ONLINE COURSE CERTIFICATION GUIDE

A Guide For Administrators & Faculty

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Contents

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Online Course Certification: An Introduction

With new federal education guidelines going into effect, and the demand for online course options increasing, Jacksonville State University is taking steps to make the development of high-quality, engaging online courses and programs a priority to thrive in an increasingly competitive online environment.

Online@JSU, in cooperation with administrators at Jacksonville State University, has developed the Online Course Certification Program as a consistent, standardized process to create online courses and online programs. During this process, online courses and programs are certified through a comprehensive review process followed by relevant enhancements where needed and a process of ongoing evaluation. The program is designed to achieve the following goals:

1. Provide a university-wide, standardized process of developing online courses that leads to course certification
2. Comply with federal guidelines
3. Provide a framework to encourage faculty to use best practices and strategies when engaging with and teaching students in online courses/programs.
4. Collaborate with JSU faculty as subject matter experts
5. Create an apparatus for continuous course review and evaluation of effectiveness
6. Improve student satisfaction with online courses and programs at JSU
7. Increase student retention in online courses and programs at JSU
8. Create student enrollment and recruitment opportunities

Review and enhancement of courses is based on several aspects, including:

- Best practices in course design
- Best practices in course build
- Best practices in teaching online courses
- Local JSU requirements at either the top level, school level, departmental level, or program level
- Federal guidelines

During this process, JSU faculty are provided with resources and support from Online@JSU to help them prepare their courses for a successful course review and certification. Department

chairs play an instrumental role in encouraging faculty to complete the review process, as well as by assisting Online@JSU in scheduling and implementing a complete program review for 100% online programs at JSU. Other leaders will be involved where appropriate.

Developmental course shells within Canvas will be used to prepare courses for production, giving all stakeholders a chance to review and provide feedback before pushing to a production course before a term begins. Modifications to online courses, online teaching practices, or other aspects take place at that time. Course will be considered "certified" when all parties are satisfied with the condition of the course.

Criteria evaluated during this process include:

- Modern, functional home page
- Course learning outcomes and learning objectives
- Syllabus, policies, orientation materials
- Learning modules/unit workflow/organization
- Up-to-date content/resources
- Instructor engagement, regular and substantive interaction
- Varied assessment methods
- Direct instruction
- Accessibility
- Mobile compatibility

Online Course Certification: Characteristics of a Certified Course

At Jacksonville State University, completing a course review and certification process means that your online course has the following characteristics.

Reviewed & Certified

- The course is reviewed and certified using an adapted version of the Quality Matters Rubric and the OSCQR – SUNY Online Course Quality Review Rubric.

Supported by Policies, Standards, and Support Mechanisms

- All university, program, and course policies are included.
- The course syllabus is available and prominently displayed and includes all required components.
- Course orientation material acclimates students to the online course.
- Links and information to Student Success, the JSU Writing Center, the Houston Cole Library, 24/7 Online Tutoring, Disability Resources, and more are available to students within the online course.
- Technical requirements and technical support is present within the online course.

Engaged Instructors

- Instructor is present and active in the online course.
- Contact information, communication strategies, feedback policies, and communication tools are all prominently listed and organized to encourage the creation of an online course community
- Course activities and assignments encourage interaction between students, and between the student and the instructor
- Instructor is proactive in identifying struggling students and provides support and assistance.

Pedagogically Sound & Well Organized

- Learning outcomes and learning objectives are in alignment.
- Course design and build align with distance education guidelines as specified by the U.S. Department of Education.
- All assessments are in alignment with course learning outcomes and learning objectives.
- Course is organized in a logical, coherent format that optimizes the student ability to locate course content quickly and efficiently.
- Course homepage helps students successfully start the course,

- Canvas course Pages are aesthetically pleasing and well-organized.

Relevant Content

- Content is up to date, accessible, and mobile-friendly
- Content (resources) is varied, and includes text, graphic, and multimedia.
- External course publisher packages are activated correctly, include instructions and support information for students, and deploy content in a logical, coherent format to optimize the student ability to locate course content quickly and efficiently
- Assignments and discussions have clear, coherent directions, are well-organized, and include rubrics.
- Gradebook is organized and includes correctly weighted assignment groups (if weighted grading is used).
- Students should have real-time access to their grade average in each of their courses.

Part 1: What is "Distance Education?"

The U.S. Department of Education has provided the [following definition for "distance education."](#)

1. Instruction is delivered by one or more types of technology
2. Types of technologies include:
   a. The Internet
   b. Various Wired and Wireless Media
   c. Audio Conferences
3. These technologies "support **_regular and substantive interaction_** between the students and the instructor or instructors, either synchronously or asynchronously" (Swartzwelder, 2020, p. 2)."

This new guidance from the U.S. Department of Education also provides clarity in defining the difference between "Correspondence Courses" and "Distance Education (Swartzwelder, 2020, p. 2)." Based upon this guidance, Online@JSU supports and endorses fully realized, engaging **distance education** courses at Jacksonville State University. Jacksonville State University does not use or support correspondence courses. **These new requirements took effect on July 1, 2021.**

What is "Regular and Substantive Interaction?"

Substantive Interaction

There is now increased flexibility to focus on learning over seat time when evaluating competency-based and distance education (NC-SARA, 2020).

"Substantive interaction" is defined as "engaging students in teaching, learning, and assessment, consistent with the content under discussion." **It must include at least two of five components:**

1. "Providing direct instruction";
2. "Assessing or providing feedback on a student's coursework";
3. Providing information or responding to questions about the content of a course or competency";
4. "Facilitating a group discussion regarding the content of a course or competency; or"
5. "Other instructional activities approved by the institution's or program's accrediting agency (Swartzwelder, 2020, p. 2)."

Regular Interaction

"Regular interaction" requires an institution to ensure, "prior to the student's completion of a course or competency," that there is "the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency." The institution also is responsible for "[m]onitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student (Swartzwelder, 2020, p. 2-3)." "Academic engagement" can be fulfilled through virtual/augmented reality activities (NC-SARA, 2020).

Clock Hours and Credit Hours

Clock Hour (Contact Hours)

A "clock hour" or "contact hour" is defined as 50-60 minutes of instruction or other specified academic activity within a 60-minute period. Institutions can calculate clock hours (contact hours) both for synchronous instruction where there is direct interaction between the students and the instructor and for an asynchronous academic engagement activity where the student interacts with technology that can monitor and document the amount of time the student participates in that activity (Swartzwelder, 2020, p. 3). In other words, "clock hour" now includes asynchronous as well as synchronous classes, lectures, or recitations with the opportunity for direct interaction between students and instructors (NC-SARA, 2020).

In all cases, the institution must be able to monitor the student's attendance in at least 50 minutes in each 60-minute clock hour and, for distance education programs, to comply with all state approval and accrediting agency requirements.

Credit Hour

A "credit hour" represents a period of student work that is defined by the institution in compliance with the requirements of its state approval and accrediting agencies. It must reasonably approximate either one hour of direct instruction and two hours of out-of-class work each week or an equivalent amount of work in other academic activities such as laboratory work and internships. The Department also concluded that institutions can "take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and

degree levels" when making credit calculation determinations. It bears noting, however, that many state approval and accrediting agencies maintain stricter or more prescriptive requirements for credit calculations (Swartzwelder, 2020, p. 3).

Contact Hours and Credit Hours at JSU

Jacksonville State University (JSU) defines a credit hour as 1 contact hour (60 minutes, direct instruction) and a minimum of two non-contact hours (out-of-class student work or study time) for a minimum of 3 hours of course activities per week for a typical semester of not less than 14 weeks. **Most classes at JSU are 3 credit hours per semester.** Therefore, the typical 14-week semester requires 42 contact hours and 84 non-contact hours per semester for a total of 126 hours per 3-hour class.

- ☐ Contact hours = direct instruction
- ☐ Non-contact hours = out-of-class-student work, study time, and homework

For classes offered in a shortened format, such as summer terms, the hours are prorated so that classes contain the same total number of contact hours and instructional activities as if the classes were scheduled for a full 14-week semester. See Section 2.13 Credit Hours Awarded for Courses in the Faculty Handbook for the full policy.

Table 1 shows the number of contact or direct instruction hours per week that are required based on the number of course credits and the length of the academic term.

Course Credits	Contact Hours	4-Week Term	6-Week Term	7-Week Term	14-Week Term
1	1	3.5	2.4	2.0	1.0
2	2	7.0	4.7	4.0	2.0
3	3	10.5	7.0	6.0	3.0
4	4	14.0	9.4	8.0	4.0

Table 1: Contact Hours per Week

Non-contact or out-of-class student work or study time per week is shown in Table 2.

Course Credits	Non-Contact Hours	4-Week Term	6-Week Term	7-Week Term	14-Week Term
1	2	7.0	4.8	4.0	2.0
2	4	14.0	9.4	8.0	4.0
3	6	21.0	14.0	12.0	6.0
4	8	28.0	18.8	16.0	8.0

Table 2: Non-Contact Hours per Week

Contact Hours

Contact hours quantify the amount of *regular and substantive interaction between students and their instructor* and are most traditionally associated with the number of hours that a class meets on campus. In some online formats (e.g., Synchronous class meetings using Teams), this can be interpreted as the number of hours of synchronous online instruction. However, in asynchronous online classes, which is the most common online delivery method at JSU, the general guideline is that an asynchronous online activity must (a) be required for all students, and (b) involve substantive and sustained interaction with the instructor to count as a functional equivalent of contact time.

Part 2: Applying the Definitions

In this section, the definitions outlined in Part 1 are applied to online teaching and online course design.

Standard 1: Substantive Interaction

Instructors *must* use at least two of the following five types of "substantive interaction":

1. Provide direct instruction.
2. Assess or provide feedback on a student's coursework.
3. Provide information or respond to questions about the content of a course or competency.
4. Facilitate a group discussion regarding the content of a course or competency.
5. Other instructional activities approved by the institution's or program's accrediting agency.

1. Providing Direct Instruction

A. **Direct Instruction Defined.** Direct instruction is a teacher-centered (teacher-directed) instructional method in which instructors present information and provide explicit, guided instructions to students. There are six steps:

A. Introduce Material: briefly recap/review content learned in the previous lesson and introduce the current lesson.

B. Present New Content: content is presented to students (step-by-step learning guides are optional)

C. Guided Instruction for Students: instructors conduct demonstrations or model concepts; students are allowed to practice at this time; instructors can correct students at that time or re-teach concepts as needed.

D. Provide Feedback: instructors give immediate feedback to students during the activity to give students an indicator of their performance

E. Independent Practice: students individually apply the skills or concepts they have learned on their own or with peers.

F. Evaluation: students are formally evaluated on their learning.

Note that not all steps in the direct instruction process must be completed in one class meeting. Different steps may be completed over the course of several meetings.

B. **Direct Instruction – Synchronous Class Meetings**. Direct instruction can be provided via scheduled, synchronous class meetings. If an instructor decides to schedule online, required class meetings, the following guidelines are *recommended:*

(1) Use Microsoft Teams to conduct the meeting.

(2) Schedule the online meeting well in advance so that students can adjust their schedule accordingly.

(3) Create a process for students who cannot attend the meeting due to work obligations or unplanned schedule interruptions.

(4) Provide supplemental material to students in Canvas well in advance of the meeting.

(5) Plan meeting follow-up activities, readings, or assignments well in advance of the meeting and organize them in Canvas.

C. **Direct Instruction – Asynchronous:** Direct instruction can also be delivered asynchronously with well-organized learning units/modules in Canvas. If you use asynchronous direct instruction, the following guidelines are *recommended:*

a. Synchronous, *required* virtual meetings *cannot* be a component of an asynchronous online course. Synchronous, virtual meetings can be included as a component of the course so long as students are not required to attend.

b. Use Canvas to organize learning units/modules

c. Organize content, activities, resources, and assignments using a logical, student-friendly format.

d. Use lecture capture software to record video lectures and tutorials.

e. Upload all videos into Canvas Studio in your Canvas course and publish the videos in your course where appropriate.

   i. Uploading videos into OneDrive or Stream and sharing the video into Canvas is also an option

   ii. Uploading videos into YouTube and sharing the video into Canvas is also an option

   iii. Other options include Google Drive, Dropbox, etc.

f. Communicate with students regularly.

It is important to remember that any type of interaction must be measurable according to the U.S. Department of Education.

D. **Direct Instruction – Synchronous Class Meetings - Monitoring:** Interaction can be measured or monitored in Microsoft Teams via the following:

    (1) Direct observation of student participation, and/or

    (2) Downloading the student attendance, and/or

    (3) Recording the session, and/or

    (4) Embedding polls, quizzes, or other interactive activities throughout a session, etc.

E. **Direct Instruction – Asynchronous - Monitoring:** Interaction can be measured or monitored in the following ways:

    (1) Canvas Studio Insights. (Each video tracks the student activity with the video.

    (2) Canvas Studio Comments. (Student comments are time-tagged.)

    (3) Canvas Studio videos can also be embedded within assignments, discussions, and pages to check student understanding of the content.

    (4) Canvas log-in (on the People page, instructors can determine the most recent instance of a student logging into Canvas)

    (5) Canvas Course Analytics

    (6) Assignment Submissions

    (7) Quizzes/Tests Completed

    (8) Discussion Participation

    (9) Assignment Feedback

2. Assess or Provide Student Feedback – Required Elements

It is *recommended* that instructors perform the following actions and activities:

    (1) Attach a Canvas Rubric to each assignment. *(You may also use a rubric in Word or PDF format.)*

    (2) Use the Canvas Rubric to guide grading and provide feedback.

    (3) Return feedback on assignments within 48 to 72 hours after the scheduled due date (unless the assignment is a major assignment such as multimedia projects, research papers, final semester projects, etc.). In such cases, allow for a two-week turnaround time for grading and feedback.

        i. Each department should have a policy specific to turnaround time for their courses.

    (4) Provide feedback/comments to students via Canvas SpeedGrader, text, audio, video, and/or other relevant tools.

3. Provide Information or Respond to Questions about the Content of a Course or Competency – Required Elements

It is *recommended* that instructors do the following:

      (1) Respond to student questions about coursework or assignments/student email within 24 business hours, preferably sooner. (Exceptions can be made for holidays, weekends, and conferences.)

      (2) Use GEM 365 email, Canvas Inbox, Canvas Announcements, Flip (formerly FlipGrid, Canvas Discussion Boards, or Microsoft Teams to answer and respond to student questions.

           i. This list is not intended to be comprehensive.

      (3) Create and cultivate avenues for students to ask instructors questions.

4. Facilitate a Group Discussion Regarding the Content of a Course or Competency – Required Elements

It is *recommended* that instructors do the following:

      a. Provide group discussion opportunities in planned, organized activities

           i. Facilitating group discussions can be done synchronously by using web-conferencing software/apps (Microsoft Teams) or Canvas Discussions or other tools

           ii. Facilitating group discussions can be done asynchronously by using Canvas Discussions, Flip, or another useful tool

      b. Keep track of student attendance (interaction); this can also be addressed using direct observation.

      c. Keep track of student participation by posts made or recordings submitted, etc.

5. Other Instructional Activities Approved by the Institution's or Program's Accrediting Agency – Required Elements

Other activities and experiences may be included and required. These experiences include, but are not limited to the following:

- Recitals
- Plays/Theatre
- Concerts
- Community Service
- University Sanctioned Events
- Student Organizations
- Professional Organizations

- Clinical Experiences
- Internships
- Other

Standard 2: Regular Interaction

The U.S. Department of Education has two requirements for determining regular interaction:

1. There is "the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency."

2. The institution also is responsible for "[m]onitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student."

Predictable and Scheduled

It is **recommended** that instructors do the following:

- Synchronous class meetings via web-conferencing software/apps should:
  - Be scheduled well in advance.
  - Be intentional and planned as a normal part of the course
  - Be recorded and archived. *(If the meeting is a lecture-style meeting.)*
- Include meeting schedule in syllabus and course calendar.
- Record attendance. *(If the meeting is a lecture-style meeting.)*

Scheduled asynchronous class meeting duration should be commensurate with face-to-face class meeting duration. (Per meeting)

- Asynchronous class activities and delivery can be created and scheduled in advance using Modules within Canvas.
- Module/Topic dates and assignment due dates should be included in the course syllabus and course schedule/calendar
- Assignment due dates should be included in the assignment settings. *(Instructor's choice.)*
- Discussion due dates should be included in the discussion settings. *(Instructor's choice.)*
- Quiz due dates should be included in the quiz settings. *(Instructor's choice.)*

Standard 3: Monitor Student Academic Engagement and Success

It is *recommended* that instructors do the following:

- Proactively engage with students on an individual basis, where appropriate, to encourage students, provide feedback, provide instructional support, and solicit feedback and questions.
- Use Canvas course analytics to assess student activity/engagement in a course.
- Use the Canvas People page to determine that last time a student entered a course.
- Provide opportunities for groups of students to ask questions and provide feedback.
- Monitor student assignment submission dates – are assignments submitted by the due date or not
- Monitor discussion board participation by students
- Monitor quiz completion by students
- Be open and available to students via email and office phone number
  - It is recommended that instructors be available via Microsoft Teams
  - It is recommended that instructors schedule virtual office hours
  - Providing students with your cell phone is optional

* This is not intended to be an exhaustive list of tools or strategies.

Part 3: Engagement

In Part 1: "What is Distance Education?", we discussed how the U.S. Department of Education defines distance education. In Part 2: "Applying the Definitions," we reviewed how these definitions would be applied to distance education courses at Jacksonville State University. In this section, we will define engagement, how instructors can engage with their students, and provide Jacksonville State University's view on engagement in relation to online (distance) education.

What is "Engagement?"

Engagement, a somewhat nebulous term in the educational realm, can be difficult to quantify. For our purposes, we will follow the framework as explained by Fredricks, Blumenfeld, and Paris (2004) whereby they describe engagement as having three types: behavioral, emotional, and cognitive.

Behavioral Engagement

Behavioral engagement is characterized by three concepts or definitions:

1. Positive Conduct – Following class rules and following class-norms
2. Effort, persistence, concentration, paying attention, and participating in class activities
3. Participating in university-related activities (Fredricks et al., 2004, 62)

Emotional Engagement

Emotional engagement refers to emotions related to the course, the school, the teacher, etc. It can be related to how well a student identifies with a school or program, as well as whether they feel valued by the school or program. Research findings in this area tend to overlap with motivational research concepts such as interest and value. Studies in motivation "distinguish between situational and personal interest (Fredricks, et al, 2004, 63)." Motivation derived from situational interests is usually temporary, whereas those derived from personal interest is relatively consistent.

Emotional engagement is also related to the concept of value. According to Eccles and Midgley (1989), value is comprised of four components:

1. Interest – enjoyment of the activity
2. Attainment Value – confirming self-worth by successfully completing a task well

3. Utility Value/Importance – how the task impacts future goals
4. Cost – potential negative aspects experienced while completing a task (Fredricks et al, 2004, 63)

Cognitive Engagement

As stated by Fredricks et al (2004, 63), "research on cognitive engagement comes from the literature on school engagement, which stresses investment in learning, and from the literature on instruction, which involves self-regulation, or being strategic." A couple of questions come from this area of research:

1. How psychologically invested is the student in learning? (This is connected to intrinsic motivation.)
2. How strategic, or self-regulated, are students in the learning process?

Self-regulation refers to whether a student uses metacognitive strategies when they complete a task, whether a student uses learning strategies to learn the material, and whether a student persists in learning material when faced with obstacles and distractions. A key distinction is also made between deep-level strategies employed by students and surface-level strategies. "Students who use deep strategies are more cognitively engaged; they exert more mental effort, create more connection among ideas, and achieve greater understanding of ideas (Weinstein & Mayer, 1986)."

Engaging with Students

Now that we have provided a few basic parameters as to how engagement can be defined, we will provide concrete strategies an instructor can employ to engage students in online courses.

Be Available

Instructors need to be available to students.

- Provide your preferred contact information (JSU GEM address, office number, cell phone number, Microsoft Teams info, etc.) to your students
    - Choose your preferred contact methods and be available using those methods
    - Providing a cell phone number to students may be too much for some instructors. If you are concerned about students having your number, one option is to create a Google Voice account to generate a phone number that students can use to

contact you. (You are not required to provide your cell phone number to students.)

- Provide time periods for students to contact you and be available during those time periods
- Expect student emergencies to occur, and be willing to adjust expectations to communicate with students

Be Friendly

Instructors should not typically be a student's friend, but they can be supportive and helpful. Some instructors grow concerned about being too "friendly" with students because they believe students will perceive them as a push-over or that students will misinterpret the nature of the instructor-student relationship. To assuage your concerns, please be assured that an instructor can be both firm and friendly. Friendly does not equal 'friend.' Keep your expectations high in terms of course decorum and assignment quality and follow the policies and guidelines as you have prescribed in the course syllabus. However, in your communications with students, use a friendly, warm tone. Do not be dismissive or terse. View every communication opportunity with a student or group of students as an opportunity to build and strengthen the instructor-student relationship. Doing so can often determine whether a student persists or disappears in an online course.

Be Proactive

As an instructor, you will always have students who struggle. Be proactive in identifying a struggling student and act. If a student struggles at the beginning of the course, contact them to remind them about course due dates and check on the condition of the student. Students are people, and sometimes things happen that simply cannot be predicted. Offer to meet with a student online via Microsoft Teams or Zoom, or through a phone call. Provide the proper information and support to the student if the student confides in you. There are several student support units at JSU that are prepared and willing to assist students. How do you know whether a student is struggling? Ask yourself these questions.

- Use the Canvas People page to see the last time a student has logged into Canvas. Has the student logged in recently?
- Is the student submitting assignments on time?
- Has the quality of a student's work suddenly dropped?

- Is the student participating in class discussions?
- Is the quality of class discussion participation of high quality? Has the quality dropped?
- Are test scores high or low? Are students consistently performing poorly on the same questions or concepts?

Once you answer those questions, you can act and provide the proper support to your students. Support options may include:

- Student Success
- JSU Writing Center
- Disability Resources
- Financial Aid
- RMC/JSU Student Health Center
- Student Affairs
- Online@JSU (Canvas, Turnitin, Honorlock, Canvas Studio)
- Technology Support Center (IT Help Desk – GEM and MyJSU)
- Other

Communicate Often

Communicate often with your students. Do not disappear in the online course.

- Schedule pre-planned course announcements in Canvas that will be sent out on pre-assigned dates throughout the course. Send one announcement weekly to remind them of upcoming course activities and due dates.
- Provide individualized feedback on assignment submissions and discussions
- If you observe certain patterns in student assignment submissions, send a course announcement to address the concern, issue, or pattern. Provide additional assignment support and examples if needed.
- Schedule optional Microsoft Teams or Zoom meetings with your students.

Personalize Your Course

Where possible, imprint your personality on the course.

- Include a personalized welcome message in the course, and send a personalized announcement that welcomes students to the course
- Include a profile picture of yourself

- Convey your own personality in communications with students, but be professional
- Use your own personal style when you create lecture capture videos, introduction videos, and tutorial videos

Organize Your Content

Disorganized course content sends the wrong message to students, and the message is that you do not care about the course or about whether your students succeed or fail. Organize your course content into consistent learning units on the Canvas Modules page. Where possible, use the same organizational pattern or style in each learning unit.

Vary Course Assessments, Activities, and Resources

Some academic fields lend themselves to repetition of activities and assessments within an online course, and the repetition, at times, cannot be avoided. As an instructor who is an expert within the field, however, you must decide whether assessment repetition is unavoidable or whether you are being resistant to change. If you are being resistant to change, please consider your student's needs as learners and adjust accordingly. For example, some courses at JSU have been observed as following this instructional pattern:

1. Read the textbook chapters.
2. Answer the textbook chapter questions at the end of the chapter(s).
3. Submit the Word document with the chapter question answers provided.
4. Take the quiz or test.

If you were an online student, do you feel that you would be challenged and engaged?

- Resources = textbook
- Activities = read textbook chapters and answer the textbook questions
- Assessments = chapter question submission and quiz

Certainly, there are courses that should follow this pattern due to various pedagogical reasons. However, it is also true that many courses and fields have a variety of instructional and pedagogical opportunities available to them. Consider incorporating assessments and activities such as case studies, individual projects, group collaboration activities, problem-solving exercises, etc. Assessments that allow students to practice what they have learned in authentic, real-world contexts achieve significant impact on student learning. Consider incorporating

different types of resources such as short lecture capture videos that you record, TED Talks, peer-reviewed articles, websites, guest speakers, infographics, and images.

Create the Online Course Community

Creating a healthy online course community, or course culture, within an online course presents challenges unique to the online environment. Instructors in face-to-face or hybrid learning modalities see students in real-time. Students can ask instructors questions immediately, participate in class discussions or group projects, see an instructor's facial expressions, and listen to the tone of an instructor's voice. These characteristics combined with course policies and direct instructor contact help to create a course community. These opportunities are not so readily available in online courses, and steps must be consciously taken to create the online course community. How do you do it? You create the online course community by…

- Being Available
- Being Friendly
- Being Proactive
- Communicating Often
- Personalizing Your Course
- Organizing Your Content
- Providing Engaging Content, Activities, and Assessments

Why Should Instructors Care about Engagement?

Why should instructors care about engagement? The answer is straight-forward: the most important factor in student persistence and success in online courses is you, the instructor. The more present and engaged the instructor, the greater the probability that students will persist through challenging course content, personal difficulties, and unplanned events.

One More Word on Engagement

A hallmark of successful online courses is engagement, and more specifically, instructor presence. You, the instructor, are a vital part of student success in online courses. You can be the difference.

Part 4: Course Design Workbook & Professional Development

Course Design Workbook

Online@JSU has developed a course design workbook to assist faculty in preparing their online course(s) for a successful course review.

Access the JSU Online Course Certification Program page to access and download the Course Design Workbook.

Components of the Course Design Workbook:

1. Step 1 – Learning Objectives
2. Step 2 – Assessments & Learning Activities
3. Step 3 – Regular & Substantive Interaction (RSI)
4. Step 4 – Creating a Course Map
5. Step 5 – Course Development & Review Options
6. Appendix –
   a. Worksheets
   b. Worksheet Samples
   c. Course Review Rubric
   d. More Resources

Workshops

Professional development workshops are provided by Online@JSU each Fall and Spring semester. These workshops will primarily occur online through Microsoft Teams.

Workshops will include topics such as:

1. Writing course and module/unit learning objectives
2. Aligning assessments and activities
3. Infusing online courses with opportunities for regular and substantive interaction
4. Mapping or outlining a course
5. Best practices in course design
6. Best practices in teaching online
7. Building in Canvas

8. Leveraging apps and tools to teach online
9. Media in online courses
10. Accessibility

Online@JSU Workshop Schedule

Access Online@JSU's Workshop Schedule

JSU Certified Online Instructor Course (COI)

The Certified Online Instructor Course (COI) is offered once per year beginning in the Fall semester and commencing with the conclusion of the Spring semester. Full-time faculty, part-time faculty, graduate teaching assistants, and staff are welcome to register.

The COI is comprised of three parts:

1. Canvas Basics
2. Teaching Online (Best Practices)
3. Course Design & Build (Best Practices)

Components from the Course Design Workbook are incorporated into the COI. To pass the COI, instructors must submit an online course for review and successfully pass the online course review.

JSU Online Review Rubrics

Online@JSU has created a review rubric instrument derived from two widely accepted online course review instruments within the field of online teaching and online course design:

1. The Quality Matters (QM) Higher Education Rubric and
2. the SUNY Online Course Quality Review Rubric (OSCQR).

There are two versions of the rubric, with each version serving different purposes:

1. COI Review Rubric – used to determine whether an instructor passes the COI and is "certified."
2. Course Review Rubric – used to determine whether a course passes a review and is therefore, "certified."

Part 5: The Course Review Process

The course review process is outlined for the purposes of clarity and transparency. Each course and program review are tailored to the needs of faculty and the online courses. There are two review processes for online courses at JSU.

1. Single Online Course Reviews
2. 100% Online Program Reviews

Single Online Course Reviews

Initiating a Course Review for Single Online Courses

Instructors at Jacksonville State University may request a course review at any time. At the time of the request, instructors will indicate whether they are requesting:

A. Course Review Only: a course review with feedback and suggestions provided for improvement, or
B. Course Review for Certification: a course review that leads to certification.

Option A: If Option A is selected, instructional designers will review the course, provide feedback, provide suggestions or recommendations for improvement, and work with the instructor, if requested, to assist the instructor in making the recommended changes to the course.

Option B. If Option B is selected, the instructor has completed much of the course development either on their own, with a partner, or with a team prior to the request. In this situation, it is expected that the course is already close to certification at the time of the request.

The Review Process for Single Online Courses: An Overview

Selection Option A: After selecting Option A, the instructional design team from Online@JSU will review the course.

Process Overview:
1. Instructor completes the dynamic form to request a course review.
2. Instructional design team reviews the course. During the review process, the design team provides comments and provides recommendations.

3. The review and recommendations are communicated with the instructor via dynamic form. The instructor and the design team sign the form to indicate instructor receipt.
4. The instructor takes the recommendations and decides whether to apply them to the online course. The instructor may also request assistance from the design team in applying the recommendations to the online course.

Selecting Option B: After selecting Option B, the instructional design team begins the review process.

Process Overview:
1. Instructor completes the dynamic form to request a course review for certification.
2. Instructor is provided with a dynamic form that explains the process and expectations for the instructor and the instructional design team. The instructor and the design team sign the dynamic form.
3. Instructional design team reviews the course. During the review process, the design team provides comments and provides recommendations.
4. The review and recommendations are communicated with the instructor via dynamic form. The instructor and the design team sign the form to indicate instructor receipt.
5. If revisions are necessary to achieve course certification, the instructor decides whether to apply the recommendations and proceed with the course certification process.
6. The instructor may request assistance from the design team in the course revision process or applying the recommendations on their own or with a team of other instructors they select.
7. Once revisions are complete, the instructor communicates with the design team that the course is ready for review once more.
8. The process continues until the course is certified.

100% Online Program Reviews

Leaders of 100%, fully online programs at Jacksonville State University may request a program review at any time. During a program's review period, the program leaders (deans, department chairs, program coordinators, etc.) and instructional designers agree upon a course review schedule/timeline and instructional designers (IDs) review each online course within the program and work with instructors to revise, or develop, courses if needed. At that time, IDs also

offer services such as course building, template building, and more assistance as needed. *(Instructors cannot sign up for this option. This process begins at the department level.)*

Key Points of Emphasis:
The following conditions are necessary to successfully complete a program review:
1. The academic leader who requests the review must play an active role in the process.
2. It is expected that the academic leader has communicated the review request and the review's expectations to their faculty ***before*** the program review begins.
3. The instructional design team from Online@JSU will review the courses within the program and provide feedback, recommendations, and course templates that instructors may use in any requested course revision.
4. At this point in the process, the academic leader may request a continuation of the partnership between the instructional design team and instructors to revise the courses together as partners. If this request is submitted, instructors will be expected to partner as subject matter experts (SMEs) with the instructional design team to make course revisions together. Instructors are experts in their field; instructional designers are not.
    a. During this process, if instructors choose not to communicate or collaborate with the instructional design team, or become resistant to the recommendations and suggested revisions, the instructional design team may decide to discontinue the collaborative process and allow the academic leader and the instructors to discontinue the program revision process or to continue the revision process internally within the program. Once the academic leader and instructors believe their courses are ready for another certification review the leader may submit the program for review once more.
5. Once course revisions are completed as requested, the courses will be reviewed again for certification.
6. Based on the certification rubric, instructional designers will review and provide recommendations in the following areas:
    a. Learning Objectives
        i. All online courses must be comprised of complete learning units with corresponding module/unit learning objectives. A course review cannot be completed if units and learning objectives are not present.
    b. Course Organization
    c. Course Navigation

d. Course Alignment

   e. Course Engagement (instructor to student; student to student; student to instructor; student to content)

   f. Accessibility

   g. Mobile Compatibility

7. Instructional designers will <u>not</u> do the following:

   a. Change the content instructors teach.

   b. Require that content be taught with specific course material.

   c. Require that content be taught using specific teaching strategies in lieu of preferred strategies.

   d. Note: Instructional designers may suggest trying different teaching strategies or incorporating types of material or resources to achieve different objectives for certification, but instructors have complete control of these decisions.

Request a Course or Program Review

Complete the dynamic form to request a course or program review:
https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=0ad2edf8-00c9-40ba-9e0b-4c086579866a&targetUrl=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f018e6e57-eecc-474a-91d2-1afb21b0d0b0

Part 6: Evaluation & Surveys

Students in online courses that have been reviewed course will receive anonymous surveys to complete **during the academic year following the course review.** The surveys will be delivered to students via Watermark Course Surveys & Evaluations (formerly EvaluationKIT). Watermark Course Surveys & Evaluations is referred to as "CES."

There are two surveys:

1. Mid-Term Survey
2. End of Term Survey

The Mid-Term Survey

The mid-term survey is intended to touch base with students to understand how they are feeling about the course and what they are thinking. At that time, students can give their opinion about course assignments, course design, teaching, etc. With this information, instructors can begin to adjust during the course and instructional designers can begin to map out course design changes for future offerings of the course.

There are four open-ended survey questions:

1. What is going well in this course?
2. What could be going better in this course?
3. What can students do to improve the course?
4. What can the instructor do to improve the course?

The End of Term Survey

The end of term survey is intended to measure student opinion about two areas of interest following the course's review, redesign (if applicable), and certification:

1. Part 1: Teaching and Interaction
2. Part 2: Course Design

Please Note: The End of Term survey will be issued in addition to the regularly scheduled end-of-semester instructor/course evaluation survey sent to JSU students at the conclusion of each academic semester. Students will only receive this survey during the academic year following the review and certification of the course.

In Teaching and Interaction, there are thirteen Likert-type questions and one open-ended question. The Likert-type questions ask students their opinion about specific information related to teaching practices, teaching strategies, and instructor presence.

The Likert Scale

5	=	All the time
4	=	A majority of the time
3	=	About half the time
2	=	Sometimes
1	=	Never
0	=	Not Applicable

Teaching and Interaction Likert-type Questions

1. My instructor(s) responded to email within a reasonable amount of time.
2. My instructor(s) answered student questions about content and assignments within a reasonable amount of time.
3. My instructor(s) graded assignments and provided feedback on assignments within a reasonable amount of time.
4. My instructor(s) was friendly and professional when communicating with me and my classmates.
5. My instructor(s) provided opportunities for communication and/or collaboration between students.
6. My instructor(s) used a variety of course materials to support teaching and learning. (Examples may include lecture videos, tutorial videos, guest speakers, texts, articles, websites, PowerPoint presentations, handbooks, manuals, games, etc.)
7. My instructor(s) used asynchronous teaching strategies effectively in my course. (For example, the course was organized in modules, and all content, resources, and assignments were available to you as you progressed in the course.)
8. My instructor(s) used synchronous teaching strategies effectively in my course. (For example, synchronous class meetings, question and answer sessions, group discussions, etc. were required and used effectively via Microsoft Teams, Zoom, or another video conferencing tool.)
9. My instructor(s) displayed mastery of the content being taught and was always prepared.

10. My instructor(s) held consistent office hours and was always available during those stated times.
11. I believe that my instructor(s) was interested in my success in the course and held high expectations for my success.
12. Synchronous class meetings were scheduled in advance and included in the course calendar/schedule.
13. Assignments, discussions, and quizzes/tests had due dates attached to them.

Teaching and Interaction Open-Ended Question
1. Do you have any professional or constructive comments about the teaching and learner interaction in this course? (If none, type "N/A".)

Part 2: Course Design

In Course Design, there are thirteen Likert-type questions and one open-ended question. The Likert-type questions ask students their opinions about the course organization and the course design.

The Likert Scale
5   =   All the time
4   =   A majority of the time
3   =   About half the time
2   =   Sometimes
1   =   Never
0   =   Not Applicable

Course Design Liker-type Questions
1. Directions about how the course is organized and how to navigate the course were available.
2. Policies about when to expect assignment feedback and a grade, how to participate in online discussions, and netiquette were available and easy to locate.
3. An introduction from the instructor that welcomed me to the course was present in the course.
4. Course learning outcomes and module learning objectives were listed in the course.
5. Grading guidelines and/or rubrics were included for all assignments, discussions, projects, and quizzes/tests, and I knew exactly how my work was being assessed.

6. At any point in the course, I either knew how to access my grade average or I knew how to calculate my grade average.
7. The relationship between instructional materials (textbooks, articles, ppts, lecture videos, etc.) and assignments (assignments, discussions, tests, quizzes) made sense to me.
8. The course provided opportunities for regular interaction between the instructor and students.
9. The course assignments and activities allowed me to use higher order thinking skills, critical thinking skills, and problem-solving skills.
10. The course layout was consistent and easy to navigate.
11. The course was free of grammatical and spelling errors.
12. Course technology was easy to use. (For example, Canvas, Canvas Studio, Turnitin, Teams, Honorlock, FlipGrid, etc.)
13. The course content was mobile compatible. (For example, you could easily see content and assignments on your mobile devices.)

Course Design Open-Ended Question
1. Do you have any professional or constructive comments about the design of the course? (If none, type "N/A").

Survey Results

All survey feedback derived from the end of term survey will be used by instructors, department chairs, and instructional designers to adjust or improve course instruction or course design. Survey responses will only be available to those instructors who have been assessed by the survey, the associated department chair, and instructional designers with Online@JSU.

Department chairs, in consultation with faculty, may also share survey responses with school deans. Instructional designers with Online@JSU will not play a role in this decision and they will not share the data with any outside parties.

Survey responses will be stored in Watermark Course Evaluations & Surveys. Instructors can retrieve their results as soon as they become available. Department chairs will also be able to access all survey results for all faculty within their department.

Please note that survey results received from students are intended to be leveraged as a tool to assist in the continuous course improvement process.

Part 7: Course Certification

Course certification is a continuous process, or cycle, with a singular goal of continuous improvement.

Course Review

During the course review, instructional designers will review the course using the JSU Online Course Review Rubric.

The JSU Online Course Review Rubric consists of the following evaluation sections:

1. Course Overview and Introduction
2. Learning Objectives
3. Assessment and Measurement
4. Instructional Materials
5. Learning Activities and Learner Interaction
6. Design and Layout
7. Course Technology
8. Accessibility and Mobile Compatibility

During the review process, objectives within each section will be evaluated for level of completeness. The following scale will be applied to each objective within each section:

- Sufficiently Present = 3 points
- Minor Revision = 2 points
- Moderate Revision = 1 point
- Major Revision = 0 points
- Not Applicable = 3 points

Certification

To pass a review and earn certification, an online course must earn a level of "sufficiently present" for almost all objectives. A total of 127/150 points must be earned. Table 3 provides the points possible per section and the total possible points earned.

Section	Points Possible	Points Earned
1. Course Overview and Introduction	36	/36
2. Learning Objectives	15	/15
3. Assessment and Measurement	18	/18
4. Instructional Materials	18	/18
5. Learning Activities and Learner Interaction	21	/21
6. Design and Layout	15	/15
7. Course Technology	9	/9
8. Accessibility and Mobile Compatibility	18	/18
TOTAL	150	/150

Table 3: Course Certification - Points Available per Section

- Met (Certified) = 127-150 (85%)
- Not Yet Met = 105-126 (70% to 84%)
- Incomplete = 0-104 (0% to 69%)

During a course review, three conditions must be "met" in order for a course to receive a certification.calc

1. Any item marked "moderate" or "major" must be revised.
2. All "Essential Standards" must be rated as "Minor Revision" or "Sufficiently Present."
3. All "Alignment Standards" must be rated as "Minor Revision" or "Sufficiently Present."

See Appendix A for "Essential Standards" and Appendix B for "Alignment Standards."

Certification Lifespan

A course certification is active for three (3) full academic years following successful review and certification. A number of factors, however, could cause a course review and certification process to occur prior to the end of the three-year lifespan. Among these factors include, but are not limited to, the following:

- Survey feedback from students
- Upcoming program accreditation
- Upcoming SACSCOC accreditation
- New online program development
- Full online program review request
- New online course instructor
- Influx of new online faculty throughout an online program

A dean, department chair, or instructor may request an online course review at any time.

Part 8: Standard Course Template

In Part 8: Standard Course Template, a standard version of a Canvas course template sufficient to pass a course certification review is presented. Incorporating the following elements into an online course design will ensure that the course will "pass" an online course certification review successfully.

Homepage

The homepage template provides the following characterstics:

1. Course Navigation Menu – should contain at least the following active navigation links:
    a. Home
    b. Announcements
    c. Modules
    d. Grades
    e. Library
    f. Microsoft Teams classes
    g. Studio – (Students do not see Studio in the course navigation menu)
    h. Academic Support
    i. Tutor.com 24/7 Online Tutoring
    j. Tutorials
2. Course Name/Title – instructor must edit the text to add the name of the course
3. Course Banner – banner image can be replaced by the instructor
4. Introduction Section – instructor must edit this section
    a. Instructor provides a personal introduction and an introduction to the course. The course purporse should be added as well.
5. Communication Section -instructor must edit this section
    a. Instructor provides contact information, communication expectations, and communication media/channels (GEM, Inbox, Teams, etc)
6. Start the Course Section – instructor must edit this section
    a. Instructor provides instructions for students that guide them in how to start the course

Home **1**
Announcements
Modules
Grades
Library
Microsoft Teams classes
Studio
Academic Support
Tutor.com: 24/7 Online Tutoring
Tutorials
Collaborations ⌀
Files ⌀
Outcomes ⌀
Pages ⌀
People ⌀
Discussions ⌀
Quizzes ⌀
Assignments ⌀
Rubrics ⌀
Syllabus ⌀
Settings

JAX STATE | **Type Your Course Name** **2**

3

⚙ Modules | 📊 Grades | 🌐 JSU.EDU ↗ | 📅 Academic Calendar ↗

🔊 Introduction **4**

Welcome to XXX (enter course ID and course name). My name is XXXX, and I am your instructor. I am excited to work with you this semester.

The purpose of this course is to XXX

💬 Communication **5**

(Adapt/Change this information as needed.) This is an online course and most of the communication occurs in the Canvas Learning Management System. Sign into Canvas daily to stay updated on assignments, tests, etc. You can also contact me using the Canvas inbox or JSU GEM Outlook email. My email address is XXX. I will respond to email within XXX hours.

I will also respond to email between XXX am and XXX pm, XXX through XXX. You can also find me on Teams during my stated virtual office hours (please see the syllabus to see virtual office hours.) If you would like a one-on-one virtual meeting, please email me in advance to schedule one.

🚩 Start the Course **6**

Let's get started! To begin, click on the Modules link in the menu at the top of the page and complete the Course Orientation Module. Then, begin Module 1. (Change as needed.)

Start Here Module

The Start here module can be renamed to suit the needs of the instructor, however it should include the following elements at a minimum:

1. Getting Started: Orientation to Academic Support & University Policies page
2. Academic Support at JSU page – includes the following support information:
   a. Tutor.com
   b. Student Success Center
   c. The Writing Center
   d. Office of Disability Resources
   e. Counseling Support

f.　RMC/JSU Health Center

　　　g.　Resource Quick Links

3.　University Policies page – includes the following policy statements:

　　　a.　Academic Honesty at JSU

　　　b.　Disability Resources

　　　c.　Military-Connected

　　　d.　Title IX

　　　e.　Student Privacy

4.　Optimize Your Learning Experience page – includes the following information:

　　　a.　JSU Student Laptop Policy

　　　b.　MyJaxState, GEM, & Office 365 information

　　　c.　Interent Browser Selection – Chrome or Firefox

　　　d.　Canvas Quick Links

　　　e.　Canvas Student Mobile App

5.　Learning Tools page – includes links to tool guides, privacy statements, and accessibility statements for the following learning tools:

　　　a.　Canvas LMS

　　　b.　Microsoft Teams

　　　c.　Canvas Studio

　　　d.　YouTube

　　　e.　Honorlock

　　　f.　Turnitin

6.　Technical Support & Technical Requirements page – includes information about who to contact for assistance and how, and minimum technical requirements for Canvas, Studio, Honorlock, and Turnitin.

7.　Adjusting to Online Learning page

8.　Canvas FAQs page
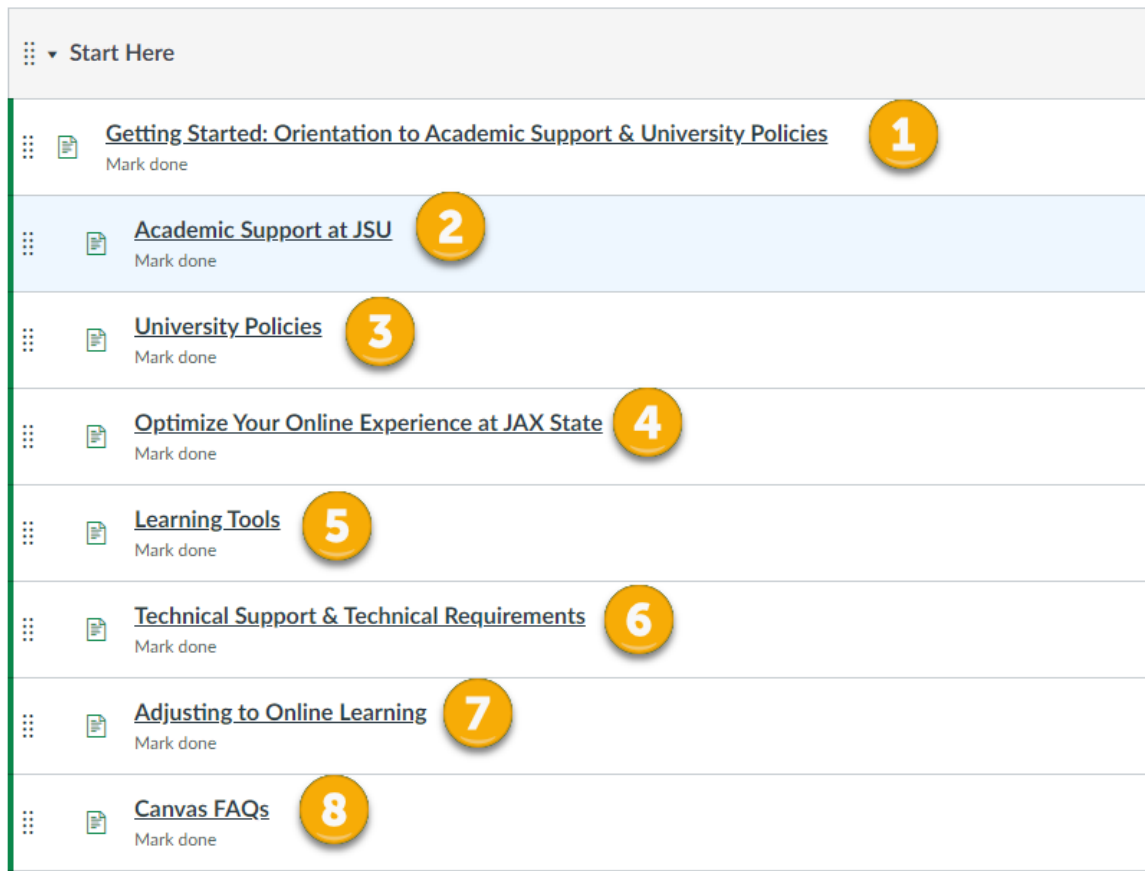
About this Course Module

The About this Course Module includes the following Canvas pages:

1. Course Welcome – instructor must edit this page
   a. Introduce the purpose, structure, and goals of the course in text format
   b. Record and embed short introduction video/welcome video with Studio and order machine captions
   c. Add Course Learning Objectives to the page
   d. Add Module Learning Objectives to the page
2. Meet Your Faculty – Instructor must edit this page
   a. Add faculty profile image
   b. Add faculty name, title, email address, phone number, and office hours
   c. Add faculty bio
3. Syllabus – not required *if* instructor uses the Syllabus tool in the course naviagation menu
4. Course Calendar/Schedule

5. Course Policies
6. Course Map
7. Introduce Yourself Discussion Forum

Modules

Sixteen (16) standard modules are available on the modules page. Modules can be removed and deleted as needed by the instructor depending on the course duration. Each module has the following organization:

1. Module Overview page
2. Module Lesson Materials page
3. Module Discussion forum
4. Module Assignment Submission
5. Module Summary page

All pages, discussions, and assignments can be edited by instructors to add and adjust content as needed. If modules do not include an assignment submision or discussion forum, they can be removed and deleted as needed. The module summary page is also optional; instructors can use the summary page in each module or remove as needed.
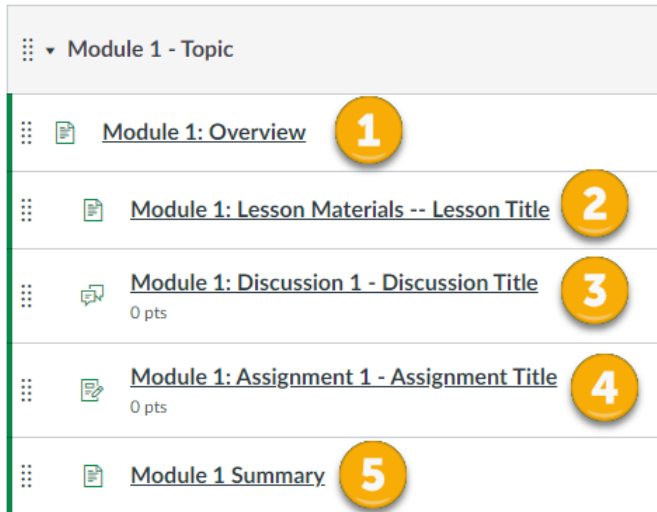
Module Overview Page

The module overview page contains the following sections or areas:

1. Module Introduction
   a. Instructor adds introduction to the unit/module via text. Adding an introduction video is optional but recommended.
2. Module Objectives
   a. Instructor adds the unit/module learning objectives
3. Module Activities (also considered a Task List)
   a. Learn
      i. Instructor adds a task list and timeline for when readings and activities should be completed
   b. Discuss
      i. Instructor adds discussion board participation and completion timeline (if a discussion forum is part of the unit/module
4. Assignment Submission
   a. Instructor adds assignment title and completion timeline (if an assignment submission is a part of the unit/module

The first half of the module overview page can be viewed in the next image:

1. Module Introduction Text
2. Module Introduction Video (placeholder image)

3. Module Learning Objectives

View All Pages

JAX STATE Module 2: Overview

🔄 Module Introduction

Type an introduction, and/or add a video introduction to the module here. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed pulvinar gravida turpis, sit amet pharetra orci. Sed vel ornare turpis. Vivamus eget ante porta, mollis tortor ut, pulvinar mauris. Nunc ultricies gravida arcu. Sed condimentum congue convallis. Donec quis purus ornare, feugiat neque non, tempor ante. Nunc tempus feugiat arcu non suscipit. Suspendisse nec blandit enim. Donec ac pellentesque mi. Aliquam sit amet sem orci. Curabitur placerat venenatis commodo. **①**

Click the video below to watch the introduction from your faculty.

②
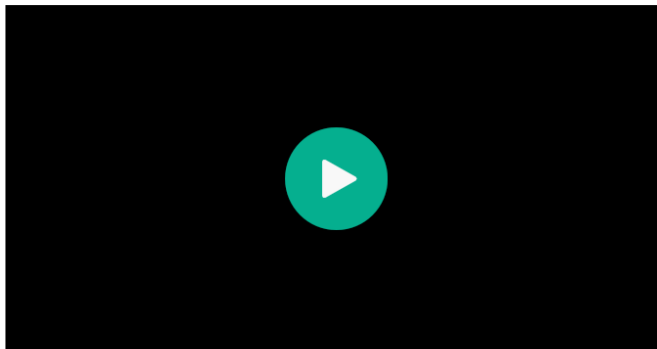
TRANSCRIPT

✔️ Module Objectives

At the end of this module students will be able to:

1. Add a module objective here. Add objective mapping in parentheses at the end. *(CO1, CO4)*
2. Add a module objective here. Add objective mapping in parentheses at the end. *(CO2, CO4)* **③**
3. Add a module objective here. Add objective mapping in parentheses at the end. *(CO1)*
4. Add a module objective here. Add objective mapping in parentheses at the end. *(CO4)*

The second half of the module overviewe page can be viewed in the next image:

1. Module Activities
2. Learn
3. Discuss
4. Assignment Submission
5. Module Progress Bar

⚗ Module Activities ①

LEARN ②

DUE: Early in the week

Read the following early in the week to help you respond to the discussion questions and complete your assignment(s).

Required Textbook Readings

1. Add textbook reading here. – *(MO 1,2)*
2. Add textbook reading here. – *(MO 3,4)*

DUE: Early in the week

Online Lecture Material: Read and listen to the online lecture material on the following topics.

1. Add lecture topic here. – *(MO 1,2,3,4)*
2. Add lecture topic here. – *(MO 1,2,3,4)*

DISCUSS ③

Respond to the discussion prompts and questions by the due dates outlined in the assignment. You should contribute your first post no later than Day 3. Then, follow up on the posts of your classmates and faculty and respond to your own posts.

1. Add discussion title here– *(MO 1,2)* **DUE: Day 3 - 7**
2. Add discussion title here. – *(MO 3,4)* **DUE: Day 3 - 7**

✎ ASSIGNMENT SUBMISSION ④

Submit your completed written assignment by Day 7 of this week. For detailed instructions on completing this assignment, see the associated course page.

1. Add assignment title here. – *(MO 1,2,3,4)* **DUE: Day 7**
2. Add assignment title here. – *(MO 1,2,3,4)* **DUE: Day 7**

⑤

Lesson Materials Page

Each module includes a lesson materials page. The lesson materials page is intended to include any lesson materials students require to complete the unit and may include items such as lecture videos, PowerPoint presentations, website links, journal articles, textbook material, images, infographics, charts, graphs, practice problems (mathematics/biology/chemistry/etc), diagrams, and more.

Each lesson materials page includes the following areas:

1. Lesson Title
2. Lesson material introduction area
3. Video lecture area
4. Additional lesson materials area

5. Module progress bar

Instructors can edit this page depending on the number and type of resources included in the unit.

Module Discussion Template

Each module includes one discussion board forum that instructors can edit to use as needed. If the instructor does not need the discussion board forum assignment for a module/unit, they can remove it from the module and delete it from the course.

Each discussion board template contains the following areas:

1. Discussion Title
2. Discussion Prompt
3. Submission Instructions area
4. Grading Rubric information area
5. Module progress bar

JAX STATE Module 2: Discussion 2 - Discussion Title (1)

💬 Discussion Prompt

Include the instructions that you will post for students in this area. The instructions should detail what students need to do to be successful. There should be a clear reference or contextualization of how the assignment directly aligns with the course and module learning objectives. The instructions should provide information related to due dates, and submission instructions and should include any required materials as links or attachments. A rubric containing grading and assessment material should be linked and referenced. The assignment instructions should clearly reference the performance objectives and criteria from the course and the provided grading rubric. As a practice, include the due date and time in military time and include the time zone. Using generic language to describe the due date instead of listing the exact date (April 24, 2024, for example) will help prevent having to make detailed changes in future iterations of the course.

Instructions: (2)

- Discussion prompt, resource or idea/example
- Discussion prompt, resource or idea/example
- Discussion prompt, resource or idea/example

Please post your initial response by 23:59 CST Wednesday of Week X, and comment on the posts of two classmates by 23:59 CST Sunday.

📋 Submission Instructions

(3) Include assignment-specific and university/program policies related to the assignment here. These can include late work policies, expectations regarding proper citations, acceptable means of responding to peer feedback, and other expectations.

✓ Grading Rubric (4)

Please review the attached grading rubric to see how your assignment is graded.

(5)

Reply

Assignment Submission Template

Each module includes one assignment submission that instructors can edit to use as needed. If the instructor does not need the assignment submission for a module/unit, they can remove it from the module and delete it from the course.

Each assignment submission template includes the following areas:

1. Assignment Title
2. Instructions area

3. Submission Instructions
4. Grading Rubric information
5. Module Progress bar

Module Summary

Each module includes a module summary page. The module summary page is intended to provided a "wrap-up" of the module/unit, provide key takeaways, and connect the module/unit to the next module/unit. Instructors can remove the summary page if the do not wish to use it.

Each module summary page includes the following areas:

1. Lesson Summary area
2. Key Takeaways area
3. Module Progress bar

Module 2 Summary

☰ Lesson Summary

Write a summary of the module here. You can also use this opportunity to tee up the information and concepts that you will cover next week.

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed pulvinar gravida turpis, sit amet pharetra orci. Sed vel ornare turpis. Vivamus eget ante porta, mollis tortor ut, pulvinar mauris. Nunc ultricies gravida arcu. Sed condimentum congue convallis. Donec quis purus ornare, feugiat neque non, tempor ante. Nunc tempus feugiat arcu non suscipit. Suspendisse nec blandit enim. Donec ac pellentesque mi. Aliquam sit amet sem orci. Curabitur placerat venenatis commodo.

🔑 Key Takeaways

Insert content here.

Appendix A

	Essential Standards
1.1	Instructions make clear how to get started and where to find various course components. (Orientation/Get Started/Start Here content is available.)
1.2	Learners are introduced to the purpose and structure of the course.
2.1	The course learning objectives describe outcomes that are measurable.
2.2	The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.
2.3	Learning objectives are stated clearly, are learner-centered, and are prominently located in the course.
2.4	The relationship between learning objectives, learning activities, and assessments is made clear.
2.5	The learning objectives are suited to and reflect the level of the course.
3.1	The assessments measure the achievement of the stated learning objectives.
3.2	The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site.
3.3	Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.
4.1	The instructional materials contribute to the achievement of the stated learning objectives or competencies.
4.2	The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
4.3	The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials
4.4	The instructional materials represent up-to-date theory and practice in the discipline.
5.1	The learning activities help learners achieve the stated objectives or competencies
5.2	Learning activities provide opportunities for interaction that support active learning. • *Substantive Interaction: Provide direct instruction*
5.3	The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated. • *Substantive Interaction: Provide information or respond to questions about the content of a course or competency.*
5.4	The requirements for learner interaction are clearly stated.
6.1	Course navigation facilitates ease of use.
6.2	The course design facilitates readability.
7.1	The tools used in the course support the learning objectives or competencies.
8.1	The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

Appendix B

Alignment Standards	
2.1	The course learning objectives describe outcomes that are measurable.
2.2	The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.
3.1	The assessments measure the achievement of the stated learning objectives.
4.1	The instructional materials contribute to the achievement of the stated learning objectives or competencies.
5.1	The learning activities help learners achieve the stated objectives or competencies
7.1	The tools used in the course support the learning objectives or competencies.

Appendix C

Online Course Review & Certification Rubric/Instrument

Section 1: Course Overview and Introduction

Objective	Standard	Resource/Source
1	Instructions make clear how to get started and where to find various course components. (Orientation/Get Started/Start Here content is available.)	Aligns with Quality Matters, 7th Edition, 1.1. *This is an Essential Standard.*
2	Learners are introduced to the purpose and structure of the course.	Aligns with Quality Matters, 7th Edition, 1.2. *This is an Essential Standard.*
3	Communication expectations for online discussions, email, and other forms of interaction are clearly stated. • *Substantive Interaction: Assess or provide feedback on student's coursework* • *Regular Interaction*	Aligns with Quality Matters, 7th Edition, 1.3.
4	Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided	Aligns with Quality Matters, 7th Edition, 1.4.
5	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	Aligns with Quality Matters, 7th Edition, 1.5.
6	Technical skills and digital information literacy skills expected of the learner are clearly stated.	Aligns with QM, 7th Edition, 1.6.
7	Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	Aligns with QM, 7th Edition, 1.7.
8	The self-introduction by the instructor is professional and is available online.	Aligns with QM, 7th Edition, 1.8.
9	Learners have the opportunity to introduce themselves.	Aligns with QM, 7th Edition, 1.9.
10	A printable syllabus and course calendar is available.	Aligns with OSCQR standard 4.
11	Course information states the course delivery format: face-to-face, hybrid, online-synchronous, or online-asynchronous.	Aligns with OSCQR standard 7.
12	Information or links to learner support services are available. (Tutoring, student services, academic services, writing center, etc.	Aligns with OSCQR standard 6.

Section 2: Learning Objectives

Objective	Standard	Resource/Source
1	The course learning objectives describe outcomes that are measurable.	Aligns with Quality Matters, 7th Edition, 2.1. *This is an Essential Standard. This is also an Alignment Standard.*
2	The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	Aligns with Quality Matters, 7th Edition, 2.2. *This is an Essential Standard. This is also an Alignment Standard.*
3	Learning objectives are stated clearly, are learner-centered, and are prominently located in the course.	Aligns with Quality Matters, 7th Edition, 2.3. *This is an Essential Standard.*
4	The relationship between learning objectives, learning activities, and assessments is made clear.	Aligns with Quality Matters, 7th Edition, 2.4. *This is an Essential Standard.*
5	The learning objectives are suited to and reflect the level of the course.	Aligns with Quality Matters, 7th Edition, 2.5. *This is an Essential Standard.*

Section 3; Assessment and Measurement

Objective	Standard	Resource/Source
1	The assessments measure the achievement of the stated learning objectives.	Aligns with Quality Matters, 7th Edition, 3.1. *This is an Essential Standard. This is also an Alignment Standard.*
2	The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site.	Aligns with Quality Matters, 7th Edition, 3.2. *This is an Essential Standard.*
3	Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	Aligns with Quality Matters, 7th Edition, 3.3. *This is an Essential Standard.*
4	The course includes multiple types of assessments that are sequenced and suited to the level of the course.	Aligns with Quality Matters, 7th Edition, 3.4.

5	The types and timing of assessments provide learners with multiple opportunities to track their learning progress with timely feedback.	Aligns with Quality Matters, 7th Edition, 3.5.
6	Learners have easy access to a well-designed and up-to-date gradebook.	Aligned to OSCQR Standard 49.

Section 4: Instructional Materials

Objective	Standard	Resource/Source
1	The instructional materials contribute to the achievement of the stated learning objectives or competencies.	Aligns with Quality Matters, 7th Edition, 4.1. *This is an Essential Standard. This is also an Alignment Standard.*
2	The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	Aligns with Quality Matters, 7th Edition, 4.2. *This is an Essential Standard.*
3	The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials	Aligns with Quality Matters, 7th Edition, 4.3. *This is an Essential Standard.*
4	The instructional materials represent up-to-date theory and practice in the discipline.	Aligns with Quality Matters, 7th Edition, 4.4. *This is an Essential Standard.*
5	Course offers access to a variety of engaging resources to present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor. • *Substantive Interaction: Facilitate a group discussion regarding the content of a course or competency.*	Aligns with OSCQR Standard 29
6	Course materials and resources include copyright and licensing status where applicable	Aligns with OSCQR Standard 33

Section 5: Learning Activities and Learner Interaction

Objective	Standard	Resources/Source
1	The learning activities help learners achieve the stated objectives or competencies	Aligns with Quality Matters 7th Ed., Standard 5.1. *This is an essential standard. This is also an alignment standard.*
2	Learning activities provide opportunities for interaction that support active learning. • *Substantive Interaction: Provide direct instruction*	Aligns with Quality Matters 7th Ed., Standard 5.2. *This is an essential standard.*
3	The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated. • *Substantive Interaction: Provide information or respond to questions about the content of a course or competency.*	Aligns with Quality Matters 7th Ed., Standard 5.3. *This is an essential standard.*
4	The requirements for learner interaction are clearly stated.	Aligns with Quality Matters 7th Ed., Standard 5.4. *This is an essential standard.*
5	Learners have an opportunity to get to know the instructor. • *Regular and substantive Interaction*	Aligns with OSCQR Standard 40.
6	Course provides activities for learners to develop higher order thinking and problem-solving skills, such as critical reflection and analysis. • *Substantive Interaction: Provide direct instruction* • *Regular Interaction*	Aligned with OSCQR Standard 30.
7	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. • *Substantive Interaction: Provide direct instruction* • *Regular Interaction*	Aligned with OSCQR Standard 31.

Section 6: Design and Layout

Objective	Standard	Resource/Source
1	Course navigation facilitates ease of use.	Aligns with QM Rubric 7th Edition - Specific Review Standard 8.1 *- This is an Essential Standard.*
2	The course design facilitates readability.	Aligns with QM Rubric 7th Edition - Specific Review Standard 8.2. - *This is an Essential Standard.*
3	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.	https://oscqr.suny.edu/standard17/
4	Instructions are provided and well written.	https://oscqr.suny.edu/standard19/
5	Canvas Pages are used where appropriate rather than direct uploads of files (PDFs, WORD documents, PPT, etc.)	https://oscqr.suny.edu/standard34/

Section 7: Course Technology

Objective	Standard	Resource/Source
1	The tools used in the course support the learning objectives or competencies.	Aligned with Quality Matters Rubric, 7th ed, 6.1. *This is an Essential Standard. This is an Alignment Standard as well.*
2	Course tools promote learner engagement and active learning.	Aligned with Quality Matters Rubric, 7th ed, 6.2.
3	The course provides learners with information on protecting their data and privacy.	Aligned with Quality Matters Rubric, 7th ed, 6.4.

Section 8: Accessibility and Mobile Compatibility

Objective	Standard	Resource
1	The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. (Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.)	Aligns with QM Rubric 7th Edition, Specific Review Standard 8.3. and 8.4. ***This is an Essential Standard.***
2	Video and audio content in the course is accessible.	Aligns with QM Rubric 7th Edition, Specific Review Standard 8.5
3	Course multimedia facilitate ease of use.	Aligns with QM Rubric 7th Edition, Specific Review Standard 8.6.
4	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").	https://oscqr.suny.edu/standard37/
5	There is enough contrast between text and background for the content to be easily viewed.	https://oscqr.suny.edu/standard18/
6	All content is mobile compatible.	Aligns with QM Rubric 7th Edition, Specific Review Standard 6.3.3 - "A mobile application that learners use to identify plants in a botany course"

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