**QM Course Checklist**

***Adapted from Miami University Center of Online Learning***

This checklist is based on Quality Matters standards. Quality Matters is a research-based initiative developed by Maryland Online. Quality Matters was devised to assess and assure course quality by assessing components determined through research as necessary in the design of a high-quality online course. This extensive checklist was designed to assist instructors in developing courses that lead to student success.

There are two parts to this assessment. **Section One** lists required components and **Section Two** lists recommended components. For your course to meet the expectations of the PGCC QM course review, you must meet all components in section one and approximately 2/3 of the components in section two. For additional information on any of the components, check the QM@PGCC Prep Program website available at: <http://www.pgcconline.com/eFaculty/QMatPGCC.html#prepprogram>

**Section One – Essential Components (All must be present in the course)**

**COURSE OVERVIEW**

* There is an obvious indication of what students must do to get started in the course. (1.1)
* A welcome statement from the instructor introduces students to the course. (1.2)
* Instructions make it clear where students will find various course components. [i.e., “Start Here”, Course Tour, Scavenger Hunt, etc] (1.1)

Hybrid courses must also include:

* Clear explanation that the course has both online and on-campus components
* Instructions that specify requirement to participate in both online and on-campus portions of the course
* Instructions that clearly state when and where the students will participate each week
* Description of the course components and the overall organization of the course (1.2)

This must include, but not limited to:

* + Statement that describes “How this Course Works”
  + Description of structure of units or modules within the course [i.e., types of course materials students will use in the course, what they can expect in each week/unit/module]
  + Course Schedule and/or Course Calendar (with dates and assignments)
  + Types of activities to be completed in the course (i.e., written assignments, discussion boards, exams, group projects, etc.)
  + Preferred method of communication with the instructor
  + Testing Procedures – on-campus or online? Test retake policy, especially for technical problems in online testing
  + Procedure for submitting assignments

Hybrid courses must also include:

* explanation of purpose of on-campus and online portions of the course. [i.e., why are both portions important to the learning process? how they compliment or reinforce each other]
* Course schedule that includes on-campus class meeting dates and times
* Students are asked to introduce themselves to the class. (1.5)
* Reference to the Blackboard “Online Student” and “Student Services” tab for information on:
  + Netiquette expectations with regard to discussions and email communication. (1.3)
  + Minimum technology requirements (1.6)
  + Minimum student skills required (1.7)
  + Technical support offered (7.1)
  + Academic Support Services offered [i.e., testing center, tutoring center, writing center, online orientation, online library, etc.] (7.2)
  + Student Support Services offered [i.e., ADA, advising, registration, financial aid, career services, student organizations, (7.3)
  + Writing, research, MLA, etc. (7.4)
  + Disability Support Services (8.1.)
  + ADA statement certifying Blackboard as ADA compliant (8.1)

**LEARNING OBJECTIVES**

* Course-level learning objectives are clearly articulated using terminology understandable to students. (2.1)
* Course-level learning objectives are described in specific and measurable terms. (2.1)
* Unit/module-level learning objectives are clearly articulated using terminology understandable to students. (2.2)
* Unit/module-level learning objectives are described in specific and measurable terms. (2.2)
* All learning objectives are clearly stated and written from the student’s perspective. [i.e., written so that students can easily understand and grasp the outcomes expected of them; they do not contain educational jargon, unnecessarily complex terms, or other confusing language.] (2.3)
* A statement describing how students will meet the learning objectives. [i.e., information indicating which activities, assessments, assignments, etc. support learning objectives, description of how each unit/module supports course learning objectives, etc.] (2.4)

## ASSESSMENT AND MEASUREMENT

* Assessments measure and are consistent with the stated learning objectives. (3.1)
* The grading policy is clearly explained and easy to understand. [i.e., list all activities to be completed in the course along with point value for each activity, total point or percentage value for the course, relationship between point/percentage values earned and the final grade] (3.2)
* Description of the specific criteria used to evaluate student work and participation in the course. [i.e., rubrics, list of criteria, discussion board posting and/or response requirements and criteria.] (3.3)

**RESOURCES AND MATERIALS**

* The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject. [i.e., the course contains sufficient materials for the student to learn the subject matter, ] (4.1)
* Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student. (4.2)
* Students can easily determine the purpose of the course content and materials used in the course [i.e., the student can distinguish required materials from recommended materials, it is clearly stated to students the purpose of links to external websites and what information they should gain from these sites, etc] (4.2)
* Instructional materials requiring the installation of software, plug-ins, or other controls have been tested for ease of use. (4.2)

**LEARNER ENGAGEMENT**

* The learning activities actively engage the student in the content of the course. [i.e., learning activities are varied for mastery and reinforcement, etc] (5.1)

Hybrid courses must also include:

* + Course activities that connect the online and on-campus settings [i.e., sequence an activity so that parts can be completed on-campus and online, etc.]
* A variety of learning activities that foster interactions between: (5.2)
  + Instructor and Student [i.e., announcements, welcome, introductions, assignment feedback, discussion board posts, FAQs, Wimba, etc.]
  + Student and Instructor [i.e., email, discussion board, IM, etc.]
  + Student and Content [i.e., assignments, lectures, etc.]
  + Student to Student [i.e., introductions, group projects, peer critiques, etc.]
* A statement lists clear expectations for instructor response and availability [i.e., instructor response time and availability for email and phone communications, turnaround time for grade posting, etc.). (5.3)
* ***The course design prompts the instructor to be present, active, and engaged with the students. (5.5) SPECIFY HOW…***
* A statement that clearly outlines the requirements for student participation in the course. [i.e.,frequency, length, timeliness, etc.] (5.4)

|  |
| --- |
| * Tools and media used in the course support learning objectives and are integrated with course materials and assignments. [i.e., discussion board, gradebook, blogs, wikis, Wimba, audio/video, etc] (6.1)   Courses using publisher’s content must also include:   * A Statement that identified which content is required and which is optional. |

* The tools and media support student engagement and guide students to become active learners. [i.e., tools and media should help student actively engage in the learning process, engaging activities that require student response include: self-check activities, animations, simulations, collaboration tools, wikis, etc.] (6.2)
* Navigation throughout the online course is logical, consistent and efficient. (6.3)

**ACCESSIBILITY**

* Statement in course explains to students how to gain access to the College’s disability support services. (8.1)
* Statement in course directing students to the accessibility statement for the course management system and/or other technologies used in the course (8.1)
* Statement in course directing students to the College’s ADA policy and/or guidelines. (8/1)
* Alternative means of access to course information are provided for the vision- or hearing-impaired student [i.e., text transcripts for audio and video content, text description of images and animations, etc.] (8.2)
* Course filenames and links are self-describing and meaningful. [i.e., filenames are descriptive of the content in the file, links are identified not just “Click Here,” etc.] (8.3)

**Section Two – Recommended Components**

* The self-introduction by the instructor creates a sense of connection between the instructor and the students. It presents the instructor as professional as well as approachable. (1.4)
* Instructions to students on how to meet the learning objectives (what to do) are adequate and easy to understand. (2.4)
* The methods used for submitting assessments are clearly stated and appropriate for the online environment. (3.4)
* “Self-check” or practice types of assignments are provided for quick student feedback. (3.5)
* The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident. (4.3)
* The instructional materials, including supporting materials - such as manuals, videos, CD ROMs, and computer software – are consistent in organization. (4.4)
* All resources and materials used in the online course are appropriately cited. (4.5)
* The requirements for course interaction are clearly articulated. (5.4)
* The tools and media enhance student interactivity and guide the student to become a more active learner. (6.2)
* Technologies required for this course (including software, plug-ins or other controls) are either provided or easily downloadable. (6.3)
* The tools and media are compatible with existing standards of delivery modes. (6.4)
* Instructions on how to access resources at a distance are sufficient and easy for students to understand. (6.5)
* The course takes advantage of current course technologies. (6.6)
* The course instructions articulate or link to a clear description of the technical support offered. (7.1)
* Course instructions articulate or link to an explanation of how the institution’s academic support system can assist the student in effectively using the resources provided. (7.2)
* Course instructions articulate or link to an explanation of how the institution’s student support services can assist the student in effectively using the resources provided. (7.3)
* Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology etc. (7.4)
* Web pages provide equivalent alternatives to auditory and visual content. (8.2)
* Web pages have links that are self-describing and meaningful. (8.3)
* The course demonstrates sensitivity to readability issues for students with disabilities. (8.4