FCBE Online QA Course Standards Rubric (v2.2)

ID	FCBE Standard	OL Only	Rqd	Opt	Reviewed Self	Reviewed Ext	Met	Notes
1.0	**Pre-Semester Preparation and Content Management**							
1.1	Instructor for the section has sufficient training and/or experience teaching fully online courses and operational skills with course technologies.	X	X			X		
1.2	"Master" version exists with current content including source (editable) versions of all presented content.	X	X		X	X		
1.3	Live section is fully-prepared before classes start for the semester.	X	X		X	X		
1.4	The course syllabus has been updated for the current semester and is consistent with what has been posted to the FCBE website.		X		X			
1.5	Introductory email is sent to all registered students at least 5 calendar days prior to first day of class. (Note: Welcome Message under "Getting Started" should be consistent with this email for students who register after the email is sent. See 2.3 below.)	X	X		X			
2.0	**Course Overview and Introduction**							
2.1	Instructions and content organization provide clear guidance on how to get started and where to find various course components.	X	X		X	X		
2.2	Students are introduced to the purpose and structure of the course.	X	X		X			
2.3	Minimum technical skills expected of the student are clearly stated.		X		X	X		
2.4	The self-introduction by the instructor is appropriate and available online.	X	X		X	X		
2.5	Etiquette expectations (i.e., "Netiquette") for online discussions, email, and other forms of communication are stated clearly.	X	X		X	X		
2.6	Course and/or institutional policies with which the student is expected to comply (e.g., academic integrity) are clearly stated, or a link to the current policies is provided.		X		X	X		
2.7	Prerequisite knowledge in the discipline and/or any required competencies is clearly stated.		X		X	X		
2.8	Requirements for use of third-party learning resources (e.g., publisher site registration codes) are stated clearly.	X	X		X	X		

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3.0	**Learning Objectives**							
3.1	Course-level learning objectives are provided and are written from the students' perspective.		X		X			
3.2	Module/unit level learning objectives are provided and describe outcomes that are measurable and consistent with the course-level objectives.			X	X			
3.3	Content and activities are properly aligned to ensure all learning objectives are addressed.			X	X			
3.4	Instructions to students about how to meet the learning objectives are adequate and stated clearly.		X		X			
4.0	**Assessment & Measurement**							
4.1	An online gradebook in eCourseware must be used and kept current.				X	X		
4.2	The course grading policy is stated clearly.		X		X	X		
4.3	The types of assessment selected measure the stated learning objectives and are consistent with course activities and resources.			X	X			
4.4	Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.		X		X			
4.5	The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.		X		X			
4.6	Students have multiple opportunities to get feedback on learning progress.		X		X	X		
4.7	Assessment methods have been designed to encourage academic integrity.			X	X			
5.0	**Instructional Materials**							
5.1	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.		X		X			
5.2	The instructional materials are current.		X		X			
5.3	All resources and materials used in the course are appropriately cited.		X		X			

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5.4	The instructional materials present a variety of perspectives on the course content.			X	X			
5.5	The distinction between required and optional materials is clearly stated.			X	X			
5.6	The instructional materials take into account multiple learning styles among students.			X	X			
5.7	The course design and presentation facilitates readability and student engagement.			X	X			
6.0	**Learner Interaction and Engagement**							
6.1	"Ice-breaker" activities early in the semester help to create an environment of engagement and social connectivity (personal introduction, scavenger hunt, etc.)		X		X			
6.2	The requirements for student interaction are clearly stated and are designed to promote active engagement in the course.		X		X			
6.3	Course design and activities promote student-to-faculty interaction.		X		X	X		
6.4	Course design and activities promote student-to-student interaction.		X		X	X		
6.5	The instructor's plan for classroom response time and feedback on assignments is clearly stated and consistently applied.		X		X			
6.6	Inactive students are identified early and interventions applied to encourage persistence and success.			X	X			
6.7	Technology to support group (project) activities should maximize team privacy and collaboration.				X			
7.0	**Course Technology and Media**							
7.1	Technology tools support the learning objectives.		X		X			
7.2	Course technologies have been selected that are readily available, current, and not prone to failure.		X		X	X		
7.3	Maximum effort has been applied to use campus-supported technologies wherever possible.			X	X			

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7.4	The course instructions articulate or link to a clear description of the technical support offered and how to access it (including 3rd party services from publishers, etc.)		X		X	X		
7.5	All courses should include a minimum component of media experience for the students such as an audio welcome from the instructor, selected content presentation, or commercially produced content (publishers, licensed, Youtube, etc.)	X	X		X			
7.6	All media (audio, video, narrated presentations, etc.) are available in a readily playable format for multiple devices (e.g., MP4).		X		X			
7.7	All media should be hosted on a service that provides for both streaming and file download delivery methods.		X		X			
7.8	All custom-produced media should be of a high quality and reflect professionalism in both visual and audio content (presentation is crisp and clean, all sound is clear and audible, video/audio properly synchronized).		X		X	X		
8.0	**Learner Support & Accessibility**							
8.1	Course instructions articulate or link to an explanation of how the institution's academic and student support services and resources can help students succeed in the course and how students can access the services.			X	X	X		
8.2	Course instructions articulate or link to the institution's accessibility policies and services.		X		X	X		
8.3	The course employs accessible technologies and provides guidance on how to obtain accommodation.		X		X	X		
8.4	The course contains equivalent alternatives to auditory and visual content.			X	X	X		
8.5	The course design accommodates the use of assistive technologies.			X	X	X		