

12 Step Checklist for Meeting Quality Matters Standard 1

Course Overview and Introduction

- 1.1 Instructions make clear how to get started and where to find various course components.
- 1.2 Learners are introduced to the purpose and structure of the course.
- 1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.
- 1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.
- 1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.
- 1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.
- 1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
- 1.8 The self-introduction by the instructor is professional and is available online.
- 1.9 Learners are asked to introduce themselves to the class.

<input type="checkbox"/> Step One	Send welcome Email. (1.1)
<input type="checkbox"/> Step Two	Explain to students what to do first-steps to getting started. (1.1)
<input type="checkbox"/> Step Three	Provide access to the syllabus. (1.2)
<input type="checkbox"/> Step Four	Post the pacing guide. (1.2)
<input type="checkbox"/> Step Five	Discuss netiquette expectations. (1.3)
<input type="checkbox"/> Step Six	Direct students to institution's resources and policies. (1.4)
<input type="checkbox"/> Step Seven	Explain prerequisites including technology skills. (1.6, 1.7)
<input type="checkbox"/> Step Eight	State required technology (1.5)
<input type="checkbox"/> Step Nine	Write your instructor introduction. (1.8)
<input type="checkbox"/> Step Ten	Facilitate student to student introductions and ask students to upload a profile picture to humanize the course. (1.9)
<input type="checkbox"/> Step Eleven	Establish Social Cafe or Tech Help Section (1.1)
<input type="checkbox"/> Step Twelve	Explain to students what to do next. (1.1)

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12 Step Checklist for Meeting Quality Matters Standard 2

Learning Objectives (Competencies)

- 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- 2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
- 2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.
- 2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.
- 2.5 The learning objectives or competencies are suited to the level of the course.

<input type="checkbox"/> Step One	Write your course level objectives by beginning with the end in mind. (Consider skills and abilities you want student to obtain by the end of your course.) (2.1)
<input type="checkbox"/> Step Two	Draft specific learning objectives for each module or unit that align to course level objectives. (2.2)
<input type="checkbox"/> Step Three	Limit your list of objectives for each module or unit. 3-5 objectives should be adequate. (2.2)
<input type="checkbox"/> Step Four	Write objectives in student friendly voice. (2.3)
<input type="checkbox"/> Step Five	All verbs used in learning objectives should be observable. (Bloom's verbs). (2.2)
<input type="checkbox"/> Step Six	Clearly state learning objectives. (2.3)
<input type="checkbox"/> Step Seven	The relationship between learning objectives and activities is obvious to the student.(2.4)
<input type="checkbox"/> Step Eight	All verbs used in learning objectives are measureable. (2.2)
<input type="checkbox"/> Step Nine	Review wording of learning objective to ensure students receive all information on how to meet the objective. (2.4)
<input type="checkbox"/> Step Ten	Clearly communicate and describe the intended learning objective. (2.2, 2.3, 2.4)
<input type="checkbox"/> Step Eleven	Reread to check clarity of learning objective to assure expectations are evident to student. (2.5)
<input type="checkbox"/> Step Twelve	Verify learning objective is appropriately designed and add to your course. (2.5)



12 Step Checklist for Meeting Quality Matters Standard 3

Assessment and Measurement

- 3.1 The assessments measure the achievement of the stated learning objectives or competencies.
- 3.2 The course grading policy is stated clearly at the beginning of the course.
- 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.
- 3.4 The assessments used are sequenced, varied, and suited to the level of the course.
- 3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.

<input type="checkbox"/> Step One	Assessments align with learning objectives. (3.1)
<input type="checkbox"/> Step Two	Learning objectives align with activities and resources. (3.1)
<input type="checkbox"/> Step Three	Grade calculations include relationship between points, %, weights, and grade and are provided at the beginning of the course. (3.2)
<input type="checkbox"/> Step Four	Assignment category clearly indicates number of assignments. (3.2)
<input type="checkbox"/> Step Five	Policy on late submissions is clearly stated and students are informed of the policy at the beginning of the course. (3.2)
<input type="checkbox"/> Step Six	Criteria to evaluate assignments is clear, preferably in a rubric. (3.3)
<input type="checkbox"/> Step Seven	Point values are used in the evaluation. (3.3)
<input type="checkbox"/> Step Eight	Assessment strategies are varied. (3.4)
<input type="checkbox"/> Step Nine	Assessments are sequenced and build on previous knowledge. (3.4)
<input type="checkbox"/> Step Ten	Assessments are regularly scheduled. (3.4)
<input type="checkbox"/> Step Eleven	Timely feedback on student progress is evident (self-checks, self-scoring practice, peer critique, etc). (3.5)
<input type="checkbox"/> Step Twelve	Students can self-evaluate their progress. (3.5)

12 Step Checklist for Meeting Quality Matters Standard 4

Instructional Materials

- 4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.
- 4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
- 4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.
- 4.4 The instructional materials represent up-to-date theory and practice in the discipline.
- 4.5 A variety of instructional materials is used in the course.

<input type="checkbox"/> Step One	Verify content, materials, and resources align to learning objectives. (4.1)
<input type="checkbox"/> Step Two	Verify content, materials, and resources relate to the course. (4.2)
<input type="checkbox"/> Step Three	Properly cite resources and materials including copyright. (4.3)
<input type="checkbox"/> Step Four	Confirm materials and resources are current and up to date. (4.4)
<input type="checkbox"/> Step Five	Properly note and cite any older material or resource and explain why you are using older material. (4.4)
<input type="checkbox"/> Step Six	Supply course materials from a variety of resources. (4.5)
<input type="checkbox"/> Step Seven	Provide course materials to students in a variety of forms (texts, .pdf, digital, etc). (4.5)
<input type="checkbox"/> Step Eight	Required materials for the course is clearly stated. (4.2)
<input type="checkbox"/> Step Nine	Provide statement explaining which materials are suggested or optional for the course. (4.5)
<input type="checkbox"/> Step Ten	Apprise students of necessary materials at the beginning of class. (4.2)
<input type="checkbox"/> Step Eleven	Differentiate and cite epack, instructor developed material, or publisher material. (4.3)
<input type="checkbox"/> Step Twelve	Stated course learning objectives align to content, materials, and resources. (4.2)

12 Step Checklist for Meeting Quality Matters Standard 5

Learner Interaction and Engagement

- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
- 5.2 Learning activities provide opportunities for interaction that support active learning.
- 5.3 The instructor's plan for interacting with learners during the course is clearly stated.
- 5.4 The requirements for learner interaction are clearly stated.

<input type="checkbox"/> Step One	Learning activities are tied to learning objectives in course and, if applicable, learning modules. (5.1)
<input type="checkbox"/> Step Two	Learning activities align with assessments, activities, and technology. (5.1)
<input type="checkbox"/> Step Three	Interactions are purposeful. (5.2)
<input type="checkbox"/> Step Four	Instructor response time on grading of student work is clearly noted. (5.2)
<input type="checkbox"/> Step Five	Assignments include interaction with the instructor. (5.2)
<input type="checkbox"/> Step Six	Assignments include interaction with content. (5.2)
<input type="checkbox"/> Step Seven	Assignments include interaction with technologies. (5.2)
<input type="checkbox"/> Step Eight	Assignments include interaction with peers. (5.2)
<input type="checkbox"/> Step Nine	How you will provide feedback is clearly indicated (on discussion board, through comments, on rubrics, etc). (5.3)
<input type="checkbox"/> Step Ten	Expectations for student participation are clear in the syllabus. (5.4)
<input type="checkbox"/> Step Eleven	Expectations for student interactions are stated in the syllabus. (5.4)
<input type="checkbox"/> Step Twelve	Rubrics or other criteria detail how participation is evaluated. (5.4)

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12 Step Checklist for Meeting Quality Matters Standard 6

Course Technology

- 6.1 The tools used in the course support the learning objectives or competencies.
- 6.2 Course tools promote learner engagement and active learning.
- 6.3 A variety of technology is used in the course.
- 6.4 The course provides learners with information on protecting their data and privacy.

<input type="checkbox"/> Step One	Tools are functional software that provide areas for interaction in the course. (6.1)
<input type="checkbox"/> Step Two	Tools used in the course help learners actively engage in the learning process. (6.2)
<input type="checkbox"/> Step Three	All required technologies are easily obtainable, through download, as an OER, purchase at the bookstore, or another means. (6.3)
<input type="checkbox"/> Step Four	Clear information and instructions are provided regarding how the tools support the learning objectives. (6.1)
<input type="checkbox"/> Step Five	Instructions are provided on how to obtain peripheral devices is provided if used (headsets, cameras, etc). (6.3)
<input type="checkbox"/> Step Six	Information is provided regarding the availability of the tools on mobile devices (smartphones and tablets). (6.3)
<input type="checkbox"/> Step Seven	For technologies that require subscriptions, instructions are provided. (6.3)
<input type="checkbox"/> Step Eight	Assure course technologies are up-to-date. (6.4)
<input type="checkbox"/> Step Nine	Tools used in the course include links to the privacy policies provided by the creator of the tool. (6.4)
<input type="checkbox"/> Step Ten	The course takes advantage of tools in the learning management system. (6.2)
<input type="checkbox"/> Step Eleven	Incorporated "other" technologies support learning objectives. (6.1)
<input type="checkbox"/> Step Twelve	Make sure technology tools are current (6.5)

12 Step Checklist for Meeting Quality Matters Standard 7

Learner Support

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
7.2 Course instructions articulate or link to the institution’s accessibility policies and services.
7.3 Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course.
7.4 Course instructions articulate or link to the institution’s student services and resources that can help learners succeed.

<input type="checkbox"/> Step One	State description of the technical support services provided. (7.1)
<input type="checkbox"/> Step Two	Provide link, email, or phone number to technical support center. (7.1)
<input type="checkbox"/> Step Three	Clearly worded directions for obtaining support for externally provided resources (e.g., e-packs). (7.1)
<input type="checkbox"/> Step Four	Links to tutorials or resources providing instructions on how to use the tools and features of the learning management system. (7.1)
<input type="checkbox"/> Step Five	Link provided to the institution's accessibility policy. (7.2)
<input type="checkbox"/> Step Six	Statement that informs the learner how to obtain an institution's disability support services. (7.2)
<input type="checkbox"/> Step Seven	Links to online orientations or demo courses. (7.3)
<input type="checkbox"/> Step Eight	Link to the library, including information on how to obtain library access, request materials, access databases, and contact a librarian. (7.3)
<input type="checkbox"/> Step Nine	Clear description of student support services and how to access them (including email addresses and phone numbers for personnel). (7.4)
<input type="checkbox"/> Step Ten	Link provided to the student support website. (7.4)
<input type="checkbox"/> Step Eleven	Information on academic resources include tutorials on conducting research, writing papers, citing sources, using an online writing lab. (7.3)
<input type="checkbox"/> Step Twelve	Accommodation statements state that services and accommodations are available for learners with disabilities. (7.1)



12 Step Checklist for Meeting Quality Matters Standard 8

Accessibility and Usability

- 8.1 Course navigation facilitates ease of use.
- 8.2 The course design facilitates readability.
- 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
- 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.
- 8.5 Course multimedia facilitate ease of use.
- 8.6 Vendor accessibility statements are provided for all technologies required in the course.

<input type="checkbox"/> Step One	Information on the accessibility of the learning management system and additional required technologies is provided. (8.6)
<input type="checkbox"/> Step Two	Links to accessibility statements for all required technologies is provided. (8.6)
<input type="checkbox"/> Step Three	Audio and video have transcripts or captioning. (8.4)
<input type="checkbox"/> Step Four	Contrast is used to make text easy to read. (8.1)
<input type="checkbox"/> Step Five	Images are appropriately sized and can be viewed in their entirety without scrolling. (8.5)
<input type="checkbox"/> Step Six	Design format is consistent throughout the course. (8.1)
<input type="checkbox"/> Step Seven	Font styles and sizes are consistently used. (8.2)
<input type="checkbox"/> Step Eight	Navigation is easy and intuitive. (8.1)
<input type="checkbox"/> Step Nine	A text equivalent for images is provided. (8.2)
<input type="checkbox"/> Step Ten	Heading styles are used. (8.2)
<input type="checkbox"/> Step Eleven	Files have been tested with an accessibility checker. (8.2)
<input type="checkbox"/> Step Twelve	Course multimedia are easy to view, operate, and interpret. (8.5)