Quality Assurance (QA) Checklist Template

Module 1

Course Content

Determine whether the course contains comprehensive information and resources for successful learning and meets appropriate ethical and legal requirements.

Criteria	Criteria Met?		If No:
	Yes	No	Location and Summary of the Issue
The course provides key learning information such as goals, learning objectives, and/or standards, as well as course materials, supplemental textbooks, and reading lists.	☐	☐	
The course content reflects current scholarship and updated standards	☐	☐	
The course content connects to authentic application for learners	☐	☐	
The course's learning materials are aligned with course objectives and standards.	☐	☐	
The course clearly defines key concepts and reinforces them throughout the course.	☐	☐	
The course content reflects balance, with a bias-free approach and multiple perspectives represented.	☐	☐	
The course structures regular opportunities for learner-learner engagement throughout the course.	☐	☐	

Proofreading

Ensure the course is free of mechanical errors and consistent in voice.

Criteria	Criteria Met?		If No:
	Yes	No	Location and Summary of the Issue
There are no grammatical or spelling errors.	☐	☐	
The course instructions for learning activities are clear and concise.	☐	☐	
Sentences are free of ambiguity.	☐	☐	
A professional tone is maintained throughout the course with consistent language.	☐	☐	
Parallel grammatical structure is used in all steps (e.g., Read chapter 2).	☐	☐	

Module 2

Course Design

Ensure the course utilizes a logical progression of learning activities and engaging learner experiences.

Criteria	Criteria Met?		If No:
	Yes	No	Location and Summary of the Issue
The course home page provides a clear starting point to begin the course.	☐	☐	
The course design provides introductory readings and videos to familiarize students with the platform and course.	☐	☐	
Learning activities require active engagement and knowledge application.	☐	☐	
The course creates opportunities for learner-learner discussion.	☐	☐	
The course is structured around regular learner and instructor feedback.	☐	☐	
The course modules are intentionally and logically sequenced to promote progressive skill development.	☐	☐	
Learning activities are scaffolded to support increasing levels of complexity.	☐	☐	

Multimedia

Determine whether the course provides high-quality audio, video, and interactive elements.

Criteria		Criteria Met?		If No:
		Yes	No	Location and Summary of the Issue
Audio:	Audio is high-quality.	☐	☐	
	Audio promotes learner comprehension.	☐	☐	
Video & Interactivity:	Video anchors around key content with engaging visuals and cues.	☐	☐	
	Video is not exceedingly long (not over 7-10 minutes), to promote learner engagement and retention.	☐	☐	
Images:	Images are related to the content and represent diverse perspectives and identities.	☐	☐	
	Images contain visual signals and clear figure labels with notes.	☐	☐	
PowerPoint:	Text on slides is bulleted, aligned for clarity, and accurate.	☐	☐	

Navigation and Technical Functionality

Ensure the course incorporates seamless navigation and functionality appropriate for the learner.

Criteria	Criteria Met?		If No:
	Yes	No	Location and Summary of the Issue
Technology is appropriate for the audience.	☐	☐	
Navigation is logical, consistent, and efficient.	☐	☐	
Multimedia is easy to use and promotes readability.	☐	☐	
All technology is accessible to learners through their devices.	☐	☐	

Criteria	Criteria Met?		If No:
	Yes	No	Location and Summary of the Issue
Technology and tools used are purposeful and enhance learning experience.	☐	☐	
Course technology allows for customization and personalization.	☐	☐	
The course format is structurally sound, with no navigation errors or discrepancies; e.g., all links are active, and readings are available.	☐	☐	

Module 3

Accessibility

Determine whether the course reflects the principles of universal design and ensures inclusivity and accessibility of all learners.

Criteria	Criteria Met?		If No:
	Yes	No	Location and Summary of the Issue
Course meets all WCAG and POUR standards.	☐	☐	
Vendor accessibility statements are provided	☐	☐	
Individuals with disabilities can independently acquire the same information, engage in the same interactions, and enjoy the same learning experiences with substantially equivalent ease of use as individuals without disabilities.	☐	☐	
Course is compliant with Section 504 standards and Title II of the ADA.	☐	☐	
The course provides multiple means of engagement, representation, and expression, such as audio-visual assignments, visual presentations, and varied learning materials that are easily differentiated.	☐	☐	
The course LMS highlights key accessibility features that support learners and the course provides links to further information about the LMS's accessibility	☐	☐	

Criteria	Criteria Met?		If No:
	Yes	No	Location and Summary of the Issue
Audio is clear and compatible with closed captions.	☐	☐	
Transcript for video is present with screen-reading and accommodation compatibility.	☐	☐	
Images have alt text	☐	☐	
Course materials minimize cognitive load through signaling, chunking, and accessible formatting.	☐	☐	

Assessment

Determine whether the course's assessments prioritize clarity, engagement, and alignment.

Criteria	Criteria Met?		If No:
	Yes	No	Location and Summary of the Issue
Assessment instructions are clearly written.	☐	☐	
The ability to add and revise assessments to modify or extend learning opportunities, as appropriate, is provided.	☐	☐	
Assessments are designed to interact with a digital gradebook.	☐	☐	
A variety of assessment strategies are used throughout the course.	☐	☐	
Course assessments measure learners' progress towards understanding.	☐	☐	
Self-assessment tools are provided for learners to measure understanding and promote reflection.	☐	☐	
Assessments are clearly aligned with learning objectives.	☐	☐	

Consistency and Branding

Determine the course is cohesive in its design and utilizes organizational branding.

Criteria	Criteria Met?		If No:
	Yes	No	Location and Summary of the Issue
Course design is cohesive throughout.	☐	☐	
Predictable structure evidenced by consistent labels, modules, and submission due dates.	☐	☐	
Rubrics that clearly define expectations for varied levels of proficiency are created and shared with learners.	☐	☐	
Visuals are consistent and professionally styled.	☐	☐	
Course purpose and expectations live in the introduction of the course.	☐	☐	
Course text is consistent and professional throughout the course and adaptable for UI/UX contrast.	☐	☐	

Module 4

Copyright Compliance

Ensure the course complies with all copyright laws and standards of practice.

Criteria	Criteria Met?		If No:
	Yes	No	Location and Summary of the Issue
Facts have been checked and referenced appropriately.	☐	☐	
Copyright and licensing status for any third-party content is appropriately cited and easily found.	☐	☐	
The course models appropriate source citation following the conventions of an appropriate style guide (MLA, APA, Chicago, etc.).	☐	☐	
The course has appropriate citations for original course materials adapted with AI tools.	☐	☐	
Guidance for learner content use, downloading, and sharing is included	☐	☐	

Support Materials

Information on support services is available for learners and instructors, with relevant links included.

Criteria	Criteria Met?		If No:
	Yes	No	Location and Summary of the Issue
The instructor's biographical information and information on how to communicate with the instructor are provided.	☐	☐	
Learner expectations and policies are clearly stated and readily accessible within the introductory material of the course.	☐	☐	
A course overview, syllabus, and grading policies are included in the course.	☐	☐	
Grading policies and practices are clearly defined in accordance with course content learning expectations.	☐	☐	
The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	☐	☐	

Evidence Bank

Criterion created is synthesized from Quality Matters K-12 Secondary Rubric, Universal Design for Learning, and the National Standards for Online Quality Courses. Standards from both rubrics emphasize the importance of coherent course structure, clear objectives and alignment, engaging instructional materials, consistent and effective navigation, and accessibility for diverse learners. These sources informed all checklist criteria, ensuring best practices for effective and equitable online course creation.

Client Notes

Summary

Strengths

Revisions

Conclusion

References

CAST. (2018). *Universal Design for Learning guidelines version 2.2*. https://udlguidelines.cast.org

National Standards for Quality Online Learning. (2019). *Quality online courses and teaching standards*.

Quality Matters. (2023). *K–12 secondary rubric* (6th ed.).
https://www.qualitymatters.org/qa-resources/rubric-standards/k-12-secondary-rubric