. ASSESSMENT AND MEASUREMENT

Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.

- III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.
- III.2 The grading policy is transparent and easy to understand.
- III.3 Assessment and measurement strategies provide feedback to the student.
- III.4 The types of assessments selected and the methods used for submitting assessments are appropriate for the distance learning environment.
- III.5 "Self-check" or practice types of assignments are provided for quick student feedback on the module/unit level.

IV. RESOURCES AND MATERIALS

Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

- IV.1 The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.
- IV.2 Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student.

- IV.3 The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident.
- IV.4 The instructional materials, including supporting materials - such as manuals, videos, CD ROMs, and computer software – are consistent in organization.
- IV.5 All resources and materials used in the online course are appropriately cited.

V. LEARNER INTERACTION

The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment and personal development.

- V.1 The learning activities promote the achievement of stated objectives and learning outcomes.
- V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.
- V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)
- V.4 The requirements for course interaction are clearly articulated.
- V.5 The course design prompts the instructor to be present, active, and engaged with the students.

VI. COURSE MEDIA & TECHNOLOGY

To enhance student learning, course technology enriches instruction and fosters student interactivity.

- VI.1 The tools and media support the learning objectives of the course and are integrated with texts and lesson assignments.
- VI.2 The tools and media enhance student interactivity and guide the student to become a more active learner.
- VI.3 Technologies required for this course are either provided or easily downloadable.
- VI.4 Course tools and media are compatible with existing standards of delivery modes.
- VI.5 Instructions on how to access resources at a distance are sufficient and easy to understand.
- VI.6 Course technologies take advantage of existing economies and efficiencies of delivery.

VII. LEARNER SUPPORT

Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.

- VII.1 The course instructions articulate or link to a clear description of the technical support offered.
- VII.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.
- VII.3 Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided.

VIII. ADA COMPLIANCE

The course is accessible to all students.

ADA Standards:

- VIII.1 The course acknowledges the importance of ADA requirements.
- VIII.2 Web pages provide equivalent alternatives to auditory and visual content.
- VIII.3 Web pages have links that are self-describing and meaningful.
- VIII.4 The course demonstrates sensitivity to readability issues.

Developers can use the rubric during development to check their own progress and to guide the structural design of online courses. Developers will organize content, choose teaching and assessment strategies, and create materials and construct the course in GSU's course management system with the assistance of the COTL.