Quality Essentials 1 Standards Checklist

Use these standards to organize your BeachBoard course shell. Select the "Self Check" boxes as you complete the review of each standard.

Program Requirements:

☐ Attend 3 live Course Enhancement Sessions
☐ Complete QM course requirements (DYOC or IYOC) through CSU Chancellor's Office
☐ Complete 4-5 weeks Course Blueprint
☐ Develop 4-5 weeks in your BeachBoard Course (CSULB Templates)

This checklist includes standards adapted for CSULB with permission from QM Higher Education Rubric, Sixth Edition.

SELF CHECK	GETTING STARTED & COURSE HOMEPAGE	NOTES:
☐	1. Instructions make clear how to get started and where to find various course components. (AMI QM SRS 1.1)	
☐	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).	
☐	3. The self-introduction by the instructor is professional and is available online (QM SRS 1.8)	
☐	4. Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided (QM SRS 1.5).	
☐	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:
☐	6. The course learning objectives, or course/program competencies, describe measurable outcomes. (QM SRS 2.1)	
☐	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)	
☐	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)	
☐	9. The assessments measure the achievement of the stated learning objectives or competencies. (QM SRS 3.1)	

SELF CHECK		NOTES:
☐	10. The learning activities promote the achievement of the stated learning objectives or competencies. (AMI QM SRS 5.1)	
☐	11. The instructional materials contribute to the achievement of the stated learning objectives or competencies. (AMI QM SRS 4.1)	
☐	12. The relationship between learning objectives or competencies and learning activities is clearly stated (AMI QM SRS 2.4)	
☐	13. The tools used in the course support the learning objectives or competencies. (QM SRS 6.1)	

SELF CHECK	*ACCESSIBILITY	NOTES:
☐	14. Course instructions articulate or link to the institution's accessibility policies and services. (AMI QM SRS 7.2)	
☐	15. Course navigation facilitates ease of use. (AMI QM SRS 8.1)	
☐	16. The course design facilitates readability (QM SRS 8.2)	
☐	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)	

* Find resources for meeting accessibility standards at the end of this document.

SELF CHECK	DELIVERY & STUDENT SUCCESS	NOTES:
☐	18. Learners are asked to introduce themselves to the class (QM SRS 1.9)	
☐	19. Course tools promote learner engagement and active learning. (QM SRS 6.2)	
☐	20. Learning activities provide opportunities for interaction that support active learning. (AMI QM SRS 5.2)	
☐	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)	
☐	22. The course provides learners with multiple opportunities to track their learning progress with timely feedback (QM SRS 3.5).	
☐	23. The course grading policy is stated clearly at the beginning of the course. (AMI QM SRS 3.2)	

SELF CHECK	LIVE TRAININGS	NOTES:
☐	1. Attend an ATS live course enhancement session	
☐	2. Attend an ATS live course enhancement session	
☐	3. Attend an ATS live course enhancement session	

Instructor/Course Information

Please complete the following information before submitting this document for review.

1. Course # Course Name:

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

3. Instructor Printed Name and Date:

4. Instructor Signature Date:

Quality Essentials 1 Accessibility Resource

Use this Resource Guide to help you meet the accessibility standards of this Quality Essential 1 Checklist.

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

ACCESSIBILITY STANDARD QM SRS 7.2*
Course instructions articulate or link to the institutions accessibility policies and services

Suggested deliverables to meet standard 7.2:

- Add a link in your syllabus or create a module in your course that links to these 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 STANDARD QM SRS 8.1*
Course navigation facilitates ease of use.

Suggested deliverables to meet standard 8.1:

- **Option 1:** Use an ATS BeachBoard Online Course Template
- **Option 2:** Build 4-5 weeks with the following criteria for each week:
  - Each modules 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 STANDARD QM SRS 8.2
The course design facilitates readability.

Suggested deliverables to meet standard 8.3:

- Course content is clearly organized and presented so learners can read it.
- Course materials are edited and proofreading errors are minimal.
- Content is formatted to serve specific instructional purposes. For example:
  - Use format and text color to communicate key points.
  - Group like items.
  - Don't use color to convey meaning.
  - Use consistent headings and styles; use headings to indicate topic change.
  - Check color contrast.
  - Use a program such as Grammarly or MS Word to check grammar before posting content.

Resources

- Readability- CSUN Universal Design
- www.Grammarly.com

ACCESSIBILITY STANDARD 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**: Create your own accessible syllabus (see resources below).
- **Option 2:** Use the AIM Center's Accessible Syllabus Template [docx].

Resources

- Accessible Instructional Materials Center (AIMC) Video Playlist
- WebAIM Creating Accessible Word Documents
- ATS Blackboard Ally accessibility awareness tool