

All Quality Matters Rubric Standards with Assigned Point Values

	Standard	Points
Course Overview and Introduction	I.1 Navigational instructions make the organization of the course easy to understand	3
	I.2 A statement introduces the student to the course and to the structure of the student learning and, in the case of a hybrid course, clarifies the relationship between the face-to-face and online components	3
	I.3 Etiquette expectations with regard to discussions, email, and other forms of communication are stated clearly	2
	I.4 The self-introduction by the instructor is appropriate and available online	1
	I.5 Students are requested to introduce themselves to the class	1
	I.6 Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline are clearly stated	1
Learning Objectives	II.1 The course learning objectives describe outcomes that are measurable	3
	II.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives	3
	II.3 The learning objectives are stated clearly and written from the students' perspective	2
	II.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly	2
	II.5 The learning objectives address content mastery, critical thinking skills, and core learning skills	2
Assessment and Measurement	III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources	3
	III.2 The course grading policy is stated clearly	3
	III.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation	3
	III.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed	2
	III.5 "Self-check" or practice types of assignments are provided for timely student feedback	1
Resources and Materials	IV.1 The instructional materials support the stated learning objectives	3
	IV.2 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject	3
	IV.3 The purpose of each course element is explained	2
	IV.4 The instructional materials are logically sequenced and integrated	1
	IV.5 All resources and materials used in the course are appropriately cited	1
Learner Engagement	V.1 The learning activities promote the achievement of stated learning objectives	3
	V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction	3
	V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)	3
	V.4 The requirements for course interaction are clearly articulated	2
	V.5 The course design prompts the instructor to be active and engaged with the students	2
Course Technology	VI.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course	3
	VI.2 The tools and media enhance student interactivity and guide the student to become a more active learner	2
	VI.3 Technologies required for this course are either provided or easily downloadable	2
	VI.4 The course components are compatible with existing standards of delivery modes	1
	VI.5 Instructions on how to access resources at a distance are sufficient and easy to understand	1
	VI.6 The course design takes full advantage of available tools and media	1
Learner Support	VII.1 The course instructions articulate or link to a clear description of the technical support offered	2
	VII.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided	2
	VII.3 Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided	1
	VII.4 Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, etc.	1
Accessibility	VIII.1 The course acknowledges the importance of ADA requirements	3
	VIII.2 Course pages and course materials provide equivalent alternatives to auditory and visual content	1
	VIII.3 Course pages have links that are self-describing and meaningful	1
	VIII.4 The course demonstrates sensitivity to readability issues	1

To meet Quality Matters review expectations a course must: Answer 'Yes' to all 3-point Essential Standards: I.1, I.2, II.1, II.2, III.1, III.2, III.3, IV.1, IV.2, V.1, V.2, V.3, VI.1, VIII.1 **AND** Earn 68 or more points.