Quality Course Design Rubric		
Standard 1: Outcomes & Alignment	1.1 Course Level Outcomes (CLO's) are stated and measurable.	3
	1.2 Module/Unit Level Outcomes (MLO's) are clearly stated, measurable, and aligned to specific CLO's.	3
	1.3 Learning Materials directly contribute to students' achievement of the learning outcomes.	3
	1.4 Learning Activities promote the achievement of the learning outcomes.	3
	1.5 Assessments measure the stated learning outcomes.	3
Standard 2: Course Introduction and Overview	2.1 A course welcome message is posted with clear instructions on how to get started in the course and links to the "Start Here" folder.	3
	2.2 Students are given information on how to navigate course structure: grades, feedback, quizzes, assignments, and course content.	2
Standard 3: Online Presence	3.1 A welcoming introduction video, instructor biography, contact information, and virtual office hours (MS Teams, Zoom, etc.) are posted.	3
	3.2 A self-Introduction exercise is required of all students.	1
	3.3 The instructor's plan for RSI is clearly stated in the syllabus. (If hybrid: Instructor's plan for response time and feedback on assignments is clearly stated.)	3
Standard 4: Organization	4.1 A Syllabus and Course Schedule are posted and clearly labeled.	3
	4.2 Gradebook is created and includes linked grade items (and categories if appropriate) for assessments/activities (discussions, assignment submission folders, and quizzes).	3
	4.3 Content is organized logically, consistently, and chronologically.	2
	4.4 Each module has an overview that includes: learning outcomes, a to-do list, and instructions and due dates for the assignments/activities.	2
Standard 5: Student Engagement & Expectations	5.1 Opportunities exist for student to actively engage with other classmates, the instructor, and course material. The requirements for interaction are clear.	3
	5.2 Student expectations are well established and clearly communicated.	2
	5.3 A variety of relevant learning materials are used in the course (readings, videos, graphics, textbook, audio clips).	2
	5.4 Incorporated tools support the learning outcomes and promote student engagement.	2
Standard 6: Accessibility & Usability	6.1 Course design facilitates readability.	3
	6.2 Multimedia used in the course, such as images, audio and video, is easy to use and accessible to all learners.	3
	For a course to meet review expectations, ALL Essential Standards (highlighted & worth 3 points each) must be met AND an overall score of 85% or higher (45+ points) must be achieved. The remaining standards are considered Very Important (worth 2 points) or Important (worth 1 point). Similar to the QM Rubric, this rubric is scored all-or-none. An online course either has the element and gets the full point(s), or it does not and will not receive the point(s). No partial credit is given.	52

	Specific Review Standards with Annotations	
General Standards	**Specific Review Standards** Note: Essential standards are bold and highlighted.	*Annotations*
Standard 1: Outcomes and Alignment	**1.1 Course Level Outcomes (CLO's) are clearly stated and measurable.**	*Measureable course-level learning outcomes precisely and clearly describe what students will learn and be able to do if they successfully complete the course. Course outcomes describe desired student mastery using terms that are specific and observable enough to be measured by the instructor. The course outcomes are stated prominently and written in a way that allows students to easily grasp their meaning (the use of unnecessarily complex language is avoided). (Aligns with QM standards 2.1, 2.3)* **QM 2.3 Annotation for Hybrid Courses:** *"In addition to being provided in the face-to-face or virtual classroom, the learning objectives are stated in the course site."*
	1.2 Module/Unit Level Outcomes (MLO's) are clearly stated, measurable and aligned to specific CLO's.	*Module/unit level outcomes (MLOs) align with the course level outcomes. The MLOs are specific, observable, and describe competencies, skills, and knowledge in smaller, discrete pieces, that students are able to master and demonstrate at regular intervals throughout the course. (Aligns with QM standard 2.2)*
	1.3 Learning Materials directly contribute to students' achievement of the learning outcomes.	*The learning materials used in the course align with the course and module level outcomes in a clear and direct way. Learning materials provide information and resources students need to achieve the stated learning outcomes, and may include, but are not limited to, textbooks, publisher or instructor-created materials, multimedia, and websites. (Aligns with QM standard 4.1)* **QM 4.1 Annotation for Hybrid Courses:** *"Copies or descriptions of materials used or delivered live are included in the asynchronous course site for purposes of the course review."*
	1.4 Learning Activities promote the achievement of the learning outcomes.	*Learning activities used in the course align with the course and module level outcomes. The learning activities also align with the assessments, instructional materials, and course technologies by engaging students in activities that promote mastery of the stated learning outcomes. (Aligns with QM standard 5.1)* **QM 5.1 Annotation for Hybrid Courses:** *"Copies of or information about activities completed live are listed in the course site."*
	1.5 Assessments measure the stated learning outcomes.	*Assessments align with the course and module level outcomes by measuring the students' accomplishment of those outcomes. The chosen assessments can be successfully completed by students if they have met the stated course outcomes. (Aligns with QM standard 3.1)* **QM 3.1 Annotation for Hybrid Courses:** *"A copy of any assessment delivered in real-time, such as an in-class exam or verbal quiz, is posted on the course site for the purpose of the course review."*

Standard 2: Course Introduction and Overview	**2.1 A course welcome message is posted with clear instructions on how to get started in the course and links to the "Start Here" folder.**	*A course welcome message provides a general course overview and indicates what the students should do first. Students should be directed to the "Start Here" module containing start-up instructions and important course documents at the beginning of the course. (Aligns with QM standard 1.1)* ***QM 1.1 Annotation for Hybrid Courses:*** *"Instructions in the online course site make it clear to learners that the course is a hybrid course, with both online and face-to-face components and activities. Instructions specify the format, sequencing, and requirements for both the online and face-to-face portions of the course."*
	2.2 Students are given information on how to navigate course structure: grades, feedback, quizzes, assignments and course content.	*Detailed navigational instructions for the whole course are provided and instructions make it clear on where to find various course components. (Aligns with QM standard 1.1)* ***QM 1.1 Annotation for Blended Courses:*** *"Instructions in the online course site make it clear to learners that the course is a hybrid course, with both online and face-to-face components and activities. Instructions specify the format, sequencing, and requirements for both the online and face-to-face portions of the course."*
Standard 3: Online Presence	**3.1 A welcoming introduction video, instructor biography, contact information, and virtual office hours (MS Teams, Zoom, etc.) are posted.**	*Instructor's online presence is evident in all of the following: an instructor introduction/course overview video, an instructor biography (any format), a schedule and format for regular virtual office hours (MS Teams, Zoom, etc.), and a complete listing of contact information. (Aligns with QM standards 1.2 and 1.8)* ***QM 1.2 Annotation for Hybrid Courses:*** *"The purpose of both the online and face-to-face portions of the course is clearly explained to learners to help them understand how and why both formats are important to the learning process. The course schedule or calendar fully covers both the online and face-to-face portions of the course and clearly specifies the dates, times, locations, and content of face-to-face class meetings."* ***QM 1.8 Annotation for Hybrid Courses:*** *"Instructors may introduce themselves during real-time course meetings and include their introduction asynchronously in the course site. At minimum, the asynchronous introduction includes how they would like to be addressed and their contact information."*
	3.2 A self-Introduction exercise is required of all students.	*Students are asked to introduce themselves and given instructions on where and how to do this. Student introductions help create a welcoming learning environment and a sense of community. (Aligns with QM standard 1.9)* ***QM 1.9 Annotation for Hybrid Courses:*** *"The opportunity for introductions is available in the course site for future reference, even if learners have introduced themselves in a real-time or face-to-face meeting."*
	3.3 The instructor's plan for RSI is clearly stated in the syllabus. (If hybrid: Instructor's plan for response time and feedback on assignments is clearly stated.)	*Clear information is posted (typically in the syllabus) about when students will receive instructor responses to emails and discussion postings, feedback on assignments, and grades. Substantive interaction must include at least two of the following: Providing direct instruction (example: synchronous lecture); Assessing or providing feedback on a student's coursework (this cannot be automatically graded feedback; the instructor must provide specific feedback); Providing information or responding to questions about the content of a course or competency (example: weekly email or announcement to students about the week's content; follow-up email or announcement to students about areas of confusion); Facilitating a group discussion regarding the content of a course or competency; or Other instructional activities approved by the institution's or program's accrediting agency. (Aligns with QM standard 5.3)* ***QM 5.3 Annotation for Hybrid Courses:*** *"In addition to the application of the Specific Review Standard described above for online courses, the instructor's plan for real-time interaction, such as providing direct instruction and answering questions, is stated in the course site."*

Standard 4: Organization	**4.1 A Syllabus and Course Schedule are posted and clearly labeled.**	*The syllabus and course schedule are contained in the "Start Here" folder and clearly labeled. The information in the syllabus and schedule is up to date and helps students understand the purpose and structure of the course. (Aligns with QM standard 1.2)* ***QM 1.2 Annotation for Hybrid Courses:*** *"The purpose of both the online and face-to-face portions of the course is clearly explained to learners to help them understand how and why both formats are important to the learning process. The course schedule or calendar fully covers both the online and face-to-face portions of the course and clearly specifies the dates, times, locations, and content of face-to-face class meetings."*
	4.2 Gradebook is created and includes linked grade items (and categories if appropriate) for assessments/activities (discussions, assignment submission folders, and quizzes).	*The points, percentages, and/or weights for each component of the course grade are included in the gradebook, correctly linked to the appropriate assessment or activity, and are consistent throughout the course. (Aligns with QM standard 3.2)* ***QM 3.2 Annotation for Hybrid Courses:*** *"If information on course grading is shared live during the first class session, a copy of the information is posted in the course site for learners to reference."*
	4.3 Content is organized logically, consistently, and chronologically.	*Navigation throughout the course content is consistent, logical, and efficient. The course organization facilitates an ease of movement through the course activities. (Aligns with QM standard 8.1)*
	4.4 Each module has an overview that includes: learning outcomes, a to-do list, and instructions and due dates for the assignments/activities.	*Consistent layout and design are used throughout the course, making content, learning materials, tools, and media easy to locate from anywhere in the course. Design elements are used repetitively, increasing predictability and intuitiveness. Course modules have working links and files that are labeled with clear, meaningful names. (Aligns with QM standard 8.1)*

Standard 5: Student Engagement and Expectations	**5.1 Opportunities exist for student to actively engage with other classmates, the instructor, and course material. The requirements for interaction are clear. The instructor's plan for RSI is clearly stated in the syllabus.**	*Activities exist to promote engagement through different types of interaction as appropriate to the course. Interactions are designed to support the course and module level outcomes. Types of interaction include: student-instructor (instructor feedback on an assignment; instructor to learner discussion posting; synchronous or asynchronous session; etc.), student-student (group discussions; group projects; peer critiques; etc.), and student-content (assigned reading, workbook, or online exercise; etc.). A statement of the instructor's expectations for student participation is included. (Aligns with QM standards 5.2, 5.3, 5.4)* *QM 5.2 Annotation for Hybrid Courses: "In courses that use both online and face-to-face settings, the learning activities that occur in these two settings are connected by a common thread or theme and are mutually reinforcing. The connection and reinforcement are made clear to learners. For example, the different parts of a particular activity might be sequenced in an alternating way in online and real-time meetings of the course. The course provides copies of or information about activities to be completed during real-time meetings."*
	5.2 Student expectations are well established and clearly communicated.	*The course includes expectations for online communication (netiquette), course and institutional policies, minimum technology requirements and technical skills (including any external courseware), prerequisite knowledge and/or required competencies. Additionally, guidance on how to uphold academic integrity in the course is outlined. (Aligns with QM standards 1.3, 1.4, 1.5, 1.6, 1.7, 3.6)*
	5.3 A variety of relevant learning materials are used in the course (readings, videos, graphics, textbook, audio clips).	*The course presents a variety of relevant learning materials that may include: textbooks and other publications, instructor-created resources, websites, and multimedia. Instructor models copyright/Creative Commons licensing best practices. (Aligns with QM standards 4.3, 4.5)*
	5.4 Incorporated tools support the learning outcomes and promote student engagement.	*Tools are functional software that provide opportunities for interaction in the course. They may be included in the learning management system (LMS) or external to the LMS. Examples include: discussion boards, blogs, games, social media, virtual classrooms, web conferencing, webinars, shared documents, simulations, automated self-check exercises, etc. The selected course tools align with the learning outcomes and help students actively engage in the learning process. (Aligns with QM standards 6.1 and 6.2)* *QM 6.1 Annotation for Hybrid Courses: "Look in the course site for information on what technology is used in real-time, and what the technology is used for."* *QM 6.2 Annotation for Hybrid Courses: "Examples of tools that support learners in real-time interaction include web-conferencing software, breakout rooms, simulations, virtual reality technology, and others. Look for a statement in the course that describes the technology learners will use to interact in real time."*
Standard 6: Accessibility and Usability	**6.1 Course design facilitates readability.**	*Course design allows students to easily read and interpret course content. Course design facilitates readability and provides accessible text and images in files, documents, LMS pages, and web pages. Examples of enhanced readability include: minimal editing and proofreading errors; color alone is not used to convey meaning; heading and body styles are consistent throughout the course; text color, size, and font styles are not distracting or difficult to read; underlining is only used for hyperlinks; PDFs with text are selectable and searchable, not just image scans. Use of provided course template can enhance the overall readability and accessibility of the course.(Aligns with QM standards 8.2 and 8.3)*
	6.2 Multimedia used in the course, such as images, audio and video, is easy to use and accessible to all learners.	*Equivalent textual representations of multimedia content are located or linked within the course. Video and animations are captioned, or text transcripts are readily available. If audio content and visual content correspond, captions should correctly represent the audio content. If audio content does not correspond with visual content, then a text transcript is sufficient. Images are resizable, embedded/linked audio and video are clear and work as expected, and audio/video players include controls. (Aligns with QM standards 8.4, 8.5, 8.6)*