**Appendix B**

Standards from the Quality Matters Higher Education Rubric, Fifth Edition

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| Standards  |  |  | Points  |
| CourseOverviewIntroduction | 1.1 | Instructions make clear how to get started and where to find various course components. | 3 |
| 1.2 | Learners are introduced to the purpose and structure of the course. | 3 |
| 1.3 | Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated. | 2 |
| 1.4 | Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided. | 2 |
| 1.5 | Minimum technology requirements are clearly stated and instructions for use provided. | 2 |
| 1.6 | Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. | 1 |
| 1.7 | Minimum technical skills expected of the learner are clearly stated. | 1 |
| 1.8 | The self-introduction by the instructor is appropriate and is available online. | 1 |
| 1.9 | Learners are asked to introduce themselves to the class. | 1 |
| Learning Objectives(Competencies) | 2.1 | The course learning objectives, or course/program competencies, describe outcomes that are measurable. | 3 |
| 2.2 | The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. | 3 |
| 2.3 | All learning objectives or competencies are stated clearly and written from the learner’s perspective. | 3 |
| 2.4 | The relationship between learning objectives or competencies and course activities is clearly stated. | 3 |
| 2.5 | The learning objectives or competencies are suited to the level of the course. | 3 |
| AssessmentandMeasurement | 3.1 | The assessments measure the stated learning objectives or competencies. | 3 |
| 3.2 | The course grading policy is stated clearly. | 3 |
| 3.3 | Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy. | 3 |
| 3.4 | The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed. | 2 |
| 3.5 | The course provides learners with multiple opportunities to track their learning progress. | 2 |
| InstructionalMaterials | 4.1 | The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies. | 3 |
| 4.2 | Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. | 3 |
| 4.3 | All instructional materials used in the course are appropriately cited. | 2 |
| 4.4 | The instructional materials are current. | 2 |
| 4.5 | A variety of instructional materials is used in the course. | 2 |
| 4.6 | The distinction between required and optional materials is clearly explained. | 1 |
| CourseActivities andLearnerInteraction | 5.1 | The learning activities promote the achievement of the stated learning objectives or competencies. | 3 |
| 5.2 | Learning activities provide opportunities for interaction that support active learning. | 3 |
| 5.3 | The instructor’s plan for classroom response time and feedback on assignments is clearly stated. | 3 |
| 5.4 | The requirements for learner interaction are clearly stated. | 2 |
| CourseTechnology | 6.1 | The tools used in the course support the learning objectives and competencies. | 3 |
| 6.2 | Course tools promote learner engagement and active learning. | 3 |
| 6.3 | Technologies required in the course are readily obtainable. | 2 |
| 6.4 | The course technologies are current. | 1 |
| 6.5 | Links are provided to privacy policies for all external tools required in the course. | 1 |
| LearnerSupport | 7.1 | The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. | 3 |
| 7.2 | Course instructions articulate or link to the institution’s accessibility policies and services. | 3 |
| 7.3 | Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them. | 2 |
| 7.4 | Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them. | 1 |
| Accessibilityand Usability | 8.1 | Course navigation facilitates ease of use. | 3 |
| 8.2 | Information is provided about the accessibility of all technologies required in the course. | 3 |
| 8.3 | The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | 2 |
| 8.4 | The course design facilitates readability. | 2 |
| 8.5 | Course multimedia facilitate ease of use. | 2 |