

Course Name:

Reviewer Name:

Review Date:

VCU Course Quality Rubric (Sync)

Office of Online Academic Programs

	Sufficient Evidence	Some Evidence	No Evidence	Not Applicable	Next Steps
1. COURSE INFORMATION					
Reflection: What does a student need to explicitly know to successfully start and navigate this course?					
1. Course contains *Start Here or Welcome content* . (Items may include: course welcome statement or video, instructor interests, student and instructor responsibilities.)					
2. The course contains a separate *Instructor Information page* . (Items may include: instructor image, contact information, communication preferences and/or office hours)					
3. Course contains a *Syllabus* (Must be an accessible PDF , Google Doc, or HTML). It must include course description and objectives, required materials (including third-party content and equipment), grading scale and policy, late submission policy, assignment and assessment descriptions, and course schedule. It should also include information regarding delivery mode, instructor contact information, statement of how the course works, workload expectation, technology requirements and skills, and the required VCU syllabi statement .					
4. The course provides *access to student success resources* (e.g., technical help, orientation, tutoring).					

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- Does not apply to capstone, internship or clinical experiences

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2. DESIGN AND LAYOUT					
Reflection: How does your course design and layout alert the students to what they should be doing first, next and last?					
5. Course is developed in the university approved Learning Management System (LMS).* All asynchronous portions of the course must be contained within the LMS.					
6. The asynchronous portions of the course contain a *logical organization and navigation* (e.g. any tools not being utilized are hidden from the main course navigation menu).					
7. Schedule of all synchronous sessions is posted in the course and easily accessible to students.*					
8. Asynchronous portion of the course contains a dedicated location to house all recordings of synchronous sessions. This location is easily accessible to all students.*					
9. Session outlines for the synchronous portion of the course follow a layout that adheres to best practice in online teaching, including a *session agenda and/or session objectives, content presentation that is accessible to all students, opportunities for student practice and engagement during the session, opportunities for feedback during the session, opportunities for students to ask questions, and a conclusion that reviews session objectives.*					
10. The course contains *clear instructions* .					
11. The course is *free of grammatical and spelling errors* .					
12. All *hyperlinks are functional* .					

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13. Course pages are uncluttered, have information divided into manageable sections, appropriate contrast, formatted text, font, and colors.					
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3. COURSE TECHNOLOGY AND TOOLS					

Reflection: What technology resources and support do students generally need to confidently complete assignments and activities?

14. The course contains *instructions for accessing third-party materials and privacy policies* (e.g., mobile, publisher websites, secure content, pop-ups, browser issue, microphone, and webcam).					
15. Link to access Synchronous session(s) is included in the course navigation or otherwise easily accessed by students within 2 clicks.					
16. Frequently used technology tools are easily accessed.					

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4. COURSE ALIGNMENT					
Reflection: What parts of the course are best aligned to program goals?					
17. The asynchronous portion of the course contains *learning content and activities that are aligned with assessments and module/unit/lesson objectives* that are available to students prior to their synchronous session.					
18. The synchronous portion of the course contains session outlines which indicate how synchronous *learning content and activities that are aligned with assessments and module/unit/lesson objectives* .					
19. The course contains *module/unit/lesson objectives that are clearly stated and align with course and/or program outcomes* .					

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5. CONTENT AND ACTIVITIES					
Reflection: How do the course content and activities match the level and purpose of this course in preparing students for lifelong learning and real-world experiences?					
20. The total course *content and activities (both asynchronous and synchronous components combined) are equal to the number of credit hours* in the course. #					
21. The course contains a ratio of *one part direct learning to two parts indirect learning* . Direct learning is characterized as providing direct interaction with students or groups by providing feedback, grading, and other direct interactions. Indirect learning is characterized by student engagement with content and peers that leads to the development of knowledge and skills such as watching lecture videos, reading textbook or articles, or participating in activities. #					
22. Course videos follow *best practice in using video for online courses* , including but not limited to: video length not to exceed 10 minutes, include correct captions, be appropriately aligned with course objectives, are of a good quality in terms of both audio and video, free of distracting elements, and *include context on the page that connects the video to the rest of the content* .					
23. The asynchronous portion of the course contains *activities that provide opportunities for students to develop higher-order thinking, problem-solving skills, critical thinking, reflection, and analysis* . #					
24. The synchronous portion of the course contains session outlines which indicate how synchronous activities provide opportunities for students to develop higher-order thinking, problem-solving skills, critical thinking, reflection, and analysis*					
25. The asynchronous portion of the course contains *engaging activities including real-world applications, experiential					

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learning opportunities, case studies, and problem-based activities, as appropriate*.					
26. The synchronous portion of the course contains session outlines which indicate how synchronous activities *include real-world applications, experiential learning opportunities, case studies, and problem-based activities, as appropriate* .					
27. The course contains instructional materials and books that are up-to-date and readily available for students. Where applicable, Open Educational Resources, free, or low-cost materials are used. #					
28. Course materials and resources include copyright and licensing status, citations, or clearly stated permission to share.					

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6. ASSESSMENT AND FEEDBACK					
Reflection: How are student expectations and progress communicated? What opportunities are students given to track and measure their progress and get support when needed?					
29. Course contains *frequent and appropriate methods to assess students' mastery of content* . (frequency TBD by internship/clinical advisor)					
30. Course contains *clear criteria for graded assignments and assessments* (e.g., rubrics, examples, or templates).					

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31. Course contains opportunities for students to review their performance and assess their own learning (e.g. pre-tests, self-tests, or reflective assignments). #					
32. Course contains clearly stated information for timed assessments on quizzes and exams, due dates for discussion posts and deadlines for assignments/activities. #					
33. Course contains a way for students to easily access their grades.					

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7. ACCESSIBILITY					
Reflection: How do accessibility measures in your course support student learning?					
34. The course contains content in an *easily accessible format* (preferably in HTML) that follows current accessibility standards. See: https://webstandards.vcu.edu/requirements/accessibility/					
35. The course contains *text equivalents for non-text elements* (e.g., closed-captioning, transcriptions, and alternative text are included for video, audio, and image elements). Explanations can be found at http://webaim.org/articles/					
36. The course contains *hyperlink text that is descriptive* when used out of context. (e.g., Avoid use of "click here" in favor of actual website name or description.)					
37. Links and access for regular synchronous sessions *are accessible to all student learners* so that they are able to attend the sessions at the time of presentation.					
38. Recordings of all synchronous sessions are posted in an easily accessible location within the course.					

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39. Recordings of all synchronous sessions are *captioned, with accurate captioning, and that the recording meets all WCAG 2.0 AA standards* for video recordings.					
40. The course contains *accessible technology tools or alternatives* that meet WCAG 2.0 AA standards					
41. The course contains *text content that is readable by assistive technology* , including PDF or any text containing an image. *Text does not contain flashing and blinking* .					

	Sufficient Evidence	Some Evidence	No Evidence	Not Applicable (n/a)	Next Steps
8. ENGAGEMENT					
Reflection: Considering your teaching philosophy, what practices are being implemented to create a positive, online learning environment?					
42. Course *facilitates communication, interaction and collaboration* among students and instructors. Course demonstrates clear examples of student-content, student-instructor and student-student engagement. Course contains activities and resources that lend to building community, supporting open communication, and establishing trust #					
43. Session outlines for synchronous session(s) demonstrate the *facilitation of communication, interaction and collaboration* among students and instructors. Plans demonstrate clear examples of student-content, student-instructor and student-student engagement. Plans contain activities and resources that lend to building community, supporting open communication, and establishing trust #					

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44. Course *contains pacing mechanisms (e.g., due dates, announcements, reminders, or feedback)* to ensure timely completion of activities, assignments, and assessments.					
45. Course contains opportunities to recognize, build and improve on prior learning and or life experiences.					
46. Course contains measures to ensure academic honesty. (e.g., Timed quizzes or exams, writing assignments, and use of third-party tools such as TurnItIn.) #					



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Reviewer Sign Off:

Date Completed:

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