## **Checklist for Quality Online Courses at Trinity Western University**

*Standards adapted from* [*Quality Matters*](https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric)*.*

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| **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. * \*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](https://www.twu.ca/about/core-values). * Course design and instructional materials meet academic standards for Higher Education (online) learning. |  |  |