

Quality Matters Rubric Checklist for New Courses

Based on research-supported and published best practices, the QM Rubric is a set of standards by which to evaluate the design of online and blended courses. This checklist does not include the full descriptions and annotations of the entire QM Rubric, but by using this checklist in the design and building of your online courses, you are taking a major step to building a quality online course that will greatly improve student retention and success in your courses, make your course easier to manage.

Standard		Done
General Standard 1: Course Overview and introduction		
	1.1: How to get started instructions	
	1.2: Purpose and structure of course	
	1.3: Netiquette	
	1.4 Course/Program/Institution Policies	
	1.5: Prerequisites	
	1.6: Minimum technical skills	
	1.7: Self introduction by instructor	
	1.8: Students are asked to introduce themselves to class	
General Standard 2: Learning Objectives		
	2.1: Course-level learning objectives (measurable)	
	2.2: Module-level learning objectives (measurable and consistent with course-level)	
	2.3: Learning objectives written from student's perspective	
	2.4: Instruction on how students can meet learning objectives	
	2.5: Learning objectives appropriate for level of course	
General Standard 3: Assessment and Measurement		
	3.1: Assessments measure stated objectives and are consistent with course activities and resources	
	3.2: Grading policy is clearly stated	
	3.3: Specific and descriptive criteria for evaluation of student work	
	3.4: Assessments are sequenced, varied and appropriate to work being assessed	
	3.5: Students have multiple opportunities to measure own learning progress	
General Standard 4: Instructional Materials		
	4.1: Instructional materials contribute to achievement of learning objectives	
	4.2: Purpose of instructional materials is explained to students	
	4.3: All resources and materials are appropriately cited	
	4.4 Instructional materials are current	
	4.5: Instructional materials present a variety of perspectives	
	4.6: Required and optional materials are clearly noted.	
General Standard 5: Learner Interaction and Engagement		

	5.1: Learning activities promote achievement of learning objectives	
	5.2: Learning activities provide opportunities for interaction that support active learning	
	5.3: Instructor plan for classroom response time and feedback on assignments is clearly stated	
	5.4: Requirements for student interactions are clearly articulated	
General Standard 6: Course Technology		
	6.1: Tools and media support course learning objectives	
	6.2: Tools and media support student engagement and guide student to become an active learner	
	6.3: Navigation throughout the online components is logical and consistent	
	6.4: Students can readily access the required technologies	
	6.5: Course technologies are current	
General Standard 7: Learner Support		
	7.1: Instructions or link to technical support for students and how to access it	
	7.2: Description or link to institutional accessibility policies	
	7.3: Description or link to academic support services for students	
	7.4: Explanation or link to how student support services can help students succeed, and how they can be accessed.	
General Standard 8: Accessibility		
	8.1: the course employs accessible technologies and provides guidance on how to obtain accommodation	
	8.2: Course contains equivalent alternatives to auditory and visual content	
	8.3: Course design facilitates readability and minimizes distractions	
	8.4: Course design accommodates the use of assistive technologies	