**Standards and Indicators from the National Standards for**

**Quality Online Courses**

Directions: For each Standard (A-G) put a numerical number (1-5) for each subset, in the box to the right of the subset, to indicate:

5 Exemplary: a model of best practice as related to this criterion

4 Accomplished: excellent implementation; comparable to other examples

3 Promising: good implementation; however, somewhat lacking in depth or detail

2 Incomplete: partial implementation of this criterion; additional work needed; good start

1 Confusing; not obvious; more work needed; not a good example

N/A Not Applicable

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| **STANDARD A: COURSE OVERVIEW AND SUPPORT** | |
| *The overall design of the course is made clear to the learner at the beginning of the course. The course materials include support services essential to learner and instructor success. Course instructions articulate or link to relevant information and services.* | |
| **A1** A course overview and syllabus are included in the online course. |  |
| **A2** Minimum computer skills and digital literacy skills expected of the learner are clearly stated. |  |
| **A3** The instructor’s biographical information and information on how to communicate with the instructor are provided to learners and other stakeholders. |  |
| **A4** Learner expectations and policies are clearly stated and readily accessible within the introductory material of the course. |  |
| **A5** Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. |  |
| **A6** Grading policies and practices are clearly defined in accordance with course content learning expectations. |  |
| **A7** The online course provides a clear description or link to the technical support offered and how to obtain it. |  |
| **A8** Learners are offered an orientation prior to the start of the online course. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD B: CONTENT** | |
| *The online course provides learners with various content options that promote their mastery of content and are aligned with state or national content standards.* | |
| **B1** The online course objectives or competencies are measurable and clearly state what the learner will be able to demonstrate as a result of successfully completing the course. |  |
| **B2** The online course expectations are consistent with course-level objectives or competencies, are representative of the structure of the course, and are clearly stated. |  |
| **B3** The online course content is aligned with accepted state and/or other accepted content standards, where applicable. |  |
| **B4** Digital literacy and communication skills are incorporated and taught as an integral part of the curriculum.\* |  |
| **B5** Supplemental learning resources and related instructional materials are available to support and enrich learning and are aligned to the specific content being delivered. |  |
| **B6** The online course content and supporting materials reflect a culturally diverse perspective that is free of bias. |  |
| **B7** The online course materials (e.g., textbooks, primary source documents, OER) that support course content standards are accurate and current. |  |
| **B8** The online course is free of adult content and avoids unnecessary advertisements. |  |
| **B9** Copyright and licensing status for any third-party content is appropriately cited and easily found. |  |
| **B10** Documentation and other support materials are available to support effective online course facilitation. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD C: INSTRUCTIONAL DESIGN** | |
| *The online course incorporates instructional materials, activities, resources, and assessments that are aligned to standards, engage all learners, and support the achievement of academic goals.* | |
| **C1** The online course design includes activities that guide learners toward promoting ownership of their learning and self-monitoring. |  |
| **C2** The online course’s content and learning activities promote the achievement of the stated learning objectives or competencies. |  |
| **C3** The online course is organized by units and lessons that fall into a logical sequence. |  |
| **C4** The online course content is appropriate to the reading level of the intended learners. |  |
| **C5** The online course design includes introductory assignments or activities to engage learners within the first week of the course. |  |
| **C6** The online course provides learners with multiple learning paths as appropriate, based on learner needs that engage learners in a variety of ways. |  |
| **C7** The online course provides regular opportunities for learner-learner interaction. |  |
| **C8** The online course design provides opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress. |  |
| **C9** Online course instructional materials and resources present content in an effective, engaging, and appropriate manner. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD D: LEARNER ASSESSMENT** | |
| *A variety of assessment strategies are used throughout the course geared toward learning and engagement and learners are provided with feedback on their progress.* | |
| **D1** Learner assessments are linked to stated course, unit, or lesson-level objectives or competencies. |  |
| **D2** Valid course assessments measure learner progress toward mastery of content. |  |
| **D3** Assessment practices provide routine and varied opportunities for self-monitoring and reflection of learning. |  |
| **D4** Assessment materials provide the learner with the flexibility to demonstrate mastery in a variety of ways. |  |
| **D5** Rubrics that clearly define expectations for varied levels of proficiency are created and shared with learners. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD E: ACCESSIBILITY AND USABILITY** | |
| *The course design reflects a commitment to accessibility so that all learners can access all content and activities and to usability so that all learners can easily navigate and interact with all course components. Online course materials, activities, and assessments are designed to ensure that all learners have access to the same information and are able to engage in the same interactions and within the same time frame. The course, developed with universal design principles in mind, addresses Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) by following (Web Content Accessibility Guidelines) WCAG 2.0 AA standards. This does not guarantee or imply that particular country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.* | |
| **E1** Online course navigation is logical, consistent, and efficient from the learner’s point of view. |  |
| **E2** The online course design facilitates readability. |  |
| **E3** The online course provides accessible course materials and activities to meet the needs of diverse learners. |  |
| **E4** Course multimedia facilitate ease of use. |  |
| **E5** Vendor accessibility statements are provided for all technologies required in the course. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD F: TECHNOLOGY** | |
| *The technologies enabling the various course components facilitate active learning and do not impede the learning process.* | |
| **F1** Educational tools ensure learner privacy and maintain confidentiality of learner information in accordance with local, state, and national laws for learner data. |  |
| **F2** The online course tools support the learning objectives or competencies. |  |
| **F3** The online course provides options for the instructor to adapt learning activities to accommodate learners’ needs and preferences. |  |
| **F4** The course allows instructors to control the release of content. |  |
| **F5** The course provides the necessary technical functionality to score and record assessments and calculate earned course points or grades. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD G: COURSE EVALUATION** | |
| *The online course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up-to-date, both in content and in the application of new research on course design and technologies.* | |
| **G1** The online course uses multiple methods and sources of input for assessing course effectiveness. |  |
| **G2** The online course is reviewed to ensure that the course is current. |  |
| **G3** The online course is updated on a continuous improvement cycle for effectiveness based on the findings from ongoing reviews. |  |
| **Provide comments/evidence to support the ratings:** | |