QUALITY MATTERS PROGRAM

QM

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Quality Matters Rubric Standards 2011 - 2013 edition with Assigned Point Values

Standards			Points
Course Overview and Introduction	1.1	Instructions make clear how to get started and where to find various course components.	3
	1.2	Students 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 stated clearly.	2
	1.4	Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5	Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.6	Minimum technical skills expected of the student are clearly stated.	1
	1.7	The self-introduction by the instructor is appropriate and available online.	1
	1.8	Students are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1	The course learning objectives describe outcomes that are measurable.	3
	2.2	The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
	2.3	All learning objectives are stated clearly and written from the students' perspective.	3
	2.4	Instructions to students on how to meet the learning objectives are adequate and stated clearly.	3
	2.5	The learning objectives are appropriately designed for the level of the course.	3
Assessment and Measurement	3.1	The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3
	3.2	The course grading policy is stated clearly.	3
	3.3	Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.	3
	3.4	The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.	2
	3.5	Students have multiple opportunities to measure their own learning progress.	2
Instructional Materials	4.1	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3
	4.2	The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3	All resources and materials used in the course are appropriately cited.	2
	4.4	The instructional materials are current.	2
	4.5	The instructional materials present a variety of perspectives on the course content.	1
	4.6	The distinction between required and optional materials is clearly explained.	1
Learner Interaction and Engagement	5.1	The learning activities promote the achievement of the stated learning objectives.	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 student interaction are clearly articulated.	2
Course Technology	6.1	The tools and media support the course learning objectives.	3
	6.2	Course tools and media support student engagement and guide the student to become an active learner.	3
	6.3	Navigation throughout the online components of the course is logical, consistent, and efficient.	3
	6.4	Students can readily access the technologies required in the course.	2
	6.5	The course technologies are current.	1
Learner Support	7.1	The course instructions articulate or link to a clear description of the technical support offered and how to access 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 students succeed in the course and how students can access the services.	2
	7.4	Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services.	1
Accessibility	8.1	The course employs accessible technologies and provides guidance on how to obtain accommodation.	3
	8.2	The course contains equivalent alternatives to auditory and visual content.	2
	8.3	The course design facilitates readability and minimizes distractions.	2
	8.4	The course design accommodates the use of assistive technologies.	2

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