



ACADEMIC AFFAIRS GUIDELINES

Section 5:	Course Instruction and Delivery	
Title:	Online Course Quality Assurance Rubric	
Number (Current Format)	Number (Prior Format)	Date Last Revised
5.8	N/A	02/2021
Reference:	AAC Guideline 5.9 – Online Course Quality Assurance Guidelines BOR Online Quality Assurance Rubric	
Related Form(s):		

1. Policy Overview

- 1.1. This document contains only the standards from the BOR Online Course Quality Assurance Rubric. For more details about the rubric, as well as standards annotations, expectations, and citations, please refer to: <https://sites.google.com/site/sdborqa2020>.
- 1.2. BOR institutions must use these standards, at a minimum, in their institutional reviews; however, they are free to augment or supplement this rubric with additional standards, and/or increase the rigor for standards (e.g., change “recommended” standards to “required,” add additional expectations for satisfying a standard, etc.).

2. Quality Assurance Standards

NOTE: required standards are marked in bold and labelled as such; also, the numbering in the list below reflects that of the rubric itself, not these guidelines.

I. Course Overview & Introduction

1. **Navigational instructions make the organization of the course easy to understand. [REQUIRED]**
2. **A statement introduces the student to the course and to the structure of the student learning, as well as how the student will be successful in the course. [REQUIRED]**
3. **The instructor facilitates and participates in an interactive introduction activity with students during the first week of the course. [REQUIRED]**
4. Netiquette expectations with regard to discussions and course communication are clearly stated.
5. Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.

II. Learning Outcomes

- 1. The course provides learning outcomes that are measurable. [REQUIRED]**
- 2. The learning outcomes address content mastery, critical thinking skills, and core learning skills. [REQUIRED]**
- 3. The learning outcomes of the course are clearly stated and understandable to the student, and clear instructions are provided to students on how to meet them. [REQUIRED]**
4. Learning outcomes are articulated and specified on the module/unit level.

III. Assessment & Measurement

- 1. The types of assessments selected measure the stated learning outcomes and are aligned with course outcomes, activities, and resources. [REQUIRED]**
- 2. The grading policy is transparent and easy to understand. [REQUIRED]**
- 3. Assessment and measurement strategies provide timely and detailed feedback to the student. [REQUIRED]**
4. The types of assessments selected and the methods used for submitting assessments are appropriate for the distance-learning environment.
5. If appropriate, self-check/practice types of assignments are provided for quick student feedback.

IV. Resources & Materials

- 1. The instructional materials support the stated learning outcomes, and have sufficient breadth, depth, and currency for the student to learn the subject. [REQUIRED]**
- 2. Instructional materials are presented in a format appropriate to the online environment, are easily accessible to and usable by the student, and are consistent in organization. [REQUIRED]**
3. The course design includes instructional materials presented via multiple modalities.
4. All resources and materials used in the online course are appropriately cited and sourced.
5. The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident.

V. Learner Interaction

1. **The learning activities promote the achievement of stated learning outcomes. [REQUIRED]**
2. **Learning activities foster regular and substantive instructor-student interaction, as well as content-student—and if appropriate—student-student interaction. [REQUIRED]**
3. **The expectations of the instructor are clearly defined, including how, when, and where the instructor will interact with students. [REQUIRED]**
4. The importance and real-world significance of the subject matter is clearly demonstrated and, if possible, connected to students' backgrounds.
5. The requirements for course interaction are clearly articulated.

VI. Course Technology

1. **The tools and media support the learning outcomes of the course and are integrated with texts and lesson assignments. [REQUIRED]**
2. The tools and media enhance student interactivity and guide the student to become a more active learner.
3. If utilized, third-party tools/content are easily accessible to students, and clear instructions are provided to articulate how to access/utilize them.
4. The tools and media are compatible with existing standards of delivery modes.

VII. Learner Support

1. **Course instructions articulate or link to clear descriptions of academic, student, and technical support services offered. [REQUIRED]**
2. If third-party tools and/or content are utilized by the course, clear instructions are provided to students on how they will receive support for these tools.
3. Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, etc.

VIII. Accessibility

1. **The course acknowledges the importance of ADA requirements. [REQUIRED]**
2. **If any third-party tools and/or content are utilized by the course, they are compliant with accessibility standards, or equally effective accessible alternatives are provided. [REQUIRED]**
3. **The course is compliant with current accessibility standards. [REQUIRED]**

SOURCE:

AAC May 2018; November 2018 (Clerical); AAC January 2021.