

Quality Assurance Standards Checklist

At DSU, we are using Quality Assurance Standards Checklist to help online instructors design, develop and implement online/hybrid courses. The checklist includes the following eight general standards.

Standard 1. Course Overview and Introduction

- Provide navigational instructions telling students how to get started.
- Write a statement introducing the student to the course and to the structure of the learning process, as well as how student will be successful in the course.
- State clear netiquette expectations with regard to discussions and email communications.
- Give a self-introduction.
- Ask students to introduce themselves to the class in a D2L discussion forum.
- State minimum technology requirements and minimum study skills.

Standard 2. Learning Outcomes

- Describe course learning outcomes in measurable terms.
- Each learning outcome should use an action verb so that it is measurable within a specific context.
- Describe learning outcomes from the student perspectives.
- Provide clear Instructions to students on how to achieve the learning outcomes.
- Specify learning outcomes at module/unit level.

Standard 3. Assessment and Measurement

- Align learning activities and assessment measures with learning outcomes.
- Explain grading policy.
- Provide specific criteria for evaluating students' work and performances.
- Select appropriate assessment instruments and tools.
- Provide "self-check" or practice assignments.
- Provide timely feedback to students.

Standard 4. Resources and Materials

- Align resources and materials with the stated learning outcomes.
- Provide in multiple modalities to facilitate different learning styles and are incorporated into the design of the course.
- Presented in a format appropriate to the online environment, are easily accessible to and usable.
- Materials are consistent in organization.
- Cite all resources and materials used in your course.

- The purposes of the course elements (content, instructional methods, technologies, and course materials) are clear and evident.

Standard 5. Learner Interaction

- The learning activities promote the achievement of stated objectives and learning outcomes.
- Learning activities foster instructor-student, content-student, and student-student interaction.
- Clear standards are set for instructor response and availability (turn-around time for email, assignment feedback, and grade posting).
- Demonstrate the importance and real-world significance of the subject matter.
- Clearly describe the requirements for course interaction.

Standard 6. Course Technology

- The tools and media support the learning outcomes of the course and are integrated with texts and lesson assignments.
- The tools and media enhance student interactivity and guide the student to become a more active learner.
- If utilized, third-party tools/content are easily accessible to students, and clear instructions are provided to articulate how to access and utilize them.
- The tools and media are compatible with existing standards of delivery modes.

Standard 7. Learner Support

- Course instructions articulate or link to clear descriptions of academic, student, and technical support services offered.
- If third-party tools and/or content are utilized by the course, clear instructions are provided to students on how they will receive support for these tools.
- Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, etc.

Standard 8. Accessibility

- The course acknowledges the importance of ADA requirements.
- If any third-party tools and/or content are utilized by the course, they are compliant with accessibility standards, or equally effective accessible alternatives are provided.

Resource: [South Dakota Board of Regents Online Quality Assurance Rubric](#)

Course _____

Instructor _____

Date _____