

## QM Course Design Checklist and Template

The Quality Matters Course Design Template was designed to help online course development meet QM Higher Education Rubric standards (7<sup>th</sup> edition). Use this reference document to help you track opportunities to meet standards built into the template. Refer to annotations for each standard published to QM's HE Rubric Workbook or to the online Sample Reviewer Worksheet ([MyQM.com](http://MyQM.com)) for deeper guidance and specific examples for meeting expectations.

### General Standard 1: Course Overview and Introduction

#	Description	Template
1.1	Instructions make clear how to get started and where to find various course components.	<ul style="list-style-type: none"> <li>• Announcement: Getting Started</li> <li>• Page: About This Course</li> </ul>
1.2	Learners are introduced to the purpose and structure of the course.	<ul style="list-style-type: none"> <li>• Page: Course Introduction</li> <li>• Page: Course Syllabus</li> <li>• Page: About This Course</li> <li>• Page: Course calendar</li> </ul>
1.3	Communication guidelines for the course are clearly stated.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> <li>• Page: Communication Guidelines</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> </ul>
1.5	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> <li>• Page: Campus Technology</li> </ul>
1.6	Technical skills and digital information literacy skills expected of the learner are clearly stated.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> </ul>
1.7	Required prior knowledge in the discipline and/or any specific competencies are clearly stated in the course site.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> </ul>
1.8	The self-introduction by the instructor is welcoming and is available in the course site.	<ul style="list-style-type: none"> <li>• Page: About the Instructor</li> </ul>
1.9	Learners have the opportunity to introduce themselves.	<ul style="list-style-type: none"> <li>• Page: Discussion Instructions</li> <li>• Activity: Get to Know Each Other</li> </ul>

### General Standard 2: Learning Objectives (Competencies)

#	Description	Template
2.1	The course-level learning objectives describe outcomes that are measurable.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> </ul>
2.2	The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	<ul style="list-style-type: none"> <li>• Page: Module Introduction</li> </ul>
2.3	Learning objectives are clearly stated, are learner-centered, and are prominently located in the course.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> <li>• Page: Module Introduction</li> </ul>
2.4	The learning objectives are suited to and reflect the level of the course.	
2.5	The learning objectives are suited to and reflect the level of the course.	<ul style="list-style-type: none"> <li>• Page: Module Introduction</li> </ul>

### General Standard 3: Assessment and Measurement

#	Description	Template
3.1	The assessments measure the achievement of the stated learning objectives.	<ul style="list-style-type: none"> <li>Page: Module Introduction</li> <li>Pages: Quiz, Discussion, and Assignment Instructions</li> </ul>
3.2	The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site.	<ul style="list-style-type: none"> <li>Page: Module Introduction</li> <li>Pages: Discussion and Assignment Instructions</li> </ul>
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.	<ul style="list-style-type: none"> <li>Page: Module Introduction</li> <li>Pages: Discussion and Assignment Instructions</li> </ul>
3.4	The course includes multiple types of assessments that are sequenced and suited to the level of the course.	
3.5	The types and timing of assessments provide learners with multiple opportunities to track their learning progress with timely feedback.	
3.6	The assessments provide guidance to the learner about how to uphold academic integrity.	

### General Standard 4: Instructional Materials

#	Description	Template
4.1	A variety of instructional materials is used in the course.	
4.2	The relationship between the use of instructional materials in the course and completion of learning activities and assessments 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.	<ul style="list-style-type: none"> <li>Page: Lecture Page</li> </ul>
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.	

### General Standard 5: Learning Activities and Learner Interaction

#	Description	Template
5.1	The learning activities help learners achieve the stated objectives.	
5.2	Learning activities provide opportunities for interactions that support active learning.	
5.3	The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated.	<ul style="list-style-type: none"> <li>Page: Course Syllabus</li> <li>Page: Communications Policies</li> <li>Page: Discussion Instructions</li> <li>Tool: Ask the Professor a Question discussion</li> </ul>
5.4	The requirements for learner interaction are clearly stated.	Page: Course Syllabus Page: Communication Rules Page: Discussion Instructions

## General Standard 6: Course Technology

#	Description	Template
6.1	The tools used in the course support the learning objectives.	
6.2	Course tools promote learner engagement and active learning.	
6.3	A variety of technology is used in the course.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> <li>• Page: Communications Policies</li> <li>• Page: Discussion Instructions</li> <li>• Tool: Ask the Professor a Question discussion</li> </ul>
6.4	The course provides learners with information on protecting their data and privacy.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> <li>• Page: Communication Rules</li> <li>• Page: Campus Technology</li> </ul>

## General Standard 7: Accessibility and Usability

#	Description	Template
7.1	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> <li>• Page: Campus Technology</li> </ul>
7.2	Course instructions articulate or link to the institution's accessibility policies and accommodation services.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> </ul>
7.3	Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> <li>• Page: Student Support</li> </ul>
7.4	Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> <li>• Page: Student Support</li> </ul>

## General Standard 8: Learner Support

#	Description	Template
8.1	Course navigation facilitates ease of use.	
8.2	The course design facilitates readability.	<ul style="list-style-type: none"> <li>• Pages: All template pages</li> </ul>
8.3	Text in the course is accessible.	
8.4	Images in the course are accessible.	
8.5	Video and audio content in the course is accessible.	
8.6	Multimedia in the course is easy to use.	
8.7	Vendor accessibility statements are provided for the technologies used in the course.	<ul style="list-style-type: none"> <li>• Page: Course Syllabus</li> <li>• Page: Campus technology</li> </ul>