



Quality Essentials - Part I

This CSULB Online Learning Quality Essentials Certificate checklist includes 23 standards adapted from the Quality Matters® checklist and is being used with the permission from [QM Higher Education Rubric™, Sixth Edition](#).

Preparing Students for Success Direction:

- Use these standards to organize your BeachBoard course shell to help students succeed in virtual and Face-to-face instruction.
 - Open with Microsoft Word to use the checkboxes.
 - Select the *Self Check* boxes as you review your course for each standard.
- QE deliverables required to receive a stipend:
- Attend 3 live Course Enhancement Sessions
 - Complete QM course requirements (DYOC or IYOC) through CO
 - Complete 4-5 weeks Course Blueprint
 - Develop 4-5 weeks in your BeachBoard Course (CSULB Templates)

SELF CHECK	Getting Started & Course Homepage	NOTES:
<input type="checkbox"/>	1. Instructions make clear how to get started and where to find various course components. (AMI QM SRS 1.1)	
<input type="checkbox"/>	2. 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 (QM SRS 1.4).	
<input type="checkbox"/>	3. The self-introduction by the instructor is professional and is available online (QM SRS 1.8)	
<input type="checkbox"/>	4. Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided (QM SRS 1.5).	
<input type="checkbox"/>	5. The instructor's plan for interacting with learners during the course is clearly stated. (AMI QM SRS 5.3)	
SELF CHECK	Course Design	NOTES:
<input type="checkbox"/>	6. The course learning objectives, or course/program competencies, describe measurable outcomes. (QM SRS 2.1)	
<input type="checkbox"/>	7. The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. (QM SRS 2.2)	
<input type="checkbox"/>	8. Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course. (QM SRS 2.3)	

<input type="checkbox"/>	9. The assessments measure the achievement of the stated learning objectives or competencies. (QM SRS 3.1)	
<input type="checkbox"/>	10. The learning activities promote the achievement of the stated learning objectives or competencies. (AMI QM SRS 5.1)	
<input type="checkbox"/>	11. The instructional materials contribute to the achievement of the stated learning objectives or competencies. (AMI QM SRS 4.1)	
<input type="checkbox"/>	12. The relationship between learning objectives or competencies and learning activities is clearly stated (AMI QM SRS 2.4)	
<input type="checkbox"/>	13. The tools used in the course support the learning objectives or competencies. (QM SRS 6.1)	
SELF CHECK	Accessibility	Notes:
<input type="checkbox"/>	14. Course instructions articulate or link to the institution's accessibility policies and services. (AMI QM SRS 7.2)	
<input type="checkbox"/>	15. Course navigation facilitates ease of use. (AMI QM SRS 8.1)	
<input type="checkbox"/>	16. The course design facilitates readability (QM SRS 8.2)	
<input type="checkbox"/>	17. The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners (QM SRS 8.3)	
SELF CHECK	Delivery & Student Success	NOTES:
<input type="checkbox"/>	18. Learners are asked to introduce themselves to the class (QM SRS 1.9)	
<input type="checkbox"/>	19. Course tools promote learner engagement and active learning. (QM SRS 6.2)	
<input type="checkbox"/>	20. Learning activities provide opportunities for interaction that support active learning. (AMI QM SRS 5.2)	
<input type="checkbox"/>	21. Course Instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course. (AMI QM SRS 7.3)	
<input type="checkbox"/>	22. The course provides learners with multiple opportunities to track their learning progress with timely feedback (QM SRS 3.5).	
<input type="checkbox"/>	23. The course grading policy is stated clearly at the beginning of the course. (AMI QM SRS 3.2)	

SELF CHECK	LIVE TRAININGS	NOTES:
<input type="checkbox"/>	1. Attend an ATS live course enhancement session	
<input type="checkbox"/>	2. Attend an ATS live course enhancement session	
<input type="checkbox"/>	3. Attend an ATS live course enhancement session	

Course # Course Name

Modality (Indicate all that apply): AMI, REMOTE, HYBRID, HYFLEX, ONLINE

Instructor Printed Name Date

Instructor Signature Date



QE Part I Accessibility Resource

This Quality Essentials Accessibility Resource Guide is aligned with your QE 23 Standard Checklist. Please use this resource guide to help you meet QE Accessibility Standards.

- Submit deliverables for Standard 7.2
- Submit deliverables for Standard 8.1
- Submit deliverables for Standard 8.2
- Submit deliverables for Standard 8.3

*please see below for more information on how to meet the criteria for each accessibility standard. For some standards you will have options to choose from as to how you can meet the standard criteria.

ACCESSIBILITY STANDARDS (QM SRS 7.2)*

Course instructions articulate or link to the institutions accessibility policies and services

Suggested deliverables to meet standard 7.2:

Consider adding a link in your syllabus or create a module inside your course that links to the below policies and services.

- [Bob Murphy Accessibility Center Syllabus Statement](#) and [policies](#)
- [CSULB Assistive Technology Initiative Accessibility Policy](#)
- [Academic Technology Services Accessibility Policy](#)
- [Voluntary Product Accessibility Template \(VPAT\)](#)

ACCESSIBILITY STANDARDS (QM SRS 8.1)*

Course navigation facilitates ease of use.

Suggested deliverables to meet standard 8.1:

Option 1: Use the [ATS template](#)

OR

Option 2: Build 4-5 weeks with the following criteria being met for each week:

- each module is labeled.
- modules look and feel are consistent.
- uploaded files are labeled clearly and easy to understand.
- Submodules if applicable are clearly labeled.
- All links work properly.
- Course is built with consistency and repetition in mind.

Resources

- [Academic Technology BeachBoard Online Course Templates](#)
- [Accessibility and BeachBoard](#)
- [Creating content and modules in BeachBoard](#)
- [Create course content with the content tool](#)

ACCESSIBILITY STANDARDS (QM SRS 8.2)

The course design facilitates readability.

Suggested deliverables to meet standard 8.3:

- Implement the below suggestions in what you can do when designing your course.

What this means?

- Course content is clearly organized and presented so learners can read it.
- Course materials are edited and proofreading errors are minimal.

What you can do

Content is formatted to serve specific instructional purposes. For example:

- Format and text color is used to communicate key- points.
- Group like items.
- Color should not convey meaning.
- Headings and styles are consistent.
- Text contains contrast color.
- Headings are used to indicate topic change.
- Use a word processing program such as Grammarly or MS Word to check grammar before posting content.

Resources

- [Readability- CSUN Universal Design](#)
- www.Grammarly.com

ACCESSIBILITY STANDARDS (QM SRS 8.3)

The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

Suggested deliverables to meet standard 8.3:

Option 1: Refer to the resource links (see below) provided to create an accessible Syllabus.

OR

Option 2: Use the [Syllabus template](#) provided by the AIM Center to help you design your accessible syllabus. You can also visit the [AIM Center website to download the Syllabus template](#).

Resources

- [Accessible Instructional Materials Center \(AIMC\) syllabus template](#)
- [Accessible Instructional Materials Center \(AIMC\) Video Playlist](#)
- [WebAIM Creating Accessible Word Documents](#)
- [ATS Blackboard Ally accessibility awareness tool](#)