



AUGUSTA UNIVERSITY

Office of Instructional Support and Innovation

In order to achieve the QM standards for a course the AU Core shell should be used without major modifications. In particular, the Start Here section contains several pages that should not be removed that fulfill a majority of the standards.

In addition, the Module sections can be modified to some extent. However, they should contain these elements to be QM compliant:

- Introduction to the Module
- Learning Objectives for that Module
- To Do List of what the students should do to complete the module
- Works Cited section in some form to identify the sources of the content

Standard	Description	How to Achieve Objective Using AU Shell
Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	Start Here section has to be present within the course. In particular the Course Introduction section and the Course Structure and Organization section fulfill this objective.
	1.2 Learners are introduced to the purpose and structure of the course.	Course Structure and Organization section filled out.
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	Communication Policies must be present in the Start Here section.
	1.4 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.	This is met through relevant sections within the course Syllabus . The AU shell contains additional policies in its version of the Syllabus that are not in prior syllabi. In addition, policies are also in the Start Here section: Student Resources, Communication Policies which references FERPA policy.



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	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	The Campus Technology policy found in the shell fulfills this requirement.
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	Campus Technology section can fulfill some of this. The Syllabus has sections that also fulfill this. If the course uses a unique program or requires access to a source for test prep you may need to add additional information.
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated	This is met through the syllabus Prerequisites section.
	1.8 The self-introduction by the instructor is professional and is available online	The AU Core Shell contains a Meet Your Professor section in Start Here that must be filled out to fulfill this objective.
	1.9 Learners are asked to introduce themselves to the class.	The Start Here section contains Introduction Instructions in addition to an Introduction Discussion board. These components must be present. In addition, you can have this on a PowerPoint if there are in-person introductions on the first day of class.
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	These are typically the Course Outcomes located in the Syllabus .



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	<p>2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies</p>	<p>Each module should have 10 or fewer learning objectives during the Introduction To... sections of the modules.</p> <p>These should be formatted using Bloom’s Taxonomy verbs to ensure that the objectives are measurable. Avoid verb usage such as “The student will Know...”, “The student will Understand...”.</p> <p>These particular verbs are difficult to measure.</p> <p>A verb such as “Identify”, “Categorize”, “List”, “Compare”, “Appraise”, “Organize”, “Develop”, “Create”.</p> <p>These are verbs that result in a behavior that can be observed by the instructor.</p> <p>If you have more than 10 objectives for a course you may consider using the Study Guide template to place the things the student needs to know for the course but placing them into logical chunks.</p> <p>You should condense objectives down to logical parts for main Module Objectives.</p> <p>For example: if you have 15 things the student should know about a body system such as the respiratory system. The objective should be about the system as a whole. The 15 sub-components are what you use to write your questions or to</p>



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		<p>measure the 1/15th of their achievement of the entire body system.</p> <p>Think of this as efficient condensing into logical categories so you can communicate logically and coherently what the overall course is about. Having too many objectives is overwhelming and confusing to communication. Objectives should be used to achieve the goal of articulating what the course or module is supposed to be about in a very streamlined and comprehensible manner.</p>
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course	This is accomplished by having the objectives for each Module in the Introduction Section .
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	<p>The To Do list or the Module Introduction can clarify this.</p> <p>It may be beneficial to show the objectives for an assignment by stating, "The learning objectives for this assignment are..."</p>
	2.5 The learning objectives or competencies are suited to the level of the course.	<p>If students will be introduced to a topic area it is beneficial to start with lower level objectives in Bloom's Taxonomy such as Remembering, Understanding, and Applying.</p> <p>If the students are doing higher level activities, then higher level objectives such as Analysis, Evaluation, and Creation would be appropriate.</p>



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Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	<p>Assessments need to align with what the Learning Objectives state.</p> <p>If a student is writing an essay then Discuss would be an appropriate verb.</p> <p>If students are not writing, discussing, or expressing statements for an assessment but are filling out multiple choice questions then a verb such as Discuss should not be used. Identify, select, assess, etc. would be more appropriate verbs.</p>
	3.2 The course grading policy is stated clearly at the beginning of the course	This is typically fulfilled in the Syllabus Grading section.
	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.	This can be accomplished by having percentages for graded work in the syllabus. In addition, grading criteria in the Assignment section, a rubric, or another form of expressing the criteria of the assignment should be used.
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	<p>Consider using a variety of assessments for a course. Multiple choice tests, essays, projects, and different forms of assessment. These should be in a sequence that makes logical sense for the course.</p> <p>Assignments should be appropriate for the objectives and the level of proficiency of the students. In addition, they should be relevant to the topic and be achievable with the material presented in the course.</p>



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	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	<p>This can be accomplished by having grades display after taking an assignment. In addition, quizzes should have feedback if possible for each of the questions so students know why they got the questions wrong.</p> <p>Rubrics and written assignments should have options to provide feedback either through a very descriptive rubric category or through the instructor providing their own feedback.</p>
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	<p>Within the Syllabus should be a section called CRITERIA FOR THE SELECTION OF TEACHING / LEARNING METHODS. This section can fulfill this.</p> <p>The material in each module should be relevant to the module's topic and cover the objectives.</p>
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	<p>Within the Syllabus should be a section called CRITERIA FOR THE SELECTION OF TEACHING / LEARNING METHODS. This section can fulfill this.</p> <p>Having the objectives at the beginning of the course can help achieve this. Introductions that discuss the materials and their relevance can help as well.</p>



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	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	<p>At the bottom of the AU shell template for modules for Lectures is a section for Works Cited information. This should be filled out for relevant materials used to build the videos, any diagrams used, etc.</p> <p>This can also be placed at the end of videos or PowerPoint presentations.</p>
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	Material should be up to date in the course and contain information that is within the last 10 years unless the content hasn't changed for a long period of time or the source is a prominent person in the field.
	4.5 A variety of instructional materials is used in the course.	It is best to have material in a course that uses videos, PowerPoint presentations, reference materials in PDF form, and official websites prominent in the field.
Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	<p>Within the Syllabus should be a section called CRITERIA FOR THE SELECTION OF TEACHING / LEARNING METHODS. This section can fulfill this.</p> <p>Activities for students should be relevant to the objectives for the module and cover material, allow practice of the material, that will allow the students to attain the objectives listed.</p> <p>Consider the Bloom's Taxonomy verb used for each objective. If the activity is doing something very different from the objective then there should be a revision to the activity.</p>



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	5.2 Learning activities provide opportunities for interaction that support active learning.	<p>Interaction can be with the peers in projects, case studies, or with interaction with the instructor.</p> <p>In addition, learning by doing such as the prior stated case study, simulation, or project. Students learn by actively engaging in an activity.</p>
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	<p>This can be accomplished by filling out relevant information in the Communication Policies section in the Start Here section.</p> <p>How Long Until You Hear From Me section can fulfill this.</p> <p>In addition, this can be fulfilled with relevant syllabus information related to how often Announcements are posted in D2L, communication information, etc.</p>
	5.4 The requirements for learner interaction are clearly stated.	<p>In the Syllabus and in Start Here section. This is typically located in the Attendance, Academic Honesty, and Classroom Civility sections found within most syllabi.</p> <p>Additional information can be added to the syllabus for relevant or more specific information for the course.</p>
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	The tools typically references the use of D2L's course tools to take evaluations, submit work, or the use of external tools to build a diagram, write an essay, etc.



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	6.2 Course tools promote learner engagement and active learning	Tools such as ways to use tools for interaction. If you're doing projects and people are working remotely MS Teams may be a good tool. If students are working on a document then the Box folder or MS Teams could be used to allow students to work simultaneously on a project document.
	6.3 A variety of technology is used in the course.	Technology can be videos, PDFs, PowerPoint, the use of websites, etc.
	6.4 The course provides learners with information on protecting their data and privacy.	The Start Here section has a Campus Technology section that covers privacy.
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	Campus Technology section in Start Here contains a Technical Support section.
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	Contained in the Course Technology section:
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	The Start Here section contains a section titled Student Resources that covers this.
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	The Start Here section contains a section titled Student Resources that covers this.



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Accessibility & Usability	8.1 Course navigation facilitates ease of use.	In order to fulfill this objective the materials within the course should be organized in a logical order. If you follow the AU shell and section of the course into relevant modules this will be fulfilled.
	8.2 The course design facilitates readability	Readability is based on sectioning off the modules. In addition, all written material should use appropriate headings to section off material. The use of excessive colors in text should be avoided. Also, underlined text should only be used for hyperlinks.
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	Some key considerations for this are to have documents in PDF form that allow you to highlight the text. Pictures should have an alternative text field added that describes the picture. Websites should be easily read and have selectable text and alt-text whenever possible.
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	Videos should ideally have closed captions. You may have to talk with IT about this to get CC added to your lecture videos. Alternatively, you can have your videos have a PowerPoint or PDF equivalent.



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	8.5 Course multimedia facilitate ease of use.	<p>Echo 360 ideally is the best way to display videos for the course.</p> <p>The video should be able to be resized in some way, full screen should be achievable, etc.</p> <p>External websites may be a concern for achieving this objective if they cannot be resized or if they are in a format that students may not be able to play on their computer.</p>
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	The <i>Start Here, Campus Technology</i> section has these statements for D2L, WebEx, Echo 360, Microsoft, and Adobe.