



QM Rubric Self-Review

As you review your course, use the checkboxes and text fields in this form to indicate whether certain standards have been met, where they were located in the course, and ways in which they might be improved.

An * next to the standard number indicates that this standard is required to be met for the course to pass. The course must also accrue a minimum of 85 points to pass. Please make sure that you have addressed and rectified any 3-point standard that you marked as unmet before uploading this completed document and alerting the instructional designer that the course is ready for final review.

Course Number:

Course Instructor:

Course ID:

Date Completed:

Total Score: /100

Table of Contents

[General Standard 1: Course Overview and Introduction](#)

[General Standard 2: Learning Objectives \(Competencies\)](#)

[General Standard 3: Assessment and Measurement](#)

[General Standard 4: Instructional Materials](#)

[General Standard 5: Learning Activities and Learner Interaction](#)

[General Standard 6: Course Technology](#)

[General Standard 7: Learner Support](#)

[General Standard 8: Accessibility and Usability](#)

General Standard 1: Course Overview and Introduction

The overall design of the course is made clear to the learner at the beginning of the course.

#	Review Standard	Evidence / Suggestions	Met?	Points
1.1*	Instructions make clear how to get started and where to find various course components.	Evidence: Notes:	<input type="checkbox"/>	3
1.2*	Learners are introduced to the purpose and structure of the course.	Evidence: Notes:	<input type="checkbox"/>	3
1.3	Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	Evidence: Notes:	<input type="checkbox"/>	2
1.4	Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	Evidence: Notes:	<input type="checkbox"/>	2
1.5	Minimum technology requirements for the course are clearly stated, and information on how to obtain these technologies is provided.	Evidence: Notes:	<input type="checkbox"/>	2
1.6	Computer skills and digital information literacy skills expected of the learner are clearly stated.	Evidence: Notes:	<input type="checkbox"/>	1
1.7	Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	Evidence: Notes:	<input type="checkbox"/>	1

#	Review Standard	Evidence / Suggestions	Met?	Points
1.8	The self-introduction by the instructor is professional and is available online.	Evidence: Notes:	<input type="checkbox"/>	1
1.9	Learners are asked to introduce themselves to the class	Evidence: Notes:	<input type="checkbox"/>	1
			<i>Total</i>	<i>/16</i>

General Standard 2: Learning Objectives (Competencies)

Learning objectives or competences describe what learners will be able to do upon completion of the course.

#	Review Standard	Evidence	Met?	Points
2.1*	The course learning objectives, or course/program competencies, describe outcomes that are measurable.	Evidence: Notes:	<input type="checkbox"/>	3
2.2*	The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	Evidence: Notes:	<input type="checkbox"/>	3
2.3*	Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	Evidence: Notes:	<input type="checkbox"/>	3
2.4*	The relationship between learning objectives or competencies and learning activities is clearly stated.	Evidence:	<input type="checkbox"/>	3

#	Review Standard	Evidence	Met?	Points
		Notes:		
2.5*	The learning objectives or competencies are suited to the level of the course.	Evidence: Notes:	<input type="checkbox"/>	3
			<i>Total</i>	<i>/15</i>

General Standard 3: Assessment and Measurement

Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

#	Review Standard	Evidence	Met?	Points
3.1*	The assessments measure the achievement of the stated learning objectives or competencies.	Evidence: Notes:	<input type="checkbox"/>	3
3.2*	The course grading policy is stated clearly at the beginning of the course.	Evidence: Notes:	<input type="checkbox"/>	3
3.3*	Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	Evidence: Notes:	<input type="checkbox"/>	3
3.4	The assessments used are sequenced, varied, and suited to the level of the course	Evidence: Notes:	<input type="checkbox"/>	2

#	Review Standard	Evidence	Met?	Points
3.5	The course provides learners with multiple opportunities to track their learning progress with timely feedback.	Evidence: Notes:	<input type="checkbox"/>	2
			<i>Total</i>	<i>/13</i>

General Standard 4: Instructional Materials

Instructional materials enable learners to achieve stated learning objectives or competencies.

#	Review Standard	Evidence	Met?	Points
4.1*	The instructional materials contribute to the achievement of the stated learning objectives or competencies.	Evidence: Notes:	<input type="checkbox"/>	3
4.2*	The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	Evidence: Notes:	<input type="checkbox"/>	3
4.3	The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	Evidence: Notes:	<input type="checkbox"/>	2
4.4	The instructional materials represent up-to-date theory and practice in the discipline.	Evidence: Notes:	<input type="checkbox"/>	2
4.5	A variety of instructional materials is used in the course.	Evidence: Notes:	<input type="checkbox"/>	2

#	Review Standard	Evidence	Met?	Points
			<i>Total</i>	<i>/12</i>

General Standard 5: Learning Activities and Learner Interaction

Learning activities facilitate and support learner interaction and engagement.

#	Review Standard	Evidence	Met?	Points
5.1*	The learning activities promote the achievement of the stated learning objectives or competencies.	Evidence: Notes:	<input type="checkbox"/>	3
5.2*	Learning activities provide opportunities for interaction that support active learning.	Evidence: Notes:	<input type="checkbox"/>	3
5.3*	The instructor's plan for interacting with learners during the course is clearly stated.	Evidence: Notes:	<input type="checkbox"/>	3
5.4	The requirements for learner interaction are clearly stated.	Evidence: Notes:	<input type="checkbox"/>	2
			<i>Total</i>	<i>/11</i>

General Standard 6: Course Technology

Course technologies support learner's achievement of course objectives or competencies.

#	Review Standard	Evidence	Met?	Points
6.1*	The tools used in the course support the learning objectives or competencies.	Evidence:	<input type="checkbox"/>	3

#	Review Standard	Evidence	Met?	Points
		Notes:		
6.2*	Course tools promote learner engagement and active learning.	Evidence:		
		Notes:	<input type="checkbox"/>	3
6.3	A variety of technology is used in the course.	Evidence:		
		Notes:	<input type="checkbox"/>	1
6.4	The course provides learners with information on protecting their data and privacy.	Evidence:		
		Notes:	<input type="checkbox"/>	1
			<i>Total</i>	<i>/8</i>

General Standard 7: Learner Support

The course facilitates learner access to institutional support services essential to learner success.

#	Review Standard	Evidence	Met?	Points
7.1*	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	Evidence:		
		Notes:	<input type="checkbox"/>	3
7.2*	Course instructions articulate or link to the institution's accessibility policies and services.	Evidence:		
		Notes:	<input type="checkbox"/>	3
7.3*	Course instructions articulate or link to the institution's academic	Evidence:		
			<input type="checkbox"/>	3

#	Review Standard	Evidence	Met?	Points
	support services and resources that can help learners succeed in the course.	Notes:		
7.4	Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	Evidence: Notes:	<input type="checkbox"/>	1
			<i>Total</i>	<i>/10</i>

General Standard 8: Accessibility and Usability

Learning objectives or competences describe what learners will be able to do upon completion of the course.

#	Review Standard	Evidence	Met?	Points
8.1*	Course navigation facilitates ease of use.	Evidence: Notes:	<input type="checkbox"/>	3
8.2*	The course design facilitates readability.	Evidence: Notes:	<input type="checkbox"/>	3
8.3*	The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	Evidence: Notes:	<input type="checkbox"/>	3
8.4	The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	Evidence: Notes:	<input type="checkbox"/>	2

#	Review Standard	Evidence	Met?	Points
8.5	Course multimedia facilitate ease of use.	Evidence: Notes:	<input type="checkbox"/>	2
8.6	Vendor accessibility statements are provided for all technologies required in the course.	Evidence: Notes:	<input type="checkbox"/>	2
			<i>Total</i>	<i>/15</i>