

Yavapai College Essential Design Standards

Course Representative's Name:

Course Number, Semester, Year:

Please use this form while conducting your course's self review. Not sure how to do that? Please read the steps below...

To complete your Course Design Standards Self Review, please:

- *Examine each Standard using the annotations and explanations as documented in QM's 6th Edition Rubric*
- *Consider the Standards and how they were applied in your own course.*
- *Using the annotations as a guideline, determine if you have "Met" or "Not Met" each Standard.*
- *Include in the Comments area your description of either how you met the Standard or how it is not yet met and what you are considering doing to meet that Standard.*

Detailed annotations with descriptions and examples for each Quality Matters (QM) Standard listed above are available through your account at QualityMatters.org. Annotations should be used during any review in order to use this tool to best benefit your online or hybrid course.

If you need help with your review, please contact TeLS at tels@yc.edu.

Categories	Quality Matters Standards	Met	Not Met	Comments
Course Overview Introduction	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.			
Learning Objectives (Outcomes, Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.			
	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 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.			
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.			
	2.5 The learning objectives or competencies are suited to the level of the course.			
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.			
	3.2 The course grading policy is stated clearly at the beginning of the course.			
	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.			

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Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.			
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.			
Course Activities and Learner Interaction	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.			
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.			
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.			
	6.2 Course tools promote learner engagement and active learning.			
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.			
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.			
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.			
Accessibility and Usability	8.1 Course navigation facilitates ease of use.			
	8.2 The course design facilitates readability			
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.			