Instructor Sample Course Resources

Here are the collected online Quality Matters (QM) course design standards that inform the **Distance and Online Education** (DOE) instructor sample course.

QUALITY MATTERS (QM) STANDARDS

Each Module in the Sample Course meets QM Standards. Read through the QM information below and refer back to the QM Standards Rubric embedded below as needed.

The QM Commitment

Quality Matters is a leader in providing quality assurance goals and standards for online learning.

QM's Mission

Promote and improve the quality of online education and student learning nationally and internationally through:

- Development of current, research-supported, and practice-based quality standards and appropriate evaluation tools and procedures.

- Recognition of expertise in online education quality assurance and evaluation.

- Fostering a culture of continuous improvement by integrating QM standards and processes into organizational plans to improve the quality of online education.

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- Providing professional development in the use of rubrics, tools and practices to improve the quality of online education.

- Peer review and certification of quality in online education.

QM Website Homepage

QM Standards

Homepage

1.1 Instructions make clear how to get started and where to find various course components.

1.2 Students are introduced to the purpose and structure of the course.

1.7 The self-introduction by the instructor is appropriate and available online.

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.

7.2 Course instructions articulate or link to the institution's accessibility policies and services.

7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.

7.4 Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services.

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Getting Started Module

Start Here Page

1.1 Instructions make clear how to get started and where to find various course components.

1.2 Learners are introduced to the purpose and structure of the course.

1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

4.4 The instructional materials are current.

5.4 The requirements for learner interaction are clearly stated.

6.1 The tools used in the course support the learning objectives and competencies.

6.2 Course tools promote learner engagement and active learning

Instructor Introduction Page

1.8 The self-introduction by the instructor is appropriate and is available online.

5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

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Course Technical Requirements Page

6.3 Technologies required in the course are readily obtainable.

6.4 The course technologies are current.

6.5 Links are provided to privacy policies for all external tools required in the course.

Introduce Yourself (Student Discussion Forum)

1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

1.9 Learners are asked to introduce themselves to the class.

Course Modules

Overview

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.

2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

5.4 The requirements for learner interaction are clearly stated.

Lesson

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

4.4 The instructional materials are current.

4.5 A variety of instructional materials is used in the course.

4.6 The distinction between required and optional materials is clearly explained.

Quiz

3.1 The assessments measure the stated learning objectives or competencies.

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

3.5 The course provides learners with multiple opportunities to track their learning progress.

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

5.4 The requirements for learner interaction are clearly stated.

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Assignment

3.1 The assessments measure the stated learning objectives or competencies.

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

3.5 The course provides learners with multiple opportunities to track their learning progress.

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

5.4 The requirements for learner interaction are clearly stated.

Discussion

1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.

1.9 Learners are asked to introduce themselves to the class

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

5.2 Learning activities provide opportunities for interaction that support active learning.

6.1 The tools used in the course support the learning objectives and competencies.

6.2 Course tools promote learner engagement and active learning.

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