

General Standard One
Checklist for Quality Matters Specific Review Standards

Check all that apply.

- Course provides cues (e.g., START HERE or READ ME FIRST) or instructions to help learners get started in the course (**SRS 1.1**).
- Course provides instructions to help learners navigate the course (**SRS 1.1**).
- Instructions guide learners to the course syllabus (**SRS 1.1**).
- The purpose of the course is communicated to learners (**SRS 1.2**).
- The course includes a schedule for course activities and assessments (**SRS 1.2**).
- The delivery modality (i.e., online or blended) is identified for the course (**SRS 1.2**).
- The modes of communication (e.g., Inbox, Announcements, Meet the Instructor forums, email, web conferencing, landline phone, or mobile) are identified for the course (**SRS 1.2**).
- The types of learning activities are identified (**SRS 1.2**).
- Methods of assessing learning are identified (**SRS 1.2**). Consider whether it is clear how learning will be assessed.
- Expectations (i.e., set of communication guidelines) for how learners are to communicate are clearly stated for email, discussion forums, assignments, video, and other interactions or collaborations (**SRS 1.3**). Consider expectations for student tone; civility; use of abbreviations, emoticons, and regional colloquialisms; body language in video; and correct spelling and grammar.
- The course includes links to course and institutional policies (e.g., late assignment, academic integrity, and student code of conduct) with which students are expected to comply (**SRS 1.4**). Consider whether the policies are clearly explained.
- The minimum technology requirements (e.g., operating system: Windows 10 or Mac OS X 10.12 or newer; internet connection: high speed DSL or cable; processing speed: 1.6 GHz or higher; mobile: Android 5.0 or newer, iOS 11.3 or newer, or Windows Phone 7.5 or newer, and supported browsers: latest versions of Google Chrome, Mozilla Firefox, Safari (Mac), and Microsoft Edge) expected of the learner are clearly stated (**SRS 1.5**).
- Computer skills (e.g., using the posting to a discussion forum in a learning management system (LMS), using the LMS Inbox with attachments, and submitting an assignment) and digital information literacy skills (e.g., using online libraries and databases to locate and gather appropriate information) expected of the learner are clearly stated (**SRS 1.6**).
- Prerequisites or required competencies for the course are identified (**SRS 1.7**).
- The instructor provides a self-introduction that is professional and written in a welcoming tone and includes the instructor's name, title, photo/visual representation, field of expertise, email address, phone number, and virtual office hours (**SRS 1.8**).
- The course provides a forum for learners to introduce themselves to the class (**SRS 1.9**).

Recommendations for Improvement

Provide a description of how the course could be improved with respect to each of the following Specific Review Standards.

General Standard 1.1:	General Standard 1.6:
General Standard 1.2:	General Standard 1.7:
General Standard 1.3:	General Standard 1.8:
General Standard 1.4:	General Standard 1.9:
General Standard 1.5:	

General Standard Two
Checklist for Quality Matters Specific Review Standards

Check all that apply.

- Measurable learning objectives or course outcomes are presented to the learners, describing what the learner will be able to do upon completion of the course (**SRS 2.1**). Look for specific behaviors (e.g., describe..., identify..., analyze..., evaluate..., and apply...) that describe what students will demonstrate in the course.
- Module learning objectives in the course are measurable and are consistent with the course learning objectives/outcomes (**SRS 2.2**).
- Learning objectives/course outcomes and module learning objectives are stated clearly (**SRS 2.3**).
- Module learning objectives are prominently stated in the corresponding module and made available to the learner from within the online course (**SRS 2.3**).
- The course introduction or syllabus contains course outcomes (**SRS 2.3**).
- The learning objectives are written from the perspective of the learner (**SRS 2.3**). Consider whether any group that takes the course would know what is expected of learners.
- The learning objectives are suited to the level of the course (**SRS 2.4**). Consider whether the majority of learning objectives are suited for freshman and sophomore students versus junior, senior, and graduate students, and vice versa.

Recommendations for Improvement

Provide a description of how the course could be improved with respect to each of the following Specific Review Standards.

General Standard 2.1:
General Standard 2.2:
General Standard 2.3:
General Standard 2.4:
General Standard 2.5:

General Standard Three
Checklist for Quality Matters Specific Review Standards

Check all that apply.

- Course assessments are consistent with course outcomes and module learning objectives. Consider whether course assessments provide measurement of the course outcomes and module learning objectives (**SRS 3.1**).
- A clear, written statement that describes how course grades are calculated is presented at the beginning of the course, including an explanation of the relationship between points, percentages, weights, and letter grades and description of whether letter grades are impacted by late submissions (**SRS 3.2**).
- Specific and descriptive criteria (e.g., rubric, checklist, or other evaluation instrument) are provided for the evaluation of learner's work (**SRS 3.3**).
- Assessments are sequenced, varied, and suited to the level of the course. Consider whether the course is sequenced for the learner to build on previously mastered knowledge, skills, and prerequisites; whether there are multiple ways for learners to demonstrate progress and mastery and accommodate diverse learners; and whether assessments are suited to the level of the course (**SRS 3.4**).
- The course provides learners multiple opportunities to track their learning progress with timely feedback (**SRS 3.5**). Consider whether automatic feedback is available for assignments (e.g., self-mastery tests or quizzes), whether assignment include draft submission, and whether assignments are presented with a feedback turnaround schedule.

Recommendations for Improvement

Provide a description of how the course could be improved with respect to each of the following Specific Review Standards.

General Standard 3.1:

General Standard 3.2:

General Standard 3.3:

General Standard 3.4:

General Standard 3.5:

General Standard Four
Checklist for Quality Matters Specific Review Standards

Check all that apply.

- The instructional materials contribute to the achievement of the stated learning objectives (**SRS 4.1**).
- Learners are provided an explanation of how the instructional materials and learning activities are used in the course (**SRS 4.2**). Consider whether it is explained to learners that the instructional materials and the learning activities are being used to facilitate their achievement of a/multiple specifically named course outcome(s) or module learning objective(s).
- Learners are provided an explanation of how to use (e.g., read, scan, reference, and view) the instructional materials (**SRS 4.2**).
- References and permissions are presented in the course for all copyrighted materials (**SRS 4.3**). Consider whether references, at a minimum, present the name of the author or owner; the date of publication; resource title, if supplied; and URL or source, such as the publisher. Also, consider whether the proper permissions have been obtained to use copyrighted material.
- The instructional materials represent up-to-date theory and practice in the discipline (**SRS 4.4**).
- A variety of instructional materials are used in the course, including, but not limited to, textbooks, instructor-created resources, websites, podcasts, videos, etc. (**SRS 4.5**). Consider whether instructional materials come from a single source.

Recommendations for Improvement

Provide a description of how the course could be improved with respect to each of the following Specific Review Standards.

General Standard 4.1:
General Standard 4.2:
General Standard 4.3:
General Standard 4.4:
General Standard 4.5:

General Standard Five
Checklist for Quality Matters Specific Review Standards

Check all that apply.

- The learning activities align with the course outcomes and module learning objectives by engaging learners in activities that promote mastery of the stated learning objectives (**SRS 5.1**).
- Learning activities provide opportunities for interaction (e.g., peer assessments, course discussions, and web meetings) that support active learning (**SRS 5.2**).
- The instructor presents a plan for interacting with learners (**SRS 5.3**). Consider whether information is provided regarding when the instructor will post grades and respond to email, discussion postings, and assignments.
- Course requirements for learner interaction are described (**SRS 5.4**).

Recommendations for Improvement

Provide a description of how the course could be improved with respect to each of the following Specific Review Standards.

General Standard 5.1:

General Standard 5.2:

General Standard 5.3:

General Standard 5.4:

General Standard Six
Checklist for Quality Matters Specific Review Standards

Check all that apply.

- The tools used in the course support the stated learning objectives by effectively supporting the course's assessments, instructional materials, and learning activities (**SRS 6.1**).
- The tools used in the course promote learner engagement and active learning (**SRS 6.2**), as indicated by the use of social media, mobile technologies, games, simulations, wikis, blogs, blogs, podcasts, virtual worlds, or discussion tools with notifications.
- A variety of technology is used in the course (**SRS 6.3**), as indicated by the use of videos, social media, mobile technologies, games, simulations, wikis, blogs, blogs, podcasts, and virtual worlds.
- Privacy policies for third-party software are presented that allow learners to protect their data and privacy (**SRS 6.4**).

Recommendations for Improvement

Provide a description of how the course could be improved with respect to each of the following Specific Review Standards.

General Standard 6.1:

General Standard 6.2:

General Standard 6.3:

General Standard 6.4:

General Standard Seven
Checklist for Quality Matters Specific Review Standards

Check all that apply.

- Course instructions provide a clear description of the available technical support and describe how to obtain it (**SRS 7.1**).
- Course instructions provide a clear description of the institution's accessibility policies and services and describes how to obtain the services (**SRS 7.2**).
- Course instructions provide a clear description of the institution's academic support services and resources that can help learners succeed in the course (**SRS 7.3**), including the online orientation, access to library resources, a readiness survey or assessment, testing services, tutoring, non-native language services, writing and/or math centers, supplemental instruction programs, and teaching assistants.
- Course instructions provide a clear description of the institution's student services and resources that can help learners succeed and how to obtain them (**SRS 7.4**), including advising, registration, financial aid, veteran's services, student or campus life, counseling, career services, online workshops, and student organizations.

Recommendations for Improvement

Provide a description of how the course could be improved with respect to each of the following Specific Review Standards.

General Standard 7.1:
General Standard 7.2:
General Standard 7.3:
General Standard 7.4:

General Standard Eight
Checklist for Quality Matters Specific Review Standards

Check all that apply.

- The course navigation allows ease of movement through the course and its activities (**SRS 8.1**).
- The course can be easily read with minimal distractions (e.g., spelling, grammar, punctuation, word choice, and syntax) (**SRS 8.2**).
- The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the diverse needs of learners (**SRS 8.3**). Consider whether images and graphs are described by alt-tag, long description, or audio description; tables are set up as text and not embedded as images; tables are set up with columns and rows and are used for summarizing data, not for formatting; tables are formatted so that headings repeat; PDFs contain text that does not merely consist of image scans and are selectable and searchable; underlined text is avoided unless used for navigation; text colors are not relied on alone to convey meaning; and styles are used to format documents, HTML styles, headers, etc.
- Captions or text transcripts are provided for videos and animations (**SRS 8.4**). Note that meeting this standard involves providing an alternative means of access to multimedia content in formats that meet the needs of diverse learners.
- The course multimedia facilitates ease of use (**SRS 8.5**), including the use of graphics and animations to enhance instructional materials and illustrate ideas without causing distractions; the display of appropriately sized images without scrolling; clear audio quality; video window that allows resizing with sufficient resolution for comprehension; and long videos presented as 15- to 20-minute segments.
- A vendor accessibility statement or Voluntary Product Accessibility Template statement (VPAT) is provided for all technologies required in the course (**SRS 8.6**).

Recommendations for Improvement

Provide a description of how the course could be improved with respect to each of the following Specific Review Standards.

General Standard 8.1:
General Standard 8.2:
General Standard 8.3:
General Standard 8.4:
General Standard 8.5:
General Standard 8.6: