



Standards for Course Quality

The standards of the QM rubric were developed with the purpose of aligning all critical course components (Learning objectives; learner interactions and activities; resources, materials, and technology; and assessments) so they work together to ensure that students achieve the desired learning outcomes. The following is a quick reference to the standards of the QM rubric. To get materials and learn more about the QM rubric, visit the [Quality Matters](#) website.

Course Overview and Introduction (QM rubric)

- Navigational instructions make the organization of the course easy to understand.
- A statement introduces the student to the course and to the structure of the student learning.
- Netiquette expectations with regard to discussions and email communication are clearly stated.
- The self-introduction by the instructor is appropriate.
- Students are requested to introduce themselves to the class.
- Minimum technology requirements, minimum students skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.

Online Organization & Design (Colorado State University)

- An overview and/or an orientation of the entire course.
- Students can clearly understand all components and structure of the course.
- Course is well-organized and easy to navigate.
- Course syllabus identifies and clearly delineates the role the online environment plays in the total course.
- Aesthetic design presents and communicates course information clearly throughout the course.
- All web pages are visually and functionally consistent throughout the course.
- Accessibility issues are addressed throughout the course.

Course Calendar (West Georgia University)

- Schedule of course activities is listed.
- Dates for units, assignments, activities and tests are shown.
- Institutional term information is listed (course start/end dates, withdrawal dates, etc.).

Learning Objectives (QM rubric)

- The learning objectives of the course describe outcomes that are measurable.
- The learning objectives address content mastery, critical thinking skills, and core learning skills.
- The learning objectives of the course are clearly stated and understandable to the student.
- Instructions to students on how to meet the learning objectives are adequate and easy to understand.
- The learning objectives of the course are articulated and specified on the module/unit level.

Assessment and Measurement (QM rubric)

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

Resources and Materials (QM rubric)

- The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.
- Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student.
- The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident.
- The instructional materials, including supporting materials - such as manuals, videos, CD ROMs, and computer software - are consistent in organization.
- All resources and materials used in the online course are appropriately cited.

Learner Interaction (QM rubric)

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

Course Technology (QM rubric)

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

Learner Support (QM rubric)

- The course instructions articulate or link to a clear description of the technical support offered.
- 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.

- 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.
- Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology etc.

Accessibility (QM rubric)

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