Checklist for Quality Online Courses at Trinity Western University

Standards adapted from Quality Matters.

Course Component	Criteria	Y/N	Notes
Course Overview and Introduction	• Instructions are clear on how to navigate the course and how to get started. • The Course Overview provides a course description, learning outcomes, and list of assessments. • *There is a self-introduction by the instructor, welcoming students to the course and explaining key aspects of what to expect in the course. • *Learners are asked to introduce themselves to the class.		
Learning Outcomes	• The course learning outcomes are measurable and reflect the course description and level of the course. • The module/unit learning outcomes are measurable and consistent with the course-level outcomes. • The learning outcomes are stated clearly and written from the learner's perspective. • There is a clear relationship between the course/unit learning outcomes, learning activities, and assessments.		
Assessment	• The assessments measure the achievement of the course learning outcomes and are consistent with course activities and resources. • Specific and descriptive criteria (rubrics, marking schemes) are provided for the evaluation of students' work and participation. • The assessments are sequenced, varied, flexible, and appropriate to the content being assessed. • Sufficient and varied opportunities for formative feedback are provided. • The learner workload is appropriate and reasonable for the level and number of credits for the course.		
Instructional Materials	• The instructional materials (written/oral content, videos, graphics, readings, etc.), support learners in achieving the learning outcomes. • Course materials and resources are up-to-date, relevant, and appropriate for the level of the course. • The instructional materials are free of bias, culturally inclusive, and provide flexibility and choice.		

* Asterisk notes best practices in course design, but not mandatory.

	• *A variety of instructional materials are used in the course.		
Learning Activities and Learner Interaction	• Learning activities support learners in achieving the learning outcomes and completing assessments. • Learning activities provide scaffolding opportunities for building foundational knowledge and skills within the course. • Learning activities foster student-instructor, student-content, and if appropriate to the course, student-student interaction. • The requirements for learner interaction are clearly stated.		
Course Technology	• The technology used in the course support the learning outcomes, activities and assessments. • Tools promote student engagement and active learning. • Students are instructed on how to protect their data and privacy. • All third-party materials are identified, cited and permission requested if necessary. • *A variety of technology is used in the course.		
Learner Support	• Instructions for accessing support (instructor, IT, library, student services), are clearly stated in the course overview and when appropriate, throughout the course. • Instructors provide support for students throughout the course (e.g. though emails, assessment feedback, welcome videos, weekly debriefing, and other updates). • *Learners are able to participate in a peer support forum (e.g. Learning Café), for course-related questions or community-building activities.		
Accessibility and Usability	• The course navigation facilitates ease of use. • The overall course is structured in a logical, consistent, sequenced, and efficient manner. • Instructions are clear, include rationale for activities and assessments, and provide seamless connections between the various elements in the course. • The course provides accessible text, videos and images for diverse learners.		
TWU Values and Standards	• Learner interaction (student-instructor, student-student, student-content) promotes a sense of community aligned with Trinity Western University core values. • Course design and instructional materials meet academic standards for Higher Education (online) learning.		

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