

CSU Quality Learning and Teaching (QLT) Rubric 2nd Edition (2017)

The CSU Quality Learning and Teaching (QLT) rubric was developed in 2013 and is designed to help support and identify exemplary practices for the design and delivery of online and hybrid courses. The rubric consists of 57 objectives organized across 10 sections. A subset of 24 QLT objectives are identified as "CORE" elements that should be present in a quality online course with the term "CORE" denoted to the right of the objective number.

Section 1: Course Overview and Introduction

- 1.1 (CORE) The instructor uses the course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.
- 1.2 (CORE) Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information, brief biographical information, and a picture of the instructor.
- 1.3 (CORE) The course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.
- 1.4 Course etiquette expectations for various forms of course communication and dialog (e.g., chat, "hangout," email, online discussion) are presented and clear to the student.
- 1.5 (CORE) Academic integrity or "code of ethics" is defined. Related institutional policies for students to adhere are clearly stated and/or links to those policies (e.g., online catalog; institution web page) is provided.
- 1.6 A list of technical competencies necessary for course completion is provided, identifying and delineating the role/extent the online environment plays in the total course.
- 1.7 The instructor provides samples of prior student work and provides opportunities for students to ask questions.
- 1.8 The instructor asks students to share their own learning goals for the course.

Section 2: Assessment and Evaluation of Student Learning

- 2.1 (CORE) All student learning outcomes are specific, well-defined, and measurable.
- 2.2 (CORE) Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.
- 2.3 (CORE) The learning activities (including graded assignments as well as ungraded activities) promote the achievement of the student learning outcomes.
- 2.4 (CORE) The assessment instruments (e.g., rubrics) are detailed and appropriate to the student work and respective outcomes being assessed. This includes assessing modes of online participation and contributions.
- 2.5 (CORE) Throughout the semester, the instructor provides multiple opportunities to give feedback on student learning, as well as helping students "self-check" their learning.
- 2.6 Throughout the semester, the instructor provides multiple opportunities to solicit feedback from their students about their learning and on the course for the improvement of the course.

Section 3: Instructional Materials and Resources Utilized

- 3.1 (CORE) The instructor provides students with adequate notice and time to acquire course materials.
- 3.2 The syllabus lists whether textbooks and materials are required or recommended.
- 3.3 The instructor articulates the purpose of all materials as to how they are related to the course and module learning objectives.
- 3.4 When possible, the instructor promotes or provides options in terms of how students acquire course



- materials, including Open Educational Resources.
- 3.5 (CORE) There is a variety of instructional material types and perspectives, while not overly relying on one content type such as text.
- 3.6 Modeling academic integrity, the instructor appropriately cites all resources and materials used throughout the course.

Section 4: Student Interaction and Community

- 4.1 (CORE) At the beginning of the course, the instructor provides an opportunity for students to introduce themselves to develop a sense of community.
- 4.2 The instructor provides information about being a successful learner/student.
- 4.3 (CORE) Navigation throughout the online components of the course is logical, consistent, and efficient.
- 4.4 (CORE) Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement.
- 4.5 The modes and outcomes for student interaction are clearly communicated.
- 4.6 The instructor clearly explains his or her role regarding participation in the course. Instructor participates in, facilitates, and manages student participation, yet lets students take reasonable ownership.
- 4.7 (CORE) Course learning activities help students understand fundamental concepts and build skills useful outside of course.

Section 5: Facilitation and Instruction

- 5.1 The instructor was helpful in identifying areas of agreement and disagreement on course topics.
- 5.2 The instructor helps students understand the importance of course topics and content in support of course activities and any related practical experiences.
- 5.3 The instructor presents the course material and concepts in an effective and engaging manner.
- 5.4 The instructor encourages students to explore new concepts through the course experience.
- 5.5 The instructor helped to focus discussion on relevant issues.
- 5.6 (CORE) The instructor provides feedback in a timely manner.
- 5.7 The instructor provides communications about important goals and course topics as opportunities arise.
- 5.8 The instructor provides reminders of due dates and duration of respective modules, as well as other instructions to keep students on task.

Section 6: Technology for Teaching and Learning

- 6.1 The tools and media support the course learning objectives/outcomes.
- 6.2 (CORE) The instructor takes advantage of the current tools provided by the Learning Management System (or similar) to enhance learning.
- 6.3 Technological tools and resources used in the course enable student engagement and active learning.
- 6.4 (CORE) The instructor provides clear information regarding access to the technology and related resources required in the course.
- 6.5 Acceptable technological formats for assignment completion and submissions have been articulated.

Section 7: Learner Support and Resources

- 7.1 The instructor states her or his role in the support process.
- 7.2 (CORE) The course syllabus (or related) lists and/or links to a clear explanation of the technical support provided by the campus and suggestions as to when and how students should access it.



- 7.3 (CORE) The course syllabus (or related) provides information about the campus academic (non-technical) support services and resources available to support students in achieving their educational goals. E.g., Disability Support Services, Writing Center, Tutoring Center.
- 7.4 The course syllabus (or related) provides information regarding how the institution's student support (non-academic, non-technical) services and resources (E.g., advising, mentoring) can help students succeed and how they can access these services.

Section 8: Accessibility and Universal Design

- 8.1 (CORE) The syllabus (or similar) links to the campus accessible policy, whether it is required or recommended by the institution.
- 8.2 The instructor supports a range of learning styles and abilities for all students, rather than making reactive accommodations for those with registered disabilities.
- 8.2 (CORE) A clear explanation of the disability support services (DSS) is provided and clear links to DSS resources are provided.
- 8.3 Students can clearly ascertain the role of the instructor in providing support for those officially registered with the campus disability services office.
- 8.4 (CORE) the course documents and text materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.
- 8.5 The instructor and course use officially supported campus technologies, which are already fully accessible and assistive technology ready. Any third-party tools used are accessible and assistive technology ready when feasible.

Section 9: Course Summary and Wrap-Up

- 9.1 The instructor provides students opportunities to ask questions as a form of closure and to foster insight into accomplishments.
- 9.2 The instructor provides students with feedback about their overall learning and progress and their experiences of the term.
- 9.3 The instructor provides opportunities for students to reflect on their learning and connect their individual learning goals with the expectations (stated learning objectives and outcomes) of the instructor.

Section 10: Mobile Platform Readiness (optional)

- 10.1 Course content was easy to read on multiple platforms such as PCs, tablets, and smartphones.
- 10.2 Audio and video content displayed easily on multiple platforms such as PCs, tablets, and smartphones.
- 10.3 The number of steps users had to take in order to reach primary content was minimized.
- 10.4 The visibility of content not directly applicable to student learning outcomes was minimized.

