



Clovis Community College

Standards for the Design of Online Instruction

Course Overview and Introduction	1a Instructions make clear how to get started and where to find various course components. 3 1b Students are introduced to the purpose and structure of the course. 3 1c The syllabus is easily accessible and meets all elements required of the CCC Standardized Syllabus for Online Courses and references the Online Course Guidelines. 3 1d Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. 2 1e Computer skills and digital information literacy skills expected of the student are clearly stated. 1 1f Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated. 1 1g The self-introduction by the instructor is professional and is available online. 1 1h Students are asked to introduce themselves to the class. 1
Learning Objectives (Competencies)	2a The Student Learning Outcomes/course learning objectives, or course/program competencies, describe outcomes that are measurable. 3 2b The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the student learning outcomes/course-level objectives or competencies. 3 2c Student Learning Outcomes/learning objectives or competencies are stated clearly, are written from the student's perspective, are suited to the level of the course, and are prominently located in the course. 3
Assessment and Measurement	3a The assessments measure the achievement of the stated Student Learning Outcomes/learning objectives or competencies. 3 3b The course grading policy is stated clearly at the beginning of the course. 3 3c Specific and descriptive criteria are provided for the evaluation of students' work, and their connection to the course grading policy is clearly explained. 2 3d The assessments used are sequenced, varied, and suited to the level of the course. 2 3e The course provides students with multiple opportunities to track their learning progress with timely feedback.
Instructional Materials	4a The instructional materials contribute to the achievement of the stated Student Learning Outcomes/learning objectives or competencies. 3 4b The relationship between the use of instructional materials in the course and completing learning activities is clearly explained. 3 4c The course models the academic integrity expected of students by providing both source references and permissions for use of instructional materials. 2 4d A variety of instructional materials types that represent up-to-date theory and practice in the discipline. 2
Learner Interaction and Engagement	5a The learning activities promote the achievement of the stated Student Learning Outcomes/learning objectives or competencies and the relationship is clearly stated. 3 5b Learning activities provide opportunities for interaction that support active learning. 3 5c The instructor's plan for interacting with students during the course is clearly stated. 3 5d The requirements for student interaction are clearly stated. 2

Course Technology	6a The tools used in the course support the Student Learning Outcomes/learning objectives or competencies.	3
	6b Course tools promote student engagement and active learning.	3
	6c A variety of available tools and/or technology is used in the course.	1
	6d The course provides students with information on protecting their data and privacy.	
Accessibility and Usability	7a Course navigation facilitates ease of use and readability.	3
	7b The course provides alternative means of access to multimedia content in formats, based on the resources available at CCC, that facilitate ease of use and meet the needs of diverse students.	2
	7c Vendor accessibility statements are provided for all technologies required in the course.	2
	All three-point essential standards (51 points) and a total of 20/23 of the other standards must be met in order for the course to be considered an in-house QM quality course. The total must be 63/74 points.	

Adapted version of the Quality Matters Rubric, Sixth edition, Quality Matters <http://www.qmprogram.org/> and the CCC Peer Review Rubric 1.1.
Adapted by Clovis Community College - Online Course Dream Team, 2019
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