



Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

SU Template Key:
 I = Instructor develops
 M = Instructor modifies
 T = Included in Template
 (no modification needed)

General Standards

Specific Review Standards

Points SU

General Standards	Specific Review Standards	Points	SU
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3	M
	1.2 Learners are introduced to the purpose and structure of the course.	3	M
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2	M
	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.	2	T
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2	
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1	
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	M
	1.8 The self-introduction by the instructor is professional and is available online.	1	M
	1.9 Learners are asked to introduce themselves to the class.	1	M
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3	I
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	I/M
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3	I
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3	I
	2.5 The learning objectives or competencies are suited to the level of the course.	3	I
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3	I
	3.2 The course grading policy is stated clearly at the beginning of the course.	3	I
	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.	3	I
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2	
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2	
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3	I
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3	I
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2	
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2	
	4.5 A variety of instructional materials is used in the course.	2	
Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3	I
	5.2 Learning activities provide opportunities for interaction that support active learning.	3	I
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3	M
	5.4 The requirements for learner interaction are clearly stated.	2	M
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	3	T
	6.2 Course tools promote learner engagement and active learning.	3	T
	6.3 A variety of technology is used in the course.	1	
	6.4 The course provides learners with information on protecting their data and privacy.	1	T
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	T
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	T
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3	T
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1	T
Accessibility* and Usability	8.1 Course navigation facilitates ease of use.	3	T
	8.2 The course design facilitates readability.	3	T
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3	I
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2	I
	8.5 Course multimedia facilitate ease of use.	2	M
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2	T

*Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.



Salisbury University Online and Hybrid Course Design Checklist

Of the 23 “essential” elements of a quality online or hybrid course, 7 standards are satisfied and 4 standards can be modified by the instructor using the Salisbury University or School/Program specific online course template. Below is a checklist to help guide faculty with quality course design of online and hybrid courses.

- Import the SU Online and Hybrid or Program specific template from the [Canvas Commons](#). Filter for “Salisbury University” to quickly search Salisbury University learning objects.
- Modify the home page for any additional information to guide students on how to get started with the course. (QM 1.1)
- Modify your MyClasses profile to [include a picture](#) and [instructor information](#) in MyClasses. This profile will be available for all of your courses and is a great way for students to know a little about you. (QM 1.8)
- Navigate to the Getting Started Module and modify the following pages:
 - Start Here! (QM 1.2, 1.8, 1.7 (if not in syllabus))
 - Instructor and Student Expectations (QM 1.3, 5.3, 5.4)
 - University Policies and Resources – add any additional policies relevant to the School, Department or program (QM 1.4)
- Ensure that the course learning objectives are measurable and available in the course syllabus. (QM 2.1)
- Ensure the grading policy in the course syllabus is clear and students understand how their learning will be assessed. (QM 3.2)
 - Ensure the MyClasses gradebook calculations align to the grading policy in the syllabus.
 - Where appropriate, include rubrics and specific criteria on how the student will be evaluated. (QM 3.3)
- Create modules to structure the course for the students. Modules can be created in various ways, such as:
 - Weekly
 - Chapters
 - Topical units (e.g. by Exams)

Note: For advice on how to structure your course, reach out to a university Instructional Designer.
- Create smaller and focused module learning objectives that are measurable which directly support a course level objective. (QM 2.2)
- Duplicate the Module 1 Overview & Objectives page for each module within the course.
- Modify each module Overview & Objectives page to provide students with an overview of the topic and theme of the module, the module level learning objectives, and expected activities for students to engage in during the module. (QM 2.3, 2.4)
- Within each module, develop course content, learning activities and assessments that engage students and align with the course and module level objectives. Students should be able to clearly see the connection of the type of activity they are completing and how it relates to the module and course learning objectives. (QM 3.1, 3.3, 4.1, 4.2, 5.1, 5.2)
 - Include discussions/collaborative learning activities that encourage student-student interactions. (QM 5.1-5.4)

Note: University Instructional Designers are available to consult with faculty on alignment of course/module level objectives to the content, activities and assessments of a course.
- Review documents added to the course for accessibility. (QM 8.3)
 - Use the [Word Accessibility Checker](#) to review documents.
 - Use the [PDF Accessibility Tool](#) to review documents.
- Ensure any video content resources include closed captions (QM 8.4):
 - When curating online video resources, look for videos with accurate closed captions (both in grammar and syntax). YouTube auto-created captions are often incorrect in both grammar and syntax. If the video is pertinent to the course material but has inaccurate closed captions, [request closed captions](#) through Instructional Design & Delivery.
 - When creating online video resources, include closed captions. Instructional Design & Delivery offers [closed captioning services](#) to assist faculty. All closed captions should be reviewed by the faculty member for accuracy.

Faculty who would like a review of their online or hybrid course in comparison to the Quality Matters rubric, especially 3-point standards, can submit a [Course Review request](#).

