QUALITY MATTERS
QM

Derived Course Quality Report

Derived from the Quality Matters official course review, this report reflects ratings as they relate to **National Standards for Quality Online Courses, 3rd Edition**

Course Name: ▉▉▉▉▉▉▉▉▉▉▉▉

Course Sponsor: ▉▉▉▉▉▉

QM Course Review Code: ▉▉▉▉▉▉

How to read this report: Official QM Course Reviews serve as the official review of The National Standards for Quality (NSQ) Online Courses, Third Edition, which has been mapped to the QM K-12 Rubric for the purposes of generating a derived NSQ Report. Each indicator below reflects a rating of Met, Partially Met, Not Met, or Not Rated, as derived from an official QM K-12 Course Review. Detailed feedback can be obtained by requesting the official QM Course Review Final Report from the Course Representative and by consulting the appropriate QM K-12 Standards (listed under each NSQ indicator). Please note, NSQ standards C5, F3, F4, F5, and G1 have been self-reported by the Course Representative and not verified by QM. If MET, the publisher should be able to present supporting documentation to interested parties upon request. For more information on how the National Standards for Quality Online Courses, Third Edition, visit https://www.nsqol.org/

●	Met	All equivalent QM Standards Met
◉	Partially Met	Some QM equivalent QM Standards Met
○	Not Met	All equivalent QM Standards Not Met
▪	Not Rated	No equivalent QM Standard / Not Reported

National Standards for Quality Online Courses, 3rd Edition	Derived Outcome
A: Course Overview and Support	
The overall design of the course is made clear to the learner at the beginning of the course. The course materials include support services essential to learner and instructor success. Course instructions articulate or link to relevant information and services.	
A1. A course overview and syllabus are included in the online course. (For feedback refer to QM Review: Standards 1 1 T)	Met ●
A2. Minimum computer skills and digital literacy skills expected of the learner are clearly stated.* (For feedback refer to QM Review: Standards 1 4 T)	Met ●
A3. The instructor's biographical information and information on how to communicate with the instructor are provided to learners and other stakeholders. (For feedback refer to QM Review: Standards 1 7 C, 5 4 C)	Met ●
A4 Learner expectations and policies are clearly stated and readily accessible within the introductory material of the course. (For feedback refer to QM Review: Standards 1 5 T, 1 6 T)	Met ●
A5. Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.* (For feedback refer to QM Review: Standards 1 3 T)	Met ●
A6. Grading policies and practices are clearly defined in accordance with course content learning expectations. (For feedback refer to QM Review: Standards 3 5 C)	Met ●
A7. The online course provides a clear description or link to the technical support offered and how to obtain it.* (For feedback refer to QM Review: Standards 7 1 T)	Met ●
A8. Learners are offered an orientation prior to the start of the online course. (For feedback refer to QM Review: Standards 1 1 T)	Met ●
B: Content	
The online course provides learners with various content options that promote their mastery of content and are aligned with state or national content standards.	
B1. The online course objectives or competencies are measurable and clearly state what the learner will be able to demonstrate as a result of successfully completing the course.* (For feedback refer to QM Review: Standards 2 1 C)	Met ●
B2. The online course expectations are consistent with course-level objectives or competencies, are representative of the structure of the course, and are clearly stated. (For feedback refer to QM Review: Standards 1 2 C)	Met ●
B3. The online course content is aligned with accepted state and/or other accepted content standards, where applicable.* (For feedback refer to QM Review: Standards 2 3 C)	Met ●

B4. Digital literacy and communication skills are incorporated and taught as an integral part of the curriculum.* (For feedback refer to QM Review: Standards 1 4 T)	Met ●
B5. Supplemental learning resources and related instructional materials are available to support and enrich learning and are aligned to the specific content being delivered.* (For feedback refer to QM Review: Standards 7 2 T)	Met ●
B6 The online course content and supporting materials reflect a culturally diverse perspective that is free of bias.* (For feedback refer to QM Review: Standards 4 6 C)	Met ●
B7. The online course materials (e.g. textbooks, primary source documents, OER) that support course content standards are accurate and current. (For feedback refer to QM Review: Standards 4 4 C)	Met ●
B8. The online course is free of adult content and avoids unnecessary advertisements.* (For feedback refer to QM Review: Standards 4 7 C)	Met ●
B9. Copyright and licensing status for any third-party content is appropriately cited and easily found. (For feedback refer to QM Review: Standards 4 5 C)	Met ●
B10. Documentation and other support materials are available to support effective online course facilitation.* (For feedback refer to QM Review: Standards 7 3 T)	Met ●

C: Instructional Design
The online course incorporates instructional materials, activities, resources, and assessments that are aligned to standards, engage all learners, and support the achievement of academic goals.

C1. The online course design includes activities that guide learners toward promoting ownership of their learning and self-monitoring. (For feedback refer to QM Review: Standards 5 2 C)	Met ●
C2. The online course's content and learning activities promote the achievement of the stated learning objectives or competencies. (For feedback refer to QM Review: Standards 5 1 C)	Met ●
C3. The online course is organized by units and lessons that fall into a logical sequence. (For feedback refer to QM Review: Standards 8 1 T)	Met ●
C4. The online course content is appropriate to the reading level of the intended learners.* (For feedback refer to QM Review: Standards 4 3 C)	Met ●
C5. The online course design includes introductory assignments or activities to engage learners within the first week of the course. +Note: There is no equivalent standard in the QM K-12 Rubric. It has been rated through self-reporting and has not been verified by QM. If MET, the Course Representative should be able to present the supporting documentation to interested parties upon request. (For feedback refer to QM Review: Standards 9 1 C)	Met ●
C6. The online course provides learners with multiple learning paths as appropriate, based on learner needs, that engage learners in a variety of ways. (For feedback refer to QM Review: Standards 5 2 C)	Met ●
C7. The online course provides regular opportunities for learner-learner interaction. (For feedback refer to QM Review: Standards 5 3 C)	Met ●
C8. The online course design provides opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress.* (For feedback refer to QM Review: Standards 5 3 C)	Met ●
C9. Online course instructional materials and resources present content in an effective, engaging, and appropriate manner.* (For feedback refer to QM Review: Standards 4 1 C)	Met ●

D: Learner Assessment
A variety of assessment strategies are used throughout the course geared toward learner learning and engagement and learners are provided with feedback on their progress.

D1. Learner assessments are linked to stated course, unit, or lesson-level objectives or competencies. (For feedback refer to QM Review: Standards 3 1 C)	Met ●
D2. Valid course assessments measure learner progress toward mastery of content. (For feedback refer to QM Review: Standards 3 4 C)	Met ●
D3. Assessment practices provide routine and varied opportunities for self-monitoring and reflection of learning.* (For feedback refer to QM Review: Standards 3 3 C)	Met ●
D4. Assessment materials provide the learner with the flexibility to demonstrate mastery in a variety of ways.* (For feedback refer to QM Review: Standards 3 4 C)	Met ●

D5. Rubrics that clearly define expectations for varied levels of proficiency are created and shared with learners.* (For feedback refer to QM Review: Standards 3 2 C)	Met ●

E: Accessibility and Usability

The course design reflects a commitment to accessibility so that all learners can access all content and activities and to usability so that all learners can easily navigate and interact with all course components. Online course materials, activities, and assessments are designed to ensure that all learners have access to the same information and are able to engage in the same interactions and within the same time frame. The course, developed with universal design principles in mind, addresses Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) by following (Web Content Accessibility Guidelines) WCAG 2.0 AA standards. This does not guarantee or imply that particular country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

E1. Online course navigation is logical, consistent, and efficient from the learner's point of view.* (For feedback refer to QM Review: Standards 8 1 T)	Met ●
E2. The online course design facilitates readability.* (For feedback refer to QM Review: Standards 8 2 C)	Met ●
E3. The online course provides accessible course materials and activities to meet the needs of diverse learners.* (For feedback refer to QM Review: Standards 8 3 C, 8 4 C)	Met ●
E4. Online course multimedia facilitate ease of use.* (For feedback refer to QM Review: Standards 8 5 T)	Met ●
E5 Vendor accessibility statements are provided for all technologies required in the course.* (For feedback refer to QM Review: Standards 8 6 T)	Met ●

F: Technology

The technologies enabling the various course components facilitate active learning and do not impede the learning process.

F1. Educational tools ensure learner privacy and maintain confidentiality of learner information in accordance with local, state, and national laws for learner data. (For feedback refer to QM Review: Standards 6 3 T)	Met ●
F2. The online course tools support the learning objectives or competencies.* (For feedback refer to QM Review: Standards 6 1 C)	Met ●
F3. The online course provides options for the instructor to adapt learning activities to accommodate learners' needs and preferences.* +Note: There is no equivalent standard in the QM K-12 Rubric. It has been rated through self-reporting and has not been verified by QM. If MET, the Course Representative should be able to present the supporting documentation to interested parties upon request. (For feedback refer to QM Review: Standards 9 2 C)	Met ●
F4. The course allows instructors to control the release of content.* +Note: There is no equivalent standard in the QM K-12 Rubric. It has been rated through self-reporting and has not been verified by QM. If MET, the Course Representative should be able to present the supporting documentation to interested parties upon request. (For feedback refer to QM Review: Standards 9 3 C)	Met ●
F5. The course provides the necessary technical functionality to score and record assessments and calculate earned course points or grades.* +Note: There is no equivalent standard in the QM K-12 Rubric. It has been rated through self-reporting and has not been verified by QM. If MET, the Course Representative should be able to present the supporting documentation to interested parties upon request. (For feedback refer to QM Review: Standards 9 4 C)	Met ●

G: Course Evaluation

The online course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up-to-date, both in content and in the application of new research on course design and technologies.

G1. The online course uses multiple methods and sources of input for assessing course effectiveness. +Note: There is no equivalent standard in the QM K-12 Rubric. It has been rated through self-reporting and has not been verified by QM. If MET, the Course Representative should be able to present the supporting documentation to interested parties upon request. (For feedback refer to QM Review: Standards 9 5 C)	Met ●
G2. The online course is reviewed to ensure that the course is current. +Note: QM K-12 Course Certification is good for 5 years. (For feedback refer to QM Review: Standards 9 6 C)	Met ●

G3. The online course is updated on a continuous improvement cycle for effectiveness based on the findings from ongoing reviews. +Note: The QM review is part of a continuous improvement process. (For feedback refer to QM Review: Standards 9 6 C)	Met ●