| Met | See Notes | Rubric Standards | QM Standard |
|---|---|---|---|
| | | **Heading of Syllabus**<br>• School/Academic Area<br>• Course Number, Title, level, and credit hr.<br>• Instructor Name<br>• Instructor Contact Information<br>• Office Hours (Location/Days/Times) | |
| | | **Description/Rationale**<br>• Is there a description of the course that explains the need for and purpose of the course? | QM 1.2 |
| | | **Relationship to Other Courses/Curricula**<br>• Does the syllabus explain how this course relates to other courses in the curriculum?<br>• Are the prerequisites and prerequisite knowledge requirements listed? | QM 1.6 |
| | | **Learning Objectives**<br>• Are the course objectives listed?<br>• Do the course objectives describe measurable outcomes?<br>• Are the learning objectives are suited to the level of the course?<br>• Are all course objectives are clearly stated?<br>• Are all course objectives written from the learner's perspective?<br>• Is the relationship between learning objectives and assignments or course activities clearly stated or marked? | QM 2.1<br>QM 2.3<br>QM 2.4<br>QM 2.5<br>QM 4.5 |
| | | **Text/Reading List/Bibliography (Course Materials)**<br>• Is the purpose for instructional materials, and how they are to be used, clearly explained?<br>• Are all materials appropriately cited?<br>• Are all materials current?<br>• Is the distinction between required and optional materials clearly explained? | QM 4.2<br>QM 4.3<br>QM 4.4<br>QM 4.6 |
| | | **Course Evaluation/Assessments and Grading Policy**<br>• Are the Letter Grades/Grading Breakdowns included and clearly stated?<br>• Is the Late Work policy included and clearly stated?<br>• Are the assessments are explicitly connected to the course objectives?<br>• Do the assessments (assignments, tests and quizzes) measure the stated learning objectives or competencies?<br>• Are the assessment types varied?<br>• Do the assessments build on one another and/or increase in complexity? | QM 3.1<br>QM 3.2<br>QM 3.4 |
| | | **Assignment Descriptions**<br>• Are there clear instructions for how students can get started and where to find course components?<br>• Are there detailed descriptions of all assignments with an explanation of how the work will be assessed?<br>• Are the assignments tied to the grading policy? | QM 1.1<br>QM 3.3 |

| Met | See Notes | Rubric Standards | QM Standard |
|---|---|---|---|
| | | ### Communication and Course Policies<br>• Is there a communication policy – how to reach the instructor, the expected turnaround on replies, how soon to expect feedback on assignments?<br>• Are the requirements for learner interaction, via email, discussion boards and in synchronous sessions, laid out clearly (Netiquette)?<br>• Is there a statement of online communication etiquette expectations (Netiquette)? | QM 1.3<br>QM 5.3<br>QM 5.4 |
| | | ### Technology<br>• Are minimum technology requirements clearly stated and instructions provided for use?<br>• Are the minimum technical skills for students clearly stated?<br>• Is information about Technology Accessibility provided?<br>• Is information about Technical Support offered along with links or instructions for how to access it? | QM 1.5<br>QM 1.7<br>QM 7.1<br>QM 8.2 |
| | | ### Institutional Policies<br>• Does the syllabus contain all of the following policies?<br>  • Academic Integrity<br>  • Office of Disability Services Statement (Accessibility Accommodations)<br>  • Title IX<br>  • Grievances Statement<br>  • Intellectual Property (Copyright Disclaimer)<br>  • Mental Health Statement<br>  • Diversity Statement<br>**Optional Statements:**<br>  • Trigger Warning<br>  • Off-Campus Field Experiences<br>**The following polices can be links, rather than statements:**<br>  • Academic Support Services and Resources<br>  • Explanation of how student support can help | QM 1.4<br>QM 7.2<br>QM 7.3<br>QM 7.4 |
| | | ### Topical Outline<br>• Is there a list of topics to be covered in each of the sixteen weeks of the Semester (or eight weeks of the session)? | |
| | | ### Any Applicable Appendices<br>  • NCATE Standards<br>  • ISLLC Standards<br>  • Other<br>  • Not Applicable | |

# QUALITY MATTERS
# QM

**For more information visit www.qualitymatters.org or email info@qualitymatters.org**

## Quality Matters™ Rubric Standards
## Fifth Edition, 2014, with Assigned Point Values ■ ■ ■

### Standards
### Status

**Course Overview and Introduction**

1.1 Instructions make clear how to get started and where to find various course components.
1.2 Learners are introduced to the purpose and structure of the course.
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.
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.
* 1.5 Minimum technology requirements are clearly stated and instructions for use provided.
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
1.7 Minimum technical skills expected of the learner are clearly stated.
1.8 The self-introduction by the instructor is appropriate and is available online.
1.9 Learners are asked to introduce themselves to the class.

**Learning Objectives (Competencies)**

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
2.5 The learning objectives or competencies are suited to the level of the course.

**Assessment and Measurement**

3.1 The assessments measure the stated learning objectives or competencies.
3.2 The course grading policy is stated clearly.
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
3.5 The course provides learners with multiple opportunities to track their learning progress.

**Instructional Materials**

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
4.3 All instructional materials used in the course are appropriately cited.
4.4 The instructional materials are current.
4.5 A variety of instructional materials is used in the course.
4.6 The distinction between required and optional materials is clearly explained.

**Learner Activities and Learner Interaction**

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
5.2 Learning activities provide opportunities for interaction that support active learning.
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.
5.4 The requirements for learner interaction are clearly stated.

**Course Technology**

6.1 The tools used in the course support the learning objectives and competencies.
6.2 Course tools promote learner engagement and active learning.
* 6.3 Technologies required in the course are readily obtainable.
6.4 The course technologies are current.
* 6.5 Links are provided to privacy policies for all external tools required in the course.

**Learner Support**

* 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
* 7.2 Course instructions articulate or link to the institution's accessibility policies and services.
* 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.
* 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.

**Accessibility and Usability**

8.1 Course navigation facilitates ease of use.
* 8.2 Information is provided about the accessibility of all technologies required in the course.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability.
8.5 Course multimedia facilitate ease of use.

**The highlighted standards above indicate standards that could be present in your syllabus. Non-highlighted standards are important, but would be present in the course. Standards preceded by an asterics indicates the standard would be met if the LOR is added to your course.**