

QM Standard	QM Standard Annotation	Learning Objective/Outcome (Enabling PO)	Topic (Module/Lesson)	Instructional Materials	Activities & Assessment	Type of Interactivity	Possible Technology
Course navigation facilitates ease of use	Navigation throughout the course is consistent, logical, and efficient	Describe what course navigation includes	User Learning Experience: Course Navigation	Mini-lecture/presentation	Ice-breaking activities, discussions	Student-Content Student-Instructor Student-Student	Interactive presentations (PearDeck, Nearpod, Visme, etc.) Canvas
		Identify navigation elements that ensure an intuitive user learning experience					
		Explain what makes navigation consistent, logical, and efficient					
		Create an easy-to-use course navigation					
The course design facilitates readability.	For this Specific Review Standard to be met, course content is clearly organized and presented so that learners can easily read and interpret it.	Describe ways to organize content	User Learning Experience: Course Organization	Mini-lecture/presentation, demonstration	Ice-breaking activities, discussions	Student-Content Student-Instructor Student-Student	Interactive presentations (PearDeck, Nearpod, Visme, etc.) Canvas
		Explain how to clearly present content		Walk-throughs of principles used to organize content	Practice exercise		
		Apply strategies/techniques to clearly organize content		Demonstration of courses with clear organization of content	Practice exercise		

The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	This Specific Review Standard is met if the text and images presented in the course use accessibility principles in their design.	List key accessibility principles used to create accessible documents and LMS pages	Introduction to Accessibility	Mini-lecture/presentation	Ice-breaking activities, discussions	Student-Content Student-Instructor Student-Student	Interactive presentations (PearDeck, Nearpod, Visme, etc.) Canvas
		Identify accessibility issues in documents (Word, pdf files) and LMS pages (e.g., use of accessibility checkers)	Accessible documents and web content (LMS pages)	Demonstration of accessible documents, addressing the questions: What is important to pay attention to? How and why do we use accessibility checkers in Word, Acrobat, PowerPoint, and Canvas?	Practice exercise		
		Correct accessibility issues identified in document (Word, pdf files) and LMS pages		Walk-throughs of accessibility principles used to create accessible document and LMS pages			
		Create accessible documents and LMS pages					
Course multimedia facilitate ease of use	For this Specific Review Standard to be met, course multimedia are easy to view, operate, and interpret.	Explain ways to provide multimedia easy to view, operate, and interpret on LMS pages (Canvas)	Embedding multimedia within course content	Mini-lecture/presentation/demonstration	Discussions Practice exercise	Student-Content Student-Instructor Student-Student	Interactive presentations (PearDeck, Nearpod, Visme, etc.) Canvas
Vendor accessibility statements are provided for all technologies required in the course	For this Specific Review Standard to be met, the course includes a link to the vendor accessibility statement for each required technology.	Identify vendor accessibility statements within the course	Vendor accessibility statements	Mini-lecture/presentation/demonstration	Discussions	Student-Content Student-Instructor Student-Student	Canvas