

**Approved Quality Curriculum Evaluation Rubric**

Curriculum Provider: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course for Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The AQC process represents a commitment to establishing quality measurements for curriculum designed exclusively for an online, distance education delivery format.

*AQC is not accreditation*. However, AQC utilizes peer reviewers who are grounded in experience with core academic functions at accredited institutions.

This rating form is designed to align with an external quality review system carried out by an extensive network of higher education curriculum experts (peer review) that is the hallmark of accreditation. It is also designed to provide educators and instructional designers with meaningful, relevant feedback, consistent with principles of quality enhancement and improvement.

At the end of each section of the review from, please provide a brief, written narrative to explain your assessment of the curriculum in view of the quality standards. Please provide a specific written explanation for any determination that a quality standard is not met. Depending on the features of the submission you are asked to review, you may apply the standards to an individual distance education course or a collection of courses.

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| Quality Standard A. Description of Course Objectives*Educational course objectives are clearly defined and simply stated. They indicate the benefits for reasonably diligent learners. The character, nature, quality, value, source of the instruction, and educational services that are used to help learners achieve the objectives are set forth in language understood by the types of learners enrolled.* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. The educational objectives outline the concepts, ideas, and learning outcomes in a clearly written straightforward statement. |  |  |  |
| 2. The educational objectives for the course are simply stated and understandable to a prospective learner. |  |  |  |
| 3. The educational objectives indicate the expected outcomes, in terms of skills, knowledge, and attitude. |  |  |  |
| 4. The educational objectives are measurable. |  |  |  |
| **Overall Rating for Standard A.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |

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| **Quality Standard B. Appropriate Course Objectives**  *The course objectives must be reasonably attainable through electronically delivered, online, or other methods of distance study. Appropriate objectives include the development of skills, providing job-related training, the imparting of knowledge and information, the training in the application of knowledge and skills, and the development of desirable habits and attitudes. Evaluation of the course is based on the announced objectives and the success with which learners can be expected to achieve the objectives.* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. The course objectives and learning outcomes are achievable through the distance study method. |  |  |  |
| 2. The course objectives are appropriate for the subjects taught. |  |  |  |
| 3. The course objectives are aligned with current industry standards. |  |  |  |
| 4. Course objectives are appropriate. Such objectives include the development of skills, the imparting of knowledge and information, the training in the application of knowledge and skills, and the development of desirable habits and attitudes in line with industry standards. |  |  |  |
| 5. The course objectives are up to date. |  |  |  |
| 6. The evaluation of the course is based on the announced objectives and the success with which learners can be expected to achieve the objectives. |  |  |  |
| **Overall Rating for Standard B.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |

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| **Quality Standard C. Comprehensive Curriculum**  *The curriculum is sufficiently comprehensive for learners to achieve the stated course objectives, and its content is supported by sound research and practice. Any assertions of credit hours awarded for courses are supported by policies and procedures for determining credit hours that are consistent with commonly accepted practices in higher education (e.g., the Carnegie Unit system) and affirmed by a third party (e.g., ACE Credit Recommendation).* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. Reasonably diligent learners who complete the course would learn enough to achieve the stated course objectives. |  |  |  |
| 2. The provider explains what principles of learning the instructional designers and subject-matter experts used (e.g., Bloom’s Learning Taxonomy) and what instructional design models (e.g., ADDIE, Merrill’s First Principles of Instruction) inspired the course presentation. |  |  |  |
| 3. The instructional materials have sufficient depth for the learner to master the subject. |  |  |  |
| 4. The curriculum content is supported by sound research and practice. |  |  |  |
| 5. The course encompasses a depth and breadth of content material that is comparable to content in a course that awards credit hours and is offered by an accredited institution. If the provider asserts a credit hour value for the course, the provider documents that the assertion is supported by policies and procedures for determining credit hours that are consistent with commonly accepted practices in higher education (e.g., the Carnegie Unit system) and affirmed by a third party (e.g., ACE Credit Recommendation). |  |  |  |
| **Overall Rating for Standard C.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |

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| **Quality Standard D. Up-to-Date Curriculum**  *The curriculum reflects current knowledge and practice. Effective procedures are used continuously to ensure it is up to date. The provider conducts reviews of the curriculum on a periodic basis.* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. The course curriculum reflects current knowledge and practice. |  |  |  |
| 2. The provider uses effective procedures to evaluate the curriculum and ensure it is consistent with current industry standards. |  |  |  |
| 3. The provider conducts course reviews on a periodic basis. |  |  |  |
| **Overall Rating for Standard D.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |

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| **Quality Standard E. Comprehensive and Up-to-Date Instructional Materials**  *Instructional materials are sufficiently comprehensive to enable learners to achieve the announced objectives. The instructional materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. Instructional materials are sufficiently comprehensive to enable learners to achieve the announced objectives. |  |  |  |
| 2. The instructional materials reflect current knowledge and practice. |  |  |  |
| 3. If textbooks are used, they are suitable for use in a distance study format. |  |  |  |
| 4. Textbooks and/or instructional materials are appropriate to the curriculum (e.g., current, adequate, recognized as a standard in their field). |  |  |  |
| **Overall Rating for Standard E.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |

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| **Quality Standard F. Examinations and Other Assessments**  *Examinations and other assessment techniques supply adequate evidence of the achievement of the stated learning objectives and outcomes. The provider must publish its academic grading policies, assignment marking system, course extension policy, and information on issuance and completion of incomplete grades, and apply them with fairness and consistency.* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. The course includes exams and other assignments designed to measure the achievement of announced objectives and outcomes. |  |  |  |
| 2. The course includes a sufficient number of examinations or other evaluative tools that are of adequate length to determine whether or not learners have achieved sufficient mastery of course objectives |  |  |  |
| 3. The types of test items selected would effectively measure the mastery and application of the course objectives. |  |  |  |
| 4. The provider uses secure, user-friendly methods for the submission of exams. The exam submission process includes some mechanism to verify learner identity. |  |  |  |
| 5. The provider’s procedures will ensure that grades are applied with fairness and consistency. |  |  |  |
| **Overall Rating for Standard F.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |

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| **Quality Standard G. Curriculum Development**  *Qualified persons competent in distance study techniques and in their subjects or fields develop the curriculum content and prepare instructional materials.* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. Qualified and knowledgeable individuals write the instructional materials. |  |  |  |
| 1. Instructional materials are from credible and authoritative sources documented in the course (e.g., recognized experts and practitioners from respected organizations or institutions). |  |  |  |
| **Overall Rating for Standard G.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |

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| **Quality Standard H. Organization of Instructional Materials**  *The organization and presentation of the instructional materials are in accordance with sound principles of learning and grounded in sound instructional design principles.* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. The organization and presentation of the instructional materials use various levels of learning, such as Bloom’s Learning Taxonomy, and an appropriate instructional design model, such as ADDIE, Merrill’s First Principles of Instruction, or the Dick and Carey Systems Approach Model. |  |  |  |
| 2. The content of the course is segmented into manageable units for convenient study sessions. |  |  |  |
| 3. The lessons are organized in such a way that the learner can arrange individual study sessions. |  |  |  |
| 4. Successful completion of the course requires the learner to submit a sufficient number of assignments to enable adequate evaluation of their knowledge, skills, and aptitude in the subject. |  |  |  |
| **Overall Rating for Standard H.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |

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| **Quality Standard I. Curriculum Delivery**  *The instructional materials are appropriately presented. Supplementary materials complement the curriculum and are delivered using readily available, reliable technology. Instructional materials are compatible with the reading comprehension level required for successful completion of the course.* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. The instructional materials are presented in coherent learning segments (e.g., modules, units, tutorials). |  |  |  |
| 2. The instructional materials are arranged in a logical sequence (e.g., pre-reading, topic introduction, simple to complex concept presentation). |  |  |  |
| 3. Instructions and content are written for a reading comprehension level that is compatible with the level of instruction provided in the course. |  |  |  |
| 4. The technology utilized to deliver instruction works well with the course design. |  |  |  |
| **Overall Rating for Standard I.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |

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| **Quality Standard J. Study Instructions**  *Instructions and suggestions on how to study and how to use the instructional materials assist learners to learn effectively and efficiently.* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. Navigation through the course learning management system (LMS) is intuitive and logical. A consistent layout design orients learners through the course. |  |  |  |
| 2. There is a course schedule or syllabus that includes all learning activities, assignments, and assessments, as well as guidelines for when these elements are due for completion. |  |  |  |
| 3. Learners are provided with options to obtain support for learning activities that can accommodate individual needs and interests (e.g., links to tutoring services, learner support resources, web or video consultation). |  |  |  |
| **Overall Rating for Standard J.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |

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| **Quality Standard K. Educational Media and Learning Resources**  *Learning resources for faculty and learners must be available and appropriate to the level and scope of course offerings. Course designers and/or faculty/instructors make effective use of appropriate teaching aids and learning resources, including educational media and supplemental instructional aids, in creating courses and in teaching learners. The provider makes effective provisions for learners to access learning resources and libraries that are appropriate for the attainment of course learning outcomes.* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. The learning resources available to learners are appropriate to the level and scope of the course offerings. |  |  |  |
| 2. The learning resources complement the instruction. |  |  |  |
| 3. The learning resources reflect current practice and knowledge in the content area of the course. |  |  |  |
| 4. The course includes effective use of appropriate teaching aids and learning resources. |  |  |  |
| 6. Instructional materials and/or technology requirements are supplied to learners at the appropriate times. |  |  |  |
| 7. The technology platform supports collaboration and interactivity among learners, along with instructor feedback as appropriate to the course design. |  |  |  |
| **Overall Rating for Standard K.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |

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| **Quality Standard L. Learner Privacy, Integrity, and Identity**  *The provider has clear, specific, published policies related to learner privacy, integrity, and academic honesty. The institution has a learner identity verification process that ensures that learners who earn the credit or completion credentials are the same learners who did the course assignments and assessments.* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. The provider has clear, specific, academic policies related to learner privacy, integrity, and academic honesty. |  |  |  |
| 2. The provider makes these policies available to learners. |  |  |  |
| 3. The provider implements and enforces its policies on learner integrity and academic honesty. |  |  |  |
| 4. The provider has adequate procedures for learner identity verification |  |  |  |
| **Overall Rating for Standard L.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |

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| **Quality Standard M. Instructors or Faculty**  *The provider has a sufficient number of qualified instructors/faculty to give individualized instructional service to each learner. The provider maintains files containing the résumés and official transcripts of its instructors/faculty. Instructors/faculty are carefully screened for appointment and are properly and continuously trained with respect to institutional policies, learner needs,**instructional approaches and techniques, and the use of appropriate instructional technology. The provider has clear, consistent procedures to evaluate instructor/faculty performance.* | Quality Standard Is Evident | Quality Standard Is Emerging | Quality Standard  Is Not Met |
| 1. The provider has procedures to verify that instructors are qualified to deliver instructional service (e.g., résumés, curriculum vitae are available for AQC reviewer). |  |  |  |
| 1. The provider maintains position descriptions for instructors and/or faculty that require appropriate qualifications to teach in the course. |  |  |  |
| 1. The provider properly and continuously trains its instructors with respect to its policies, learner needs, instructional approaches, and techniques, including the use of appropriate technology. |  |  |  |
| **Overall Rating for Standard M.** (Quality Standard Is Evident; Quality Standard Is Emerging; Quality Standard Is Not Met) |  | | |
| **Please provide a detailed narrative on each overall rating.** | | | |