Record your ID Best Practices for Each QM Standard Below. For Best practices unrelated to QM add notes to the bottom of the document. In some cases, recording the best practice will be all we need to do to address that standard. In other cases you may be building items into the course template or sample SC lesson. In those cases you can reference those items in the table below.

Note: This is intended to be the final document, recording our best practices for meeting each standard. Complete this document AFTER we have completed discussion on your standards. For notes and questions / comments / discussion use the [QM Course Development Alignment doc](https://docs.google.com/a/mivu.org/document/d/1XWFYYEyVopqqL-uCYk5GuCX88QRspMhqHRfUuQ1lmNA/edit?usp=sharing).

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| --- | --- | --- |
| **General Standard 1: Course Overview and Introduction** | | |
| **Standard** | **Best Practices to Meet Standard** | |
| 1.1 Instructions make clear how to get started and where to find various course components. |  | |
| 1.2 A statement introduces the student to the purpose and structure of the course. |  | |
| 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly. |  | |
| 1.4 Standards of academic integrity are clearly stated. |  | |
| 1.5 Minimum technical skills expected of the student are clearly stated. |  | |
| 1.6 The instructor provides a self-introduction. |  | |
| 1.7 Prerequisite knowledge in the discipline and/or required competencies are clearly stated. |  | |
| **General Standard 2: Learning Objectives (Competencies)** | | |
| **Standard** | **Best Practices to Meet Standard** | |
| 2.1 The course learning objectives describe outcomes that are measurable. Alignment |  | |
| 2.2 The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives. Alignment |  | |
| 2.3 The course content, assignments, and assessments are aligned with state standards and/or other accepted content standards. |  | |
| 2.4 Learning objectives are appropriately designed for the level of the course, stated clearly, and written from the students’ perspective. |  | |
| 2.5 Instructions to students on how to meet the learning objectives are complete and stated clearly. |  | |
| **General Standard 3: Assessment and Measurement** | | |
| **Standard** | **Best Practices to Meet Standard** | |
| 3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. Alignment |  | |
| 3.2 Assessment strategies and student expectations for successfully completing the course are clearly defined. |  | |
| 3.3 Specific and descriptive criteria of assessment strategies are provided for the evaluation of students’ work and assist the instructor in determining the level of achievement of course outcomes and competencies. |  | |
| 3.4 Assessment strategies and tools allow the student to reflect on his or her progress towards mastering learning objectives and course requirements. |  | |
| 3.5 Multiple methods of assessment strategies are selected based on the specified  learning objectives and student need. |  | |
| **General Standard 4: Instructional Materials** | | |
| **Standard** | **Best Practices to Meet Standard** | |
| 4.1 The instructional materials contribute to the achievement of the stated course and module/unit-level learning objectives. Alignment |  | |
| 4.2 The relationship between the instructional materials and the learning activities is clearly explained to the student. |  | |
| 4.3 The course content is appropriate to the reading level of the intended students. |  | |
| 4.4 The instructional materials have sufficient breadth, depth, and currency. |  | |
| 4.5 The instructional materials prepare students to meet state standards and/or other accepted content standards. |  | |
| 4.6 The course content is culturally diverse and bias- free. |  | |
| 4.7 All resources and materials used in the course are appropriately cited. |  | |
| **General Standard 5: Learner Interaction and Engagement** | | |
| **Standard** | **Best Practices to Meet Standard** | |
| 5.1 The learning activities promote the achievement of the stated learning objectives. Alignment |  | |
| 5.2 Learning activities provide opportunities for interaction that support active learning. |  | |
| 5.3 Clear standards for instructor responsiveness and availability are communicated to the student. |  | |
| 5.4 The requirements for student interaction are clearly articulated. |  | |
| **General Standard 6: Course Technology** | | |
| **Standard** | **Best Practices to Meet Standard** | |
| 6.1 Course tools and media support the learning objectives and are appropriately chosen. Alignment |  | |
| 6.2 Course tools and media support student engagement and guide the student to become an active learner. |  | |
| 6.3 Navigation throughout the online components of the course is logical, consistent, efficient, and intuitive. |  | |
| 6.4 Students can readily access the technologies required in the course. |  | |
| 6.5 Course design takes advantage of current technologies, tools, and media. |  | |
| 6.6 The course takes advantage of technologies and tools that protect student confidentiality. |  | |
| **General Standard 7: Learner Support** | | |
| **Standard** | **Best Practices to Meet Standard** | |
| 7.1 The course identifies policies and services for all students. |  | |
| 7.2 The course instructions articulate or link to a clear description of the technical support offered. |  | |
| 7.3 Course instructions outline how the organization helps students reach educational goals. |  | |
| 7.4 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information. |  | |
| **General Standard 8: Accessibility** | | |
| **Standard** | **Best Practices to Meet Standard** | |
| 8.1 Course accessibility information is provided along with guidance for obtaining student accommodations. |  | |
| 8.2 Course pages and course materials provide equivalent alternatives to auditory and visual content. |  | |
| 8.3 The course ensures screen readability and minimizes distractions. |  | |
| 8.4 The course design accommodates the use of assistive technologies. |  | |