

### Online Quality Assurance Rubric

<b>Course Name:</b>	
<b>Instructor Name:</b>	
<b>Reviewed By:</b>	
<b>Overall Assessment:</b>	Additional Revisions Suggested / Certified (all standards met) / Gold Certified (at least 75% exemplary)

#### Organization/Structure

	Review & Revise	Met	Exemplary	Comments/Action Plan
Instructor provides a structured course timeline.				
Course shell is well-organized and easy to navigate.				
An overview of weekly and/or module learning objectives, tasks and learning materials is presented.				
NSC-provided syllabus and course templates are present and not deleted.				
Course shell is free of typographical errors.				
All external links work properly in the LMS (check using Canvas Course Link Validator).				

### Learning Design

	Review & Revise	Met	Exemplary	Comments/Action Plan
Course provides a variety of activities to develop problem solving skills and/or relevance to real world application.				
Course provides more than one modality (visual, textual, kinesthetic and/or auditory) within activities and materials that enhance student engagement.				
Course offers opportunities for interaction and collaboration for student/student, student/instructor and/or student/content.				

**Accessibility / Course Technology Tools**

	Review & Revise	Met	Exemplary	Comments/Action Plan
Videos have closed captions and audio files have transcripts.				
All course materials (PDF, Word, Power Point, etc.) are ADA compliant.				
Necessary skills for required technology tools (websites, software, and hardware) are clearly stated and supported with resources.				

### Instructor Presence

	Review & Revise	Met	Exemplary	Comments/Action Plan
Instructor provides personalized welcome and introduction to the course.				
Instructor contact information is clearly stated and easily accessible.				
Instructor presence is evident in every week/module.				

**Feedback and Assessment**

	Review & Revise	Met	Exemplary	Comments/Action Plan
Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.				
Course includes formative and summative (low and high stakes) methods to assess students' learning.				
Criteria for the assessment of a graded assignment are clearly articulated (rubrics, examples of work, etc.).				
Students have an opportunity to assess their learning (pre-test, automated self-tests, reflective assignments, etc.).				
Course learning outcomes are clearly defined and at least one objective is linked to a key assessment (e.g., Core Curriculum Learning Outcomes, Program and/or Course Learning Outcomes)				