

Indicators of quality checklist

Course overview introduction

- Instructions make clear how to get started and where to find various course components.
- Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
- The purpose of the course is clearly stated.
- The structure of the course is clearly explained.
- A clear course schedule is available (either on the course schedule or in the course).
- A self-introduction by the instructor is available online.
- Learners are encouraged to introduce themselves.
- Communication channels (student-teacher, student-student, etc.) are available and the expectations for communication are explained.
- Syllabus/course outline is easily found and downloadable.
- There is verification (discussion, quiz, assignment) wherein students can demonstrate that they comprehend the course requirements.
- Standards for academic integrity are clearly explained. Students can demonstrate that they comprehend academic integrity.
- Online content and activities are fully aligned with printable PDFs (especially syllabus).

Course objectives and learning outcomes

- Learners are introduced to the purpose and structure of the course.
- Course learning outcomes are stated from the learner's perspective.

Assessment

- All assessment activities are clearly described. Submission process and requirements, as well as submission deadlines for graded activities are stated.
- The assessment instruments are described and suited to the learner work being assessed.
- The instructor's plan for response time and feedback on assignments is clearly stated. Formative assessment and feedback (midterm or earlier) is included.
- Assessment activities align with stated learning outcomes.
- Self-assessment and/or reflection activities are incorporated into the course.
- The course grading policy and grade distribution is stated clearly.

Instructional materials

- Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
- The distinction between required and optional materials is clearly explained.

- A variety of instructional materials is used in the course. All course materials are clearly presented.
- The course engages students in active learning through an appropriate mix of student content, student-instructor and student-student interaction.

Course facilitation

- The instructor maintains a presence and interacts with students in a variety of ways throughout the course.
- The instructor sets and meets expectations for instructor responsiveness and availability (e.g. turn-around time for email and discussion forum postings, feedback on assignments, etc.).
- The instructor fosters a supportive learning environment for students.
- Student feedback is collected and used to continually improve course quality.

Learner engagement and support

- Course instructions include a link to the institution's academic support services and resources that can help learners succeed in the course.
- Learner support for technologies used in the course is available and described.
- Learning activities foster levels and types of interaction that are appropriate to the course learning outcomes.
- The expectations for student interaction and progression are clearly stated.
- If applicable, the role of TAs are explicitly stated and TA contact information is provided.

Accessibility and usability

- Course page is well organized, easy to navigate and includes a recognizable organization.
- The distinction between required and optional materials is clearly explained.
- Videos recorded before course release are closed captioned.
- PDF, Word and PPT files are web accessibility compliant.
- The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
- Copyright clearances have been obtained where necessary.
- Web links are relevant and functional.

Course technology

- Minimum technology requirements and a link to technical support are clearly stated.
- The tools used in the course support learning objectives and competencies.
- The technologies chosen are supported by the university, and in such, privacy and security assessments have been conducted.