



## **Online Course Standards Rubric**

*The Online Course Standards Rubric provides a framework for online course design based on the University of New Mexico's online course standards and expectancies for quality online course delivery. 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 online teaching best practices. These guidelines also will assist deans, chairs and distance learning coordinators in developing and improving online course design and instruction in their programs.*

*Rubric elements are based on best practice requirements from the Higher Learning Commission's Policy for Federal Compliance for Online Courses & verification of student identity in online courses --<http://policy.ncahlc.org/Federal-Regulation/practices-for-verification-of-student-identity.html>.*

*The rubric is also based on the original work of the UNM Faculty Online Course Standards Task Force established by the Provost's Office and New Media & Extended Learning in 2005 (2005-2009). New elements have been added to reflect Quality Matters Standards 2014 – <http://www.qmprogram.org/our-mission>.*

*The UNM Online Course Advisory Council, tasked by the Provost to continue the work of the earlier task force, has developed this document to assist the University with the implementation of an institutional model for online course development and instructional delivery and it has been approved by the Faculty Senate Teaching Enhancement Committee. The intent is to address quality assurance across all online courses. It is important to note that this is a formative document and we invite you to send us your comments.*



## **Baseline Checklist**

The baseline checklist identifies the minimum requirements for all online courses; these standards should be supplemented by the Rubric that follows.

### **Baseline Checklist**

#### **Institutional Requirements**

- Required synchronous participation and/or meeting times are identified prior to registration.
- At least 75% of the course must be delivered online.

#### **Syllabus and Introductory Material**

- Syllabus and course schedule are clearly outlined.
- Course materials, dates, and links are reviewed for accuracy and consistency.
- Course Preview or Introduction video/audio is ready to present to students during first week of classes.

#### **Course Navigation and Technical Requirements**

- Course uses University enterprise learning management system.
- Students can readily access the technologies required in the course. QM 6.4
- The course technologies are current. QM 6.4
- Technology requirements are clearly mapped with links to required software. QM 6.3
- The tools and media support the course learning objectives. QM 6.1
- Navigation throughout the online components of the course is logical, consistent, and efficient. QM 8.1
- Course is well-organized and easy to navigate. QM 8.1
- All web pages are visually and functionally consistent throughout the course.

#### **Learning Activities**

- Lessons are sequenced in logical order.
- Lessons or modules and access to course materials are consistent in structure, design, and location.
- Duplication of information is strategically managed.
- Course identifies synchronous/asynchronous communication tools.

#### **Learning Support**

- Learner support is clearly identified within the course.
- Links to Institution student services and resources are noted in the course. QM 7.4

#### **Assessment**

- The results of previous course evaluations are integrated into the course when applicable.

## Standard 1: Course Overview and Introduction

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

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>A. Syllabus Design - Purpose, Description, Course Format, Student Performance Expectations, Policy Links.</b>			
<input type="checkbox"/> 1. Clearly outlined syllabus and course schedule are prominently placed in the course.	<input type="checkbox"/> 1. Clearly outlined syllabus or course schedule are present but hard to find.	<input type="checkbox"/> 1. There is no syllabus or schedule in the course.	<ul style="list-style-type: none"> <li>Syllabus and Course Schedule posted predominately in course</li> <li>Syllabus and Course Schedule includes prerequisites, contact information and grading policy.</li> <li>Introduction, orientation, syllabus or opening module includes a statement about meeting the learning objectives.</li> <li>Syllabus and/or weeks or modules include specific objectives can easily be measured for achievement.</li> </ul>
<input type="checkbox"/> 2. Course description in syllabus is consistent with the objectives, requirements, and outcomes of the course.	<input type="checkbox"/> 2. Course description in syllabus is consistent with most of the objectives, requirements, and outcomes of the course.	<input type="checkbox"/> 2. There is either no course description in syllabus or it is inconsistent with the objectives, requirements, outcomes of the course.	
<input type="checkbox"/> 3. Course learning objectives precisely describe specific, observable, and measurable outcomes.	<input type="checkbox"/> 3. Course learning objectives describe outcomes that are measurable. [QM 2.1]	<input type="checkbox"/> 3. Course learning objectives do not describe outcomes that are measurable. [QM 2.1]	
<input type="checkbox"/> 4. Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. [QM 1.6]	<input type="checkbox"/> 4. Prerequisite knowledge in the discipline or any required competencies are stated.	<input type="checkbox"/> 4. Prerequisite knowledge in the discipline is not stated.	
<input type="checkbox"/> 5. Course syllabus provides a variety of course-specific resources and contact information for instructor, department, and program.	<input type="checkbox"/> 5. Course syllabus provides a variety of course-specific resources and only contact information for instructor.	<input type="checkbox"/> 5. Course syllabus provides few course-specific resources or little contact information.	

<input type="checkbox"/> 6. Relationship between learning objectives and course activities are stated clearly. [QM 2.4]	<input type="checkbox"/> 6. Relationship between learning objectives and course activities are presented but not fully or clearly stated.	<input type="checkbox"/> 6. Relationship between learning objectives and course activities are not indicated.	
<input type="checkbox"/> 7. Ethical practices, netiquette and course grading policies are stated clearly. [QM 3.2]	<input type="checkbox"/> 7. Ethical practices, netiquette and course grading policies are present.	<input type="checkbox"/> 7. There are no ethical practice, netiquette or course grading policies.	
<input type="checkbox"/> 8. Required technical knowledge/skills for the course is stated clearly. [QM 1.7]	<input type="checkbox"/> 8. Technical knowledge/skills for the course is present.	<input type="checkbox"/> 8. Technical knowledge/skills for the course is not present.	

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>B. Instructor and Student Introduction Activities</b>			
<input type="checkbox"/> 1. Students are introduced to the purpose and structure of the course. [QM1.2]	<input type="checkbox"/> 1. Students are introduced to the purpose or structure of the course but not all information is stated clearly.	<input type="checkbox"/> 1. Students are not introduced to either the purpose or the structure of the course.	<ul style="list-style-type: none"> <li>• Student Orientation Module</li> <li>• Discussion: first week, orientation activity (introduction)</li> <li>• Assessment tool: quiz or self-assessment</li> <li>• Learning module/week includes media introduction to course and instructor</li> <li>• Discussion topic for clarification and questions</li> </ul>
<input type="checkbox"/> 2. Self-introduction by the instructor is appropriate and available online. [QM 1.8]	<input type="checkbox"/> 2. Self-introduction by the instructor is available online.	<input type="checkbox"/> 2. Self-introduction by the instructor is not available online.	
<input type="checkbox"/> 3. Course Preview or introduction video/audio is available online to students on the first day of classes.	<input type="checkbox"/> 3. Course Preview or introduction video/audio is available online to students during the first week of classes	<input type="checkbox"/> 3. Course Preview or introduction video/audio is not available to students within the first week of classes.	

<input type="checkbox"/> 4. Students are required to introduce themselves to the class during the first week.	<input type="checkbox"/> 4. Students are asked to introduce themselves to the class. [QM 1.9]	<input type="checkbox"/> 4. Students are not asked to introduce themselves to the class.	
---	---	--	--

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>C. Course Navigation and Technical Requirements</b>			
<input type="checkbox"/> 1. Course includes a “start here” button or icon on the course home page linking students to start-up information and instructions.	<input type="checkbox"/> 1. Instructions make clear how to get started and where to find various course components. [QM 1.1]	<input type="checkbox"/> 1. Instructions are either not present or unclear.	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Introduction module</li> <li>• Orientation module</li> <li>• Help Section/Get Support</li> <li>• Technical Requirements Tab</li> <li>• Course links</li> </ul>
<input type="checkbox"/> 2. 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.	<input type="checkbox"/> 2. 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; QM 6.5]	<input type="checkbox"/> 2. Course policies, external tools used in the course and/or institutional policies with which the student is expected to comply are not stated, or no link is provided to current policies.	
<input type="checkbox"/> 3. 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.	<input type="checkbox"/> 3. 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]	<input type="checkbox"/> 3. Course instructions do not 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.	
<input type="checkbox"/> 4. Technical requirements for learning activities and course communication tools for the course are clearly identified, and explanations are provided for their use.	<input type="checkbox"/> 4. Technical requirements for learning activities and course communication tools for the course are identified.	<input type="checkbox"/> 4. Technical requirements for learning activities and course communication tools for the course are not identified.	

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>D. Learner Support Services (Technical Support and Accessibility)</b>			
<input type="checkbox"/> 1. Course instructions provide comprehensive details and links to clear descriptions of the technical support offered and how to access it.	<input type="checkbox"/> 1. Course instructions articulate or link to a clear description of the technical support offered and how to access it. [QM 7.1]	<input type="checkbox"/> 1. Course instructions do not articulate or link to a clear description of the technical support offered and how to access it.	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Introduction module</li> <li>• Orientation module</li> <li>• Help Section/Get Support</li> <li>• Technical Requirements Tab</li> <li>• Institutional Accessibility Policies Link</li> <li>• Course links</li> </ul>
<input type="checkbox"/> 2. Course instructions link to accessibility statements for all technologies required in the course. [QM 8.2]	<input type="checkbox"/> 2. Course instructions link to accessibility statements for most technologies required in the course.	<input type="checkbox"/> 2. Course instructions do not link to accessibility statements for technologies required in the course.	
<input type="checkbox"/> 3. Course instructions articulate and link to the institution's formal accessibility policies and services, and explain how to access or use those services.	<input type="checkbox"/> 3. Course instructions articulate or link to the institution's accessibility policies and services. [QM 7.2]	<input type="checkbox"/> 3. Course instructions do not articulate or link to the institution's accessibility policies and services.	
<input type="checkbox"/> 4. Course provides alternative means of access to course materials in formats that meet the needs of diverse learners. [QM 8.3]	<input type="checkbox"/> 4. Course provides alternative means of access to most of the course materials in formats that meet the needs of diverse learners.	<input type="checkbox"/> 4. Course does not provide alternative means of access to course materials in formats that meet the needs of diverse learners.	
<input type="checkbox"/> 5. Course design facilitates readability, ease of use for multimedia and accommodates the use of assistive technologies. [QM 8.4 & QM 8.5]	<input type="checkbox"/> 5. Course design facilitates readability, ease of use for multimedia or accommodates the use of assistive technologies.	<input type="checkbox"/> 5. Course design does not facilitate readability, ease of use for multimedia or accommodate the use of assistive technologies.	

## 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.

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>A. Learning Objectives and Outcomes, Learning Units/Modules, Course Calendar</b>			
<input type="checkbox"/> 1. Each learning module or unit includes a detailed lesson overview, including learning objectives.	<input type="checkbox"/> 1. Each learning module or unit includes a lesson overview	<input type="checkbox"/> 1. Each learning module or unit does not include a lesson overview.	<ul style="list-style-type: none"> <li>• Overview Page</li> <li>• Discussions</li> <li>• Articles</li> <li>• Media Resources</li> <li>• External Links to rich content</li> </ul>
<input type="checkbox"/> 2. Learning objectives are appropriately designed for the discipline, course level, and student learning outcomes.	<input type="checkbox"/> 2. Learning objectives are appropriately designed for the level of the course. [QM 2.5]	<input type="checkbox"/> 2. Learning objectives are not appropriately designed for the level of the course.	
<input type="checkbox"/> 3. Learning objectives are stated clearly and written from the students' perspective. [QM 2.3]	<input type="checkbox"/> 3. Learning objectives are stated clearly.	<input type="checkbox"/> 3. Learning objectives are not stated clearly and not written from the students' perspective.	
<input type="checkbox"/> 4. 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.	<input type="checkbox"/> 4. Module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. [QM 2.2]	<input type="checkbox"/> 4. Module/unit learning objectives do not describe outcomes that are measurable and consistent with the course-level objectives.	



<input type="checkbox"/> 5. Module/unit includes required and supplemental resources and references that enrich course content and expand student knowledge. Clearly explains the distinction between required and optional materials. [QM4.6]	<input type="checkbox"/> 5. Module/unit includes required resources and references.	<input type="checkbox"/> 5. Module/unit includes no resources and/or references that enrich course content	
--	---	--	--

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>B. Instructional Media, Tools and Materials - Usage for Addressing Learning Objectives</b>			
<input type="checkbox"/> 1. Purpose of instructional materials and how the materials are to be used for learning activities are clearly explained in terms of learning objectives.	<input type="checkbox"/> 1. Purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. [QM 4.2]	<input type="checkbox"/> 1. Purpose of instructional materials and how the materials are to be used for learning activities are not clearly explained.	<ul style="list-style-type: none"> <li>• Overview Page</li> <li>• Learning Modules</li> <li>• Media</li> <li>• Articles</li> <li>• Web Links</li> <li>• Discussions</li> <li>• Assignments</li> <li>• Web Conferencing</li> </ul>
<input type="checkbox"/> 2. Instructional materials are sequenced appropriately and consistently across learning modules.	<input type="checkbox"/> 2. Instructional materials are sequenced appropriately.	<input type="checkbox"/> 2. Instructional materials are not sequenced appropriately.	
<input type="checkbox"/> 3. Instructional materials are clearly aligned with and contribute to the achievement of the stated course and module/unit learning objectives.	<input type="checkbox"/> 3. Instructional materials contribute to the achievement of the stated course and module/unit learning objectives. [QM 4.1]	<input type="checkbox"/> 3. Instructional materials do not contribute to the achievement of the stated course and module/unit learning objectives.	
<input type="checkbox"/> 4. Course tools and media encourage and support student engagement and guide the student to become an active learner.	<input type="checkbox"/> 4. Course tools and media support student engagement.	<input type="checkbox"/> 4. Course tools and media do not encourage or support student engagement.	

<input type="checkbox"/> 5. A variety of instructional materials are used to engage students in a multi-dimensional view of the course subject matter (QM 4.5)	<input type="checkbox"/> 5. More than one type of instructional material is used.	<input type="checkbox"/> 5. All course materials use the same basic presentation method.
--	---	--

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>C. Learning Activities</b>			
<input type="checkbox"/> 1. Learning activities promote the achievement of and align with the stated learning objectives.	<input type="checkbox"/> 1. Learning activities promote the achievement of the stated learning objectives. [QM 5.1]	<input type="checkbox"/> 1. Learning activities do not promote the achievement of the stated learning objectives.	<ul style="list-style-type: none"> <li>• Discussions: threaded, blogs, private journals</li> <li>• Individual or group assignments</li> <li>• Projects</li> <li>• Student media projects</li> <li>• Peer review</li> <li>• Simulations</li> <li>• Debates</li> <li>• Interviews</li> <li>• Quizzes</li> <li>• Self-check</li> <li>• Exams</li> <li>• Research</li> </ul>
<input type="checkbox"/> 2. Learning activities provide optimal opportunities that enrich and support active learning.	<input type="checkbox"/> 2. Learning activities provide opportunities that support active learning. [QM 5.2]	<input type="checkbox"/> 2. Learning activities provide few or no opportunities that support active learning.	

### Standard 3: Interaction and Collaboration

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

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>A. Description of Individual and Group Activities and Responsibilities</b>			
<input type="checkbox"/> 1. Requirements for student interaction are clearly articulated and models or sample interactions are provided to guide students	<input type="checkbox"/> 1. Requirements for student interaction are clearly articulated. [QM 5.4]	<input type="checkbox"/> 1. Requirements for student interaction are either unstated or unclear.	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Overview Page</li> <li>• Discussion</li> <li>• Feedback</li> <li>• Web Conferencing</li> </ul>
<input type="checkbox"/> 2. Course includes regular and substantive faculty-initiated interaction that promotes active student learning and engagement.	<input type="checkbox"/> 2. Course includes regular and substantive faculty-initiated interaction.	<input type="checkbox"/> 2. Course includes no or insufficient faculty-initiated interaction.	

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>B. Individual and Group Performance Requirements</b>			
<input type="checkbox"/> <p>1. Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content.</p>	<input type="checkbox"/> <p>1. Course offers some opportunities for interaction and communication student to student, student to instructor and student to content.</p>	<input type="checkbox"/> <p>1. Course offers few or no opportunities for interaction and communication student to student, student to instructor and student to content.</p>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Overview Page</li> <li>• Question Area</li> <li>• Discussion</li> <li>• Individual and Group Assignments / Activities</li> <li>• Projects</li> <li>• Student Media Assn</li> <li>• Interviews w/Experts</li> <li>• Student Demonstrations</li> <li>• Web Conferencing</li> <li>• Peer Review</li> <li>• Debate</li> <li>• Simulations</li> <li>• Role Play</li> </ul>
<input type="checkbox"/> <p>2. Course includes strategies to encourage substantive and meaningful contact between students and instructor to engage students in active learning experiences.</p>	<input type="checkbox"/> <p>2. Course includes strategies to encourage contact between students and instructor to engage students in active learning experiences.</p>	<input type="checkbox"/> <p>2. Course includes few or no strategies to encourage contact between students and instructor to engage students in active learning experiences.</p>	

## Standard 4: Assessment and Feedback

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

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>A. Assignments and Grading Policy</b>			
<input type="checkbox"/> 1. General requirements for student performance are communicated clearly and consistently referenced throughout course materials.	<input type="checkbox"/> 1. General requirements for student performance are communicated clearly.	<input type="checkbox"/> 1. General requirements for student performance are not communicated clearly.	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Overview Pages</li> <li>• Assignment</li> <li>• Directions</li> <li>• Grading Policy</li> <li>• Rubrics</li> </ul>
<input type="checkbox"/> 2. Specific and descriptive criteria are provided for the evaluation of students' work and participation, align with student learning objectives, and are tied to the grading policy.	<input type="checkbox"/> 2. Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy. [QM 3.3]	<input type="checkbox"/> 2. Specific and descriptive criteria are not provided for the evaluation of students' work or are unclear.	
<input type="checkbox"/> 3. Multiple forms of frequent and substantive performance feedback opportunities are available to students to track their learning progress including voluntary or multi-attempt practice activities.	<input type="checkbox"/> 3. Multiple forms of performance feedback are available for students to track their learning progress. [QM 3.5]	<input type="checkbox"/> 3. Multiple forms of performance feedback are not provided for students to track their learning progress.	

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>B. Clearly defined assessment activities</b>			
<input type="checkbox"/> 1. Types of assessments selected measure the stated learning objectives, align with course activities and resources, and are ongoing throughout the course.	<input type="checkbox"/> 1. Types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. [QM 3.1]	<input type="checkbox"/> 1. Types of assessments selected either do not measure the stated learning objectives or are not consistent with course activities and resources.	<ul style="list-style-type: none"> <li>• Description of Assignment</li> <li>• Rubrics</li> <li>• Projects</li> <li>• Student Media Projects</li> <li>• Authentic Assessment</li> <li>• Peer Review</li> </ul>
<input type="checkbox"/> 2. Assessment instruments selected are sequenced, varied, and appropriate to the student learning styles and work being assessed.	<input type="checkbox"/> 2. Assessment instruments selected are sequenced, varied and appropriate to the student work being assessed. [QM3.4]	<input type="checkbox"/> 2. Assessment instruments selected are not sequenced, varied or appropriate to the student work being assessed.	

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>C. Feedback processes</b>			
<input type="checkbox"/> 1. Instructor's timeline and plan for classroom response time and feedback on assignments is clearly stated, consistent, and aligns with student needs.	<input type="checkbox"/> 1. Instructor's plan for classroom response time and feedback on assignments is clearly stated. [QM 5.3].	<input type="checkbox"/> 1. Instructor's plan for classroom response time and feedback on assignments is not clearly stated.	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Orientation Page</li> <li>• Assignment Directions</li> <li>• Feedback</li> <li>• Rubrics</li> <li>• Audio Feedback</li> <li>• Peer Review</li> <li>• Self-Assessment</li> </ul>
<input type="checkbox"/> 2. Instructor provides clear, detailed, and constructive feedback commensurate to student performance throughout the course in a timely manner.	<input type="checkbox"/> 2. Instructor provides constructive feedback commensurate to student performance throughout the course.	<input type="checkbox"/> 2. Instructor's feedback is either not clear, not commensurate to student performance, or not given in a timely manner throughout the course.	

## Standard 5: Course Evaluation

Course evaluations are utilized for implementing possible improvements for future course delivery.

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>A. Ongoing Course Evaluation</b>			
<input type="checkbox"/> <p>1. Instructor encourages, provides mechanisms for, and responds to student feedback on course delivery and technology throughout the course.</p>	<input type="checkbox"/> <p>1. Instructor encourages, provides mechanisms for, and responds to student feedback on course delivery and technology.</p>	<input type="checkbox"/> <p>1. Instructor does not encourage, provide mechanisms for, or respond to student feedback on course delivery and technology.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Self-Assessment</li> <li>• SGID</li> <li>• E-mail</li> <li>• Private Journals</li> <li>• Surveys</li> <li>• Office Hours</li> <li>• Announcements</li> <li>• Study Sessions</li> <li>• Help Tickets</li> </ul>
<input type="checkbox"/> <p>2. Instructor initiates student participation in the EL midterm course evaluation and uses the feedback for course improvement.</p>	<input type="checkbox"/> <p>2. Instructor initiates student participation in the EL midterm course evaluation.</p>	<input type="checkbox"/> <p>2. Instructor does not initiate student participation in the EL midterm course evaluation.</p>	

Best Practice	Accomplished	Needs Work	Examples of Evidence to Demonstrate Standard
<b>B. End-of-term Course Evaluation</b>			
<input type="checkbox"/> 1. Instructor provides and encourages appropriate end of course evaluation strategies for online learners.	<input type="checkbox"/> 1. Instructor provides appropriate end of course evaluation strategies for online learners.	<input type="checkbox"/> 1. Instructor does not provide appropriate end of course evaluation strategies for online learners.	<ul style="list-style-type: none"> <li>• Online Evaluations</li> <li>• Announcements</li> <li>• Open Ended Questions</li> <li>• Surveys</li> <li>• Feedback Sheets</li> </ul>
<input type="checkbox"/> 2. Instructor encourages and provides access to an end-of-term online course evaluation.	<input type="checkbox"/> 2. Instructor provides access to an end-of-term online course evaluation.	<input type="checkbox"/> 2. Instructor does not provide access to an end-of-term online course evaluation.	
<input type="checkbox"/> 3. Instructor makes appropriate adjustments to the course based upon previous course evaluation results as applicable.	<input type="checkbox"/> 3. Instructor makes adjustments to the course based upon previous course evaluation results as applicable.	<input type="checkbox"/> 3. Instructor does not make adjustments to the course based upon previous course evaluation results as applicable.	



## References:

- Abel, R. (2005). "Implementing best practices in online learning." *Educause Quarterly* 3, 75-77.
- American Society of Training Directors & National Governors Association (June 2001). *A vision of e-learning for America's workforce: report of the Commission on Technology and Learning*. Washington, DC: ASTD.
- Brown, R.E. (Sep 2001). "The process of community-building in distance learning classes." *Journal of Asynchronous Learning Networks*, 5(2), 18-35.
- California State University, Chico. (2011-12). *Rubric for Online Instruction*. [http://www.csuchico.edu/roi/the\\_rubric.shtml](http://www.csuchico.edu/roi/the_rubric.shtml).
- Creighton University Online Teaching Best Practice Standards (February 2, 2012). Retrieved Mar 3, 2013, from [http://www.creighton.edu/fileadmin/user/online-learning/docs/OnlineTeachingStandards\\_2\\_2\\_12.pdf](http://www.creighton.edu/fileadmin/user/online-learning/docs/OnlineTeachingStandards_2_2_12.pdf).
- Council of Regional Accrediting Commissions (March, 2001). *Best practices for electronically offered degree and certificate programs*. (Originally created by WCET). Retrieved November 30, 2006 from [http://www.wcet.wiche.edu/wcet/docs/cigs/studentauthentication/Accrediting\\_BestPractices.pdf](http://www.wcet.wiche.edu/wcet/docs/cigs/studentauthentication/Accrediting_BestPractices.pdf).
- Garrison, D.R. (Feb 2007). "Online collaboration principles." *Journal of Asynchronous Learning Networks*, 10(1), 18-35.
- Garrison, D., Cleveland-Innes, M. & Fung, T., (Apr 2004). "Student role adjustment in online learning communities of inquiry: model and instrument validation." *Journal of Asynchronous Learning Networks* 8(2), 61-74.
- Holden, J.T. & Westfall, P. J.-L. (Feb 2006). *An instructional media selection guide for distance learning*. United States Distance Learning Association.
- Illinois Online Network. *Quality online course initiative rubric*, <http://www.ion.uillinois.edu/initiatives/qoci/rubric.asp>. Retrieved Sep 2010.
- Keeton, M. T. (Apr 2004). "Best online instructional practices: report of phase I of an ongoing study." *Journal of Asynchronous Learning Networks*, 8(2), 75-100.
- Quality assurance for asynchronous distance learning in the VCCS. (Sep 2003). Retrieved from [http://www.tcc.edu/welcome/colleadmin/OIE/SOA/documents/PHCC\\_Assessment\\_Report\\_Distance\\_Learning\\_2003.pdf](http://www.tcc.edu/welcome/colleadmin/OIE/SOA/documents/PHCC_Assessment_Report_Distance_Learning_2003.pdf).
- Quality Matters Rubric* and associated documents, including [Fifth Edition, 2014, Rubric Standards with Assigned Point Values PDF](#). Retrieved from <http://www.qmprogram.org/>,. August 5, 2014.
- Southern Regional Education Board (SREB) (Aug 2006) *Standards for Quality Online Teaching*. ----- (Nov 2006) *Standards for Quality Online Courses*.
- Swan, K. (2004). *Relationships between interactions and learning in online environment*. The Sloan Consortium.
- University of South Florida, College of Public Health, *COPH Online Course Minimum Standards*. Retrieved Oct 2, 2012 from [USF College of Public Health - Online Course Minimum Standards](#).
- Yang, Y., Cornelius, L.F. (Spring 2005). "Preparing instructors for quality online instruction." *Online Journal of Distance Learning Administration*, VIII (1). Retrieved November 30, 2006, from <http://distance.westga.edu/~distance/ojdl/spring81/yang81.pdf>.