

CWU Quality Assurance in Online Learning¹

This tool is used as an internal measure by Multimodal Learning for completion of the Master Online Teacher Certification and Course Development Grants.

Course #: _____

Developer: _____

Reviewer: _____

Date: _____

I. Course Overview and Introduction

General Standard 1: The overall design of the course is made clear to the student at the beginning of the course.

IM = Improvement Needed, EF = Effective, EX = Exemplary	IM	EF	EX	Notes/Recommendations
1.1 Instructions make clear how to get started and where to find various course components.				
1.2 Students are introduced to the purpose and structure of the course.				
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly in an accessible syllabus (e.g. html, pdf)				
1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.				
1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.				
1.6 Minimum technical skills expected of the student are clearly stated.				
1.7 The self-introduction by the instructor is appropriate and available online.				
1.8 Students are asked to introduce themselves to the class. Course contains activities designed to foster sense of community, communication, and establish trust (e.g. Introductory Forums, Ice Breaker, etc.)				

¹The CWU Quality Assurance in Online Learning Rubric has been updated to more clearly reflect the university mission and vision of serving as a “model learning community of equity and belonging” which “nurtures culturally sustaining practices that expand access and success to all students, [fosters] high impact practices, sustainability, and authentic community partnerships that are grounded in meaningful relationships.” (CWU Vision, Mission, and Strategic Plan, 2022). The revised rubric has been adapted from the Maryland Online FIPSE Project (later developed into [Quality Matters](#)), SUNY Online Course Quality ([OSCQR](#)) Rubric, UDL Guidelines ([CAST](#)) and Peralta [Online Equity Rubric](#) (2020).

2. Learning Objectives, Assessment and Grading

General Standard 2: Learning objectives and expected outcomes help learners focus on learning activities and will help guide instructors' reflection on teaching practice.

IM = Improvement Needed, EF = Effective, EX = Exemplary	IM	EF	EX	Notes/Recommendations
2.1 The course learning objectives describe outcomes demonstrated in student work (and are therefore measurable).				
2.2 Module objectives (module/unit/activity) are consistent—aligned with the course, program, and institutional level objectives.				
2.3 Instructions to students on how to meet the learning objectives and connections among activities and purposes are clear and written from the perspective of the learner.				
2.4 The course grading policy is stated clearly in the syllabus and aligned with activities and assessment measures (rubrics, tests, etc).				
2.5 The assessment instruments are strategically sequenced and varied, (consider allowing for individual choice/autonomy, multiple forms of expression, and provide opportunities to develop high-order thinking and problem-solving skills.)				
2.6 Students have multiple opportunities to reflect on their own learning and assess their own (and their peers') learning progress.				

3. Instructional Materials

General Standard 3: Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes.

IM = Improvement Needed, EF = Effective, EX = Exemplary	IM	EF	EX	Notes/Recommendations
3.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.				
3.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained and prominently located throughout the course				
3.3 All resources and materials used in the course are appropriately cited.				
3.4 The instructional materials are current.				
3.5 The instructional materials present a variety of perspectives on the course content and images and representations reflect diversity				
3.6 The distinction between required and optional materials is clearly explained.				

3.7 Consider using Open Access, free or low cost instructional materials (include in the syllabus why instructional materials were selected)				
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4. Learner Interaction and Engagement

General Standard 4: Forms of interaction incorporated in the course motivate students and promote learning.

IM = Improvement Needed, EF = Effective, EX = Exemplary	IM	EF	EX	Notes/Recommendations
4.1 The learning activities promote the achievement of the stated learning objectives.				
4.2 Learning activities provide opportunities for interaction that support active learning and a continued sense of community throughout the course (e.g. case studies, problem-based activities, etc.)				
4.3 The instructor's plan for response time and feedback on assignments is clearly stated.				
4.4 The requirements for student interaction are clearly articulated.				
4.5 Learners have regular opportunities to provide feedback on course design, content, and user experience (Consider mid-term survey check-in)				
4.6 Learners are encouraged to share resources from diverse sources and course activities demonstrate that student diversity (identity, background, culture) is valued				

5. Course Technology

General Standard 5: Course navigation and technology support student engagement and ensure access to course components.

IM = Improvement Needed, EF = Effective, EX = Exemplary	IM	EF	EX	Notes/Recommendations
5.1 The tools and media support the course learning objectives.				
5.2 Course tools and media support student engagement and guide the student to become an active learner.				
5.3 Navigation throughout the online components of the course is logical, consistent, and efficient (e.g. tools or apps not utilized are removed from menus).				
5.4 Students can readily access the technologies required in the course.				
5.5 The course technologies are current and meet accessibility standards.				
5.6 Privacy and/or data usage policies for class technologies are available to students				Review

6. Learner Support

General Standard 6: The course facilitates student access to institutional support services essential to student success.

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6.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. (e.g. Canvas Technical Support, CWU Helpdesk)				
6.2 Course instructions articulate or link to the institution's current accessibility policies and services. (e.g. Disability Services)				
6.3 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 institutional services (e.g. Multimodal Learning Support, Library Support, Writing Center and Tutoring).				
6.4 Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services (e.g. Student Health Services, Counselling Services, Civil Rights Compliance).				

7. Accessibility [and Online Equity]

General Standard 7: The course demonstrates a commitment to accessibility for all students.

IM = Improvement Needed, EF = Effective, EX = Exemplary	IM	EF	EX	Notes/Recommendations
7.1 The course employs accessible technologies and provides guidance on how to obtain accommodation.				
7.2 The course media contains equivalent alternatives to auditory and visual content (e.g. text equivalent is provided for non-text elements: 'alt' tags, captions and/or transcripts provided).				
7.3 The course design facilitates readability and minimizes distractions (e.g. navigation, consistent course colors or designs, descriptive titles, content 'chunked,' sans serif, 12 pt font minimum).				
7.4 The course design accommodates the use of assistive technologies (e.g. tables have title and description, texts formatted using headings, and are not used for formatting purposes; lists employ ordered or unordered formatting).				
7.5 Consider course alternative pathways to satisfy learner outcomes if students face barriers. (Financial hardship, medical or family hardship, etc.)				

7.6 All instructional materials are accessible and have alternative formats available (selectable PDF, Etext, HTML or Word Docs). In compliance with Accessible Technology Policy (CWUP 2-35-045)				
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8. Policy Compliance

General Standard 8: The course meets policy compliance.

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8.1 The course materials comply with CWU Copyright Policy.				
8.2 The course abides by CWU Intellectual Property Policy.				
8.3 The course abides by FERPA.				

Recommendations: