

TOP 10 COMMONLY MISSED QLT CORE OBJECTIVES

Through a formal review of **43 CSU QLT online courses** that received formal certification using the 2nd. Edition (2017) of the QLT rubric, the following CORE objectives have been identified as the most commonly missed upon 1st review (e.g. 5.6 is the most & 4.3 is the least missed). The instructor should preview these to ensure they have been met before submitting their course toward formal QLT course certification.

Obj. #	Critical Commonly Missed QLT CORE Objectives & Examples
QLT 5.6 (3rd Ed. QLT 5.6)	The instructor provides feedback in a timely manner. Examples: The instructor uses the LMS efficiently to respond to student work submissions with scores and feedback related to strengths and/or weaknesses. QuARRy 5.6 Exemplars
QLT 8.1 (3rd Ed. QLT 8.2)	The course syllabus links to the campus accessibility policy. Examples: Clear explanation of the instructor's role in supporting students registered with disability support services. QuARRy 8.2 Exemplars
QLT 8.5 (3rd Ed. QLT 8.3)	Course documents created by the instructor or from external sources are in formats that are accessible to students with disabilities. Examples: The course meets the 85% threshold of accessibility using Ally. Videos are captioned and/or contain accurate transcripts. QuARRy 8.3 Exemplars
QLT 2.4 (3rd Ed. QLT 2.4)	The instructor makes it clear how student work is evaluated. Examples: Assessment instruments (e.g. rubrics) are detailed and appropriate. This includes assessing modes of online participation and contributions. QuARRy 2.4 Exemplars
QLT 4.4 (3rd Ed. QLT 4.4)	The learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement. Examples: Video lessons that include assessments, polls, and discussions, are examples to turn passive students into active students. Other activities include discussions, simulations, case studies, and presentations. QuARRy 4.4 Exemplars
QLT 2.1 (3rd Ed. QLT 2.1)	All student learning outcomes are specific, well-defined, and measurable. Examples: Chronological module, weekly, or chapter-level objectives are present. QuARRy 2.1 Exemplars
QLT 2.3 (3rd Ed. QLT 2.3)	The learning activities (including graded assignments as well as ungraded activities) promote the achievement of the student learning outcomes. Examples: The SLO's or module objectives are referenced in the assignments/learning activities. QuARRy 2.3 Exemplars
QLT 2.5 (3rd Ed. QLT 2.5)	The instructor provides multiple opportunities to give feedback on student learning and to help "self-check" their learning. Examples: Videos are included with embedded quiz questions. QuARRy 2.5 Exemplars
QLT 4.1 (3rd Ed. QLT 4.1)	The instructor provides an opportunity at the beginning of the course for students to introduce themselves to develop a sense of community. Examples: Students are encouraged to post their picture and share some personal information in an icebreaker activity. QuARRy 4.1 Exemplars
QLT 4.3 (3rd Ed. QLT 4.3)	Navigation throughout the online components of the course is logical, consistent, and efficient. Examples: There is a consistent course structure across modules. QuARRy 4.3 Exemplars