Online Course Standards Rubric

For: (Course Name and Number), (Name) ☐Instructor ☐Reviewer

The Online Course Standards Rubric provides a framework for online course design based on the University of New Mexico's expectations for quality online courses. The rubric serves to guide instructors in developing new online courses and in self-assessing existing online courses for improved design and delivery based on nationally recognized, evidence-based practices for teaching online. These guidelines also will assist deans, chairs, and distance learning coordinators in developing and improving online course design and instruction in their programs.

The standards behind the rubric were originally guided by ideas from the Provost's UNM Faculty Online Standards Task Force (2005 – 2009). The Online Course Advisory Council later built on this foundation to develop a rubric that was approved by UNM Faculty Senate Teaching Enhancement Committee in 2013, and recently revised for clarity in 2019. The Rubric provides a framework for online course design based on the University of New Mexico's online course standards, evidence-based practices for teaching and learning, federal compliance for online courses, and national standards for quality online course delivery (including Practices for Verification of Student Identity and Quality Matters Standards).

It's important to note that this document and the conversations that have shaped it are both formative and iterative. The Online Course Advisory Council invites your feedback and comments.

For instructors completing a self-review, please enter evidence that you have met the standards in the white boxes marked for "Evidence." If you are participating in a Managed Online Program (MOP) review, a review for a new course development stipend, or a review for a redesign development stipend, please follow the criteria in the "Accomplished" column. If you are participating in a Golden Paw review, please follow the criteria in the "Best Practices" column.

Baseline Checklist	
Institutional Requirements	
1. Required synchronous participation and/or meeting times are identified and scheduled prior to registration.	☐**Met** ☐**Not Met**
2. At least 75% of the course is delivered online.	☐**Met** ☐**Not Met**
Syllabus and Introductory Material	
3. Syllabus and course schedule are clearly present.	☐**Met** ☐**Not Met**
4. Syllabus includes contact information for instructor and department/program.	☐**Met** ☐**Not Met**
5. Course materials, dates, and links are reviewed for accuracy and consistency.	☐**Met** ☐**Not Met**
6. Instructor self-introduction is available to students on the first day of the term.	☐**Met** ☐**Not Met**
7. Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. QM 1.7	☐**Met** ☐**Not Met**
8. Ethical practices, netiquette, and course grading policies are stated clearly. QM 1.4 and 3.2	☐**Met** ☐**Not Met**
Course Navigation and Technical Requirements	
9. Course uses University enterprise learning management system.	☐**Met** ☐**Not Met**
10. Students can readily access the technologies required in the course. QM 1.5	☐**Met** ☐**Not Met**
11. Technology requirements (including hardware and software) and expected technical skills are clearly identified. QM 1.6	☐**Met** ☐**Not Met**
12. Navigation throughout the online components of the course is logical, consistent, and efficient. QM 8.1	☐**Met** ☐**Not Met**
13. Course is well-organized, sequential, and easy to navigate. QM 8.1	☐**Met** ☐**Not Met**
14. All web pages are visually and functionally consistent throughout the course.	☐**Met** ☐**Not Met**
15. Accessibility and Privacy Statements for all required course technologies are included. QM 6.4	☐**Met** ☐**Not Met**
Learning Activities/Instructional Elements	
16. Activities and Assessments are sequenced in logical order.	☐**Met** ☐**Not Met**
17. Access to course materials is consistent in structure, design, and appearance.	☐**Met** ☐**Not Met**
18. Course identifies synchronous/asynchronous communication tools.	☐**Met** ☐**Not Met**
19. Modules/units clearly distinguish between required and optional/supplemental materials.	☐**Met** ☐**Not Met**
Learning Support	
20. Course instructions provide details and links to descriptions of the Learn technical support offered and how to access it. QM 7.1	☐**Met** ☐**Not Met**
21. Links to Institution student services and resources are included in the course. QM 7.3 and 7.4	☐**Met** ☐**Not Met**
Faculty-to-Student Interaction	
22. Course includes regular and substantive faculty-initiated interaction that engages students and responds directly to students' learning.	☐**Met** ☐**Not Met**
23. Course includes instructor statement for general communication response time.	☐**Met** ☐**Not Met**
24. Course includes statement for grading and feedback response time.	☐**Met** ☐**Not Met**
25. Course includes information on how to access the mid-course survey (where applicable) and end-of-course survey.	☐**Met** ☐**Not Met**

Standard 1: Course Overview and Introduction

Course purpose, structure, policies and performance expectations are clearly outlined.

A. Syllabus Design – Purpose, Description, Course Format, Student Performance, Expectations, Policy Links				
Standard	Best Practices	Annotation	Accomplished	Annotation
1A1	Course description in syllabus is written with learner-centered language, highlights key learning experiences a student can anticipate, and aligns with the objectives, requirements, and outcomes of the course.	Please refer to the standard.	Course description in syllabus is consistent with the objectives, requirements, and outcomes of the course.	Please refer to the standard.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
1A2	Course learning objectives are specific, measurable, and written from the learners' perspective. They complete the phrase "students will be able to" and include the following: • Action verb • Clear explanation of the knowledge or skill students are expected to acquire • Clear explanation of the criteria that will measure mastery	The course objectives are clearly outlined in the course syllabus and may be repeated in the orientation module. Examples of course objectives that are specific, observable, and measurable include, but are not limited to: • The students will analyze a business situation to develop a marketing plan. • The students will compare theories of learning to ground a grant proposal. • The students will design a box using mathematical functions. *Mandated Departmental Course Objectives are exempt from this standard. Please state in your self-review that	Course learning objectives describe outcomes that are measurable. [QM 2.1]	Syllabus includes measurable course objectives.

		you have departmental course objectives.		
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
1A3	Relationship between course objectives, module objectives, and course activities is clearly detailed in a course map (or similar format) that is student-oriented and easily available. [QM 2.4]	Possible formats for showing the relationship between learning objectives (course and module), assessments, and materials could include: 1. A course map 2. Course schedule 3. Flowchart/Concept Map/Infographic 4. Consistent numbering system Any format must include the relationship between course learning objectives, module learning objectives, assessments, and materials.	Relationship between course objectives, module objectives, and course activities is clearly detailed in a course map or similar format. [QM 2.4]	The connection between course/module objectives and course/module activities is stated in course map (recommended), syllabus, orientation, and/or overviews of module.
	Best Practices Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

B. Instructor and Student Introduction Activities				
Standard	Best Practices	Annotation	Accomplished	Annotation
1B1	Students are introduced to the purpose and structure of the course through a video or audio overview. [QM 1.2]	Introduction to course purpose and structure is included. Examples include, but are not limited to: How to navigate this course (video/audio) Instructor welcome video might also include how the course is structured, how it fits in with the major, or how it will help the student in future professions.	Students are introduced to the purpose and structure of the course. [QM1.2]	Introduction to course purpose and structure is included. Examples include, but are not limited to: How to navigate this course (video/audio) Instructor welcome video might also include how the course is structured, how it fits in with the major, or how it will help the student in future professions.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
1B2	Students are required to introduce themselves to their classmates during the first week of term. [QM 1.9]	A course tool (discussion forum, blog, journal, wiki, audio, video) is included in the orientation module or week 1 module for students to introduce themselves. Audio or video introductions may be encouraged in addition to text.	Students are asked to introduce themselves to the class in the first week. [QM 1.9]	A course tool (discussion forum, blog, journal, wiki, audio, video) is included for students to introduce themselves. Audio or video introductions may be encouraged in addition to text. A course tool (discussion forum, blog, journal, wiki, audio, video) is included for students to introduce themselves. Audio or video introductions may be encouraged in addition to text.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

C. Course Navigation and Technical Requirements				
Standard	Best Practices	Annotation	Accomplished	Annotation
1C1	Course includes a "start here" button or icon on the course home page linking students to start-up information and instructions	Please refer to the standard.	Instructions make clear how to get started and where to find various course components. [QM 1.1]	Please refer to the standard.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
1C2	Course policies, external tools used in the course, and/or institutional policies with which the student is expected to comply are adequately explained, with links to up-to-date policies.	Syllabus or introduction module explains the following required content: • Course deadlines • Attendance • Grading • Academic integrity • Privacy policies • Learn tracking • External sites used • Contingency for course-wide system failures If the learner has to create a username and password for an external tool then links to that tools privacy policies and accessibility statements must be linked in the course.	Course policies, external tools used in the course, and/or institutional policies with which the student is expected to comply are stated, or a link to current policies is provided. [QM 1.4]	Required syllabus content: • Course deadlines • Attendance • Grading • Plagiarism • Academic integrity • External sites used • Contingency for course-wide system failures If the learner has to create a username and password for an external tool then links to that tools privacy policies must be linked in the course.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

1C3	Course instructions articulate and 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. [QM 7.3]	Syllabus or introduction module explains and course menu links to: • CAPS or OGS resources • UNM libraries • UNM Accessibility resource center • Student Health and Counseling • Tech Support (Create a Support Ticket)	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. [QM 7.3]	Course contains links for UNM resources, which could include the following among others: • CAPS or GRC resources • UNM libraries • Student Health and Counseling • Tech Support (Create a Support Ticket)
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

D. Learner Support Services (Technical Support and Accessibility)				
Standard	Best Practices	Annotation	Accomplished	Annotation
1D1	Course instructions articulate and link to the institution's formal accessibility policies and services, and explain how to access or use those services. [QM 7.2]	Information on how to request accessibility support is provided in the syllabus with current, approved UNM language and a link is provided to the UNM accessibility resource center (ARC) within the course.	Course instructions articulate or link to the institution's accessibility policies and services. [QM 7.2]	A link to the UNM accessibility resource center (ARC) is provided.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
1D2	Course provides alternative means of access to course multimedia and uses accessibility principles for content. [QM 8.4]	Accessible formats are available for material throughout the course. Examples include, but are not limited to: • Videos are closed captioned (and, may also include text transcripts) • Alt-tags, captioning, or long descriptions for images or audio links • Transcripts for audio • PDFs are text character recognizable or OCR compliant • Color is not used as the sole formatting tool to differentiate important information in the course • Tables have column/row headings Where programmatic requirements dictate particular exemptions, standard can be	Course provides alternative means of access to required course content.	Accessible formats are available for required material throughout the course. Examples include, but are not limited to: • Videos are closed captioned (and, may also include text transcripts) • Alt-tags, captioning, or long descriptions for images or audio links • Transcripts for audio • PDFs are text character recognizable or OCR compliant • Color is not used as the sole formatting tool to differentiate important information in the course • Tables have column/row headings. Where programmatic requirements dictate particular exemptions, standard can be adjusted. In your explanation please note where

		adjusted. In your explanation please note where reviewers could locate the programmatic requirement.		reviewers could locate the programmatic requirement. could locate the programmatic requirement.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
1D3	Quality of course design and multimedia is consistent throughout the course and facilitates readability and ease of use. [QM 8.2 and QM 8.5]	Students have access to course information through multiple formats to enhance their engagement and learning. • Pages have adequate white space, use appropriate font size and style, and use headings appropriately to help chunk information. • Videos use web standard resolution, clear audio, length of video is appropriate for its learning purpose (4 - 7 minutes max length is generally preferred). • If you have a video longer than 7 minutes, please explain in your comments why it is longer. If you use pop-up questions or guided notes, please indicate this in your comments. • Graphics and animation are chosen to improve clarity and understanding, and to reduce distraction.	Quality of course design and multimedia facilitate readability and ease of use.	Students have access to course information through multiple formats to enhance their engagement and learning. • Pages have adequate white space, use appropriate font size and style, and use headings appropriately to help chunk information. • Videos use web standard resolution, clear audio, length of video is appropriate for its learning purpose (4 - 7 minutes max length is generally preferred). • If you have a video longer than 7 minutes, please explain in your comments why it is longer. If you use pop-up questions or guided notes, please indicate this in your comments. • Graphics and animation are chosen to improve clarity and understanding, and to reduce distraction.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

Standard 2: Instructional Elements

Learning/performance objectives and aligned measurable outcomes are clearly defined and communicated. Active learning is promoted through an interactive student/instructor learning environment, utilizing instructional media, multiple tools, and materials for engaging students in the learning process.

A. Learning Objectives and Outcomes, Learning Units/Modules, Course Calendar				
Standard	Best Practices	Annotation	Accomplished	Annotation
2A1	Each learning module/unit includes a detailed lesson overview, including an introduction to the module/unit, learning objectives, required materials, and activities/assessments.	Please refer to the standard.	Each learning module or unit includes a lesson overview.	Please refer to the standard.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
2A2	Learning objectives are appropriately designed for the discipline, course level, and student learning outcomes. [QM 2.5]	Learning objectives demonstrate the appropriate levels of application, synthesis, and evaluation. The learning objectives align with UNM department Student Learning Outcomes (SLO). Please explain in your self-review how your learning objectives help students to think or work like a member of your discipline (e.g. like a historian, like an engineer, like a radiology technician).	Learning objectives are appropriately designed for the level of the course. [QM 2.5]	Learning objectives demonstrate the appropriate levels of application, synthesis and evaluation. The learning objectives align with UNM department Student Learning Outcomes (SLO).
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

2A3	Learning objectives are stated clearly, written from the students' perspective, and featured prominently in the course. [QM 2.3]	Objective(s) should be free of academic jargon, easy for students to understand, and included in the course map and module overview pages.	Learning objectives are stated clearly and written from the students' perspective.	Objective(s) should be free of academic jargon and easy for students to understand.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
2A4	Module/unit learning objectives clearly describe outcomes that are measurable and consistent with the course-level objectives and are displayed prominently in the unit/module. [QM 2.2]	Examples of measurable learning objectives include, but are not limited to: • The student will diagram strategies for dispute resolution. • The student will demonstrate client interview techniques in a web conference. • The student will formulate an equation that represents the gravitational force between two bodies. • The student will predict the presence of elements in a compound based on previous analysis. Module objectives are found in the course map and on the overview page (see 2A1).	Module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	Examples of measurable learning objectives include, but are not limited to: • The student will diagram strategies for dispute resolution. • The student will demonstrate client interview techniques in a web conference. • The student will formulate an equation that represents the gravitational force between two bodies. • The student will predict the presence of elements in a compound based on previous analysis.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

B. Instructional Media, Tools and Materials – Usage for Addressing Learning Objectives				
Standard	Best Practices	Annotation	Accomplished	Annotation
2B1	Purpose of instructional materials and how the materials are to be used for learning activities are clearly explained in terms of learning objectives. [QM4.2]	Module overview should include an explanation of the required materials, preferably in the introduction (readings/videos/audio), and how they connect to achieving the unit learning objectives.	Purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. [QM 4.2]	Module overview should include an explanation of the required materials (readings/videos/audio).
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
2B2	Instructional Materials are sequenced appropriately and are presented consistently.	Course materials are referred to in a consistent manner. For example, use 'assignment' throughout the syllabus, schedule and course modules rather than switching to 'homework.'	Instructional materials are sequenced appropriately.	Course materials are consistent in terms of presentation throughout the course and terminology used.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

2B3	Three or more instructional materials are used to engage students in a multi-dimensional view of the course subject matter. [QM 4.5]	Throughout the course, there is a minimum of three different types of materials. Examples of instructional materials to engage students in the subject matter include, but are not limited to: • Readings from different sources • Interviews • Websites • Video/audio (with transcripts) • Podcasts • Simulations • Animations • Concept maps • Infographics • Instructor presentations • Textbooks	More than one type of instructional material is used.	Throughout the course, there is more than one type of material. Examples of instructional materials to engage students in the subject matter include, but are not limited to: • Readings from different sources • Interviews • Websites • Video/audio (with transcripts) • Podcasts • Simulations • Animations • Concept maps • Infographics • Instructor presentations • Textbooks
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

C. Learning Activities				
Standard	Best Practices	Annotation	Accomplished	Annotation
2C1	Learning activities are introduced and contextualized to demonstrate how they support the achievement of and alignment with the stated learning objectives. [QM 5.1]	This standard can be met through both the completion of the course map and by stating and contextualizing how the learning activities support the achievement of learning objectives. A logical place to do this is in the introduction to the module.	Learning activities promote the achievement of the stated learning objectives. [QM 5.1]	This standard can be met through the completion of the course map or by stating how the learning activities support the achievement of learning objectives. A logical place to do this is in the introduction to the module.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
2C2	Learning activities provide opportunities that support discovery, evaluation, and/or original creation, and guide learners to assume greater responsibility for their learning. [QM 5.2]	Two or more activities that promote active learning are included in the course. Examples of learning activities that promote active learning include but are not limited to: • Real-world/authentic problem-solving • Project-based learning • Self-guided research projects • Collaborative projects	Learning activities provide opportunities that support application and analysis. [QM 5.2]	At least one activity that promotes active learning is included in the course. Examples of learning activities that promote active learning include but are not limited to: • Problem-solving • Problem sets • Real-world/authentic problem-solving • Project-based learning • Self-guided research projects • Collaborative projects • Case studies • Discussions, debates, or some other organized discourse
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

Standard 3: Interaction and Collaboration

Learning activities are designed to promote interaction and engagement for achieving learning objectives and outcomes.

A. Description of Individual and Group Activities, Responsibilities and Performance Requirements				
Standard	Best Practices	Annotation	Accomplished	Annotation
3A1	Requirements for student interaction are clearly articulated and models or sample interactions are provided to guide students. [QM 5.4]	Requirements are defined in the syllabus or assignment details in the course. Also, samples of assignments, discussions, projects, etc. are provided to guide students.	Requirements for student interaction are clearly articulated. [QM5.4]	Requirements are defined in the syllabus or in the course.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
3A2	Course contains structured student-to-student interaction and collaboration.	Course activities foster on-going student-to-student interaction through one or more of the following options: • Web-Conferencing • Blogs • Discussion Board • Peer Assessment • Wikis • Group work • Literature Circle • Course messages	Course offers an opportunity for student-to-student interaction and collaboration.	Evidence of student-to-student interaction can be found in course in at least one of the following ways: • Web-Conferencing • Blogs • Discussion Board • Peer Assessment • Wikis • Group work or group projects • Literature Circle
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

Standard 4: Assessment and Feedback

Assessments are aligned with the learning objectives and performance expectations are clearly defined.

A. Assignments and Grading Policy				
Standard	Best Practices	Annotation	Accomplished	Annotation
4A1	Specific requirements for student performance within the course are defined, communicated clearly, and consistently referenced throughout the course materials.	The syllabus description of assignments and grading criteria should match what is presented to students in the course. General requirements include deadlines, consequences of missing deadlines, and acceptable submission standards.	Requirements for student performance are communicated clearly.	General requirements include deadlines, consequences of missing deadlines, and acceptable submission standards.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
4A2	Specific and descriptive criteria are provided for the evaluation of students' work, participation is clearly defined, and the criteria are contextualized to demonstrate how they support the course learning objectives. [QM 3.3]	Instructions and evaluation criteria are provided for students for all graded work and both are available before the start of each graded assessment. These may be found in an assessment description, in documents attached to an assessment, in the syllabus, or another location associated with the assessment. Grading criteria may be in the form of a holistic or analytic rubric, checklist, or another evaluation instrument. Additionally, instructors explain how the assignment or activity helps students to meet the course or module learning outcomes.	Specific and descriptive criteria are provided for the evaluation of students' work and participation is clearly defined, and their connections to the course grading policy are clearly explained. [QM 3.3]	Instructions and evaluation criteria are provided for students for all graded work and both are available before the start of each graded assessment. These may be found in an assessment description, in documents attached to an assessment, in the syllabus, or another location associated with the assessment. Grading criteria may be in the form of a holistic or analytic rubric, checklist, or another evaluation instrument.

		This could be done in: • The assignment directions • The assignment rubric • The module overview • The course map		
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	
4A3	Multiple forms of frequent and substantive performance feedback are available to students to track their learning progress including voluntary or multi-attempt practice activities. [QM 3.5]	Multiple opportunities for substantive performance feedback are available to students to track their learning progress. Examples include, but are not limited to: Student–Content: • Automated feedback from tests and surveys Student–Student: • Peer draft revisions • Group work reports/evaluations Student–Instructor: • Personalized feedback on assignments • Personalized course messages • Class course messages • Announcements • Journal replies • Blog comments • Class email • Video/audio messages • Instructor's summary of discussion	Multiple forms of performance feedback are available for students to track their learning progress. [QM 3.5]	Multiple opportunities for substantive performance feedback are available to students to track their learning progress. Examples include, but are not limited to: Student–Content: • Automated feedback from tests and surveys Student–Student: • Peer Draft Revisions • Group work reports/evaluations Student–Instructor: • Personalized feedback on assignments • Personalized course messages • Class course messages • Announcements • Journal replies • Blog comments • Class email • Video/audio messages • Instructor's summary of discussion.

		The course needs to include at least one activity that gives students an opportunity to practice or prepare for a formal evaluation.		
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

B. Clearly Defined Assessment Activities				
Standard	Best Practices	Annotation	Accomplished	Annotation
4B1	Assessments align with course and unit/module learning outcomes, and they encourage student metacognition. [QM 3.1]	Alignment can be demonstrated through course map alignment, and/or it can be addressed on Module Overview pages. Metacognition can be demonstrated though individual or group activities that ask students to reflect on their learning or achievement in the course. Examples include, but are not limited to: • End of activity/module/ course reflective activities • Exam wrappers • Portfolio reflections	Types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. [QM 3.1] Assessments align with course and unit/module course learning outcomes.	Alignment can be demonstrated through course map alignment, and/or it can be addressed on Module Overview pages
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

C. Feedback Process				
Standard	Best Practices	Annotation	Accomplished	Annotation
4C1	Instructor provides clear, detailed, and constructive feedback commensurate to student performance throughout the course in a timely manner.	Evidence of personalized, detailed, and constructive feedback on course assignments, discussions, etc., is provided. If this is not apparent in your previously taught courses, please provide an explanation of how you intend to achieve this criterion.	Instructor provides constructive feedback commensurate to student performance throughout the course.	Evidence of constructive feedback on course assignments, discussions, etc., is provided.
	Best Practice Evidence: ☐ **Met** ☐ **Not Met**		**Accomplished Evidence:** ☐ **Met** ☐ **Not Met**	

Standard 5: Continuous Improvement

Student feedback is used for implementing possible improvements for future course delivery.

A. Ongoing Course Evaluation				
Standard	Best Practices	Annotation	Accomplished	Annotation
5A1	Instructor encourages, provides mechanisms for, and responds to student feedback on course delivery and technology throughout the course.	Multiple student feedback mechanisms are present. Examples may include, but are not limited to: • General Questions Discussion forum • Regular course Announcements • Reminders within the course • Support Tickets • Course messages	Instructor encourages, provides mechanisms for, and responds to student feedback on course delivery and technology.	At least one student feedback mechanism is present: Examples may include, but are not limited to: • General Questions Discussion forum • Regular course Announcements • Reminders within the course • Support Tickets
	Best Practice Evidence: **☐ Met ☐ Not Met**		**Accomplished Evidence:** **☐ Met ☐ Not Met**	