

## KEEP TEACHING QUALITY ASSURANCE CHECKLIST

Use this checklist to ensure that your course meets quality guidelines. Place an X in the columns to indicate whether the course includes the item, choosing “Yes,” “Partly,” “No,” or “N/A.”

	Category	Criteria	Yes	Partly	No	N/A
	Core Components	Course:				
1	<b>Course introduction</b>  (video recommended)	<ul style="list-style-type: none"> <li>includes a welcome message to the learners.</li> </ul>				
		<ul style="list-style-type: none"> <li>clearly states course's purpose/goals</li> </ul>				
		<ul style="list-style-type: none"> <li>explains the general approach for the course/how to get started</li> </ul>				
2	<b>Faculty introduction</b>  (video recommended)	<ul style="list-style-type: none"> <li>presents instructor's name, title, contact information, and contact preference</li> </ul>				
		<ul style="list-style-type: none"> <li>explains instructor's email response and feedback turnaround time</li> </ul>				
		<ul style="list-style-type: none"> <li>provides instructor's educational background, teaching philosophy, research interests, etc.</li> </ul>				
3	<b>End-of-course summary (video recommended)</b>	<ul style="list-style-type: none"> <li>provides a review of the course's key concepts and takeaways</li> </ul>				
4	<b>Schedule (PDF recommended)</b>	<ul style="list-style-type: none"> <li>lists the sequence of units, modules, weeks, etc., with activities and accurate due dates</li> </ul>				

5	<b>Learner-Centered Syllabus (PDF recommended)</b>	<ul style="list-style-type: none"> <li>provides details about the course textbook and other required materials and readings</li> </ul>				
		<ul style="list-style-type: none"> <li>includes the course description</li> </ul>				
		<ul style="list-style-type: none"> <li>lists the course-level goals and objectives</li> </ul>				
		<ul style="list-style-type: none"> <li>explains the technology requirements and how to ask for help</li> </ul>				
		<ul style="list-style-type: none"> <li>describes how the course works (teaching and learning methods)</li> </ul>				
		<ul style="list-style-type: none"> <li>explains the grading scale and criteria</li> </ul>				
		<ul style="list-style-type: none"> <li>outlines the student's responsibilities</li> </ul>				
		<ul style="list-style-type: none"> <li>explains the course policies</li> </ul>				
		<ul style="list-style-type: none"> <li>includes the academic integrity statement</li> </ul>				
		<ul style="list-style-type: none"> <li>includes University policies</li> </ul>				
6	<b>Learner Interaction</b>	<ul style="list-style-type: none"> <li>provides opportunities for students to interact with faculty and/or other students, in each module</li> </ul>				
		<ul style="list-style-type: none"> <li>includes guidelines for netiquette and interaction expectations</li> </ul>				
		<ul style="list-style-type: none"> <li>includes a forum for asking questions of faculty, such as "Ask the Professor"</li> </ul>				
		<ul style="list-style-type: none"> <li>includes a forum for students to interact freely with one another, such as a "Class Café"</li> </ul>				
7	<b>Module Content (All Modules)</b>	<ul style="list-style-type: none"> <li>utilizes module folders to organize materials into a logical sequence</li> </ul>				
		<ul style="list-style-type: none"> <li>includes a module Overview that introduces key ideas and</li> </ul>				

		<ul style="list-style-type: none"> <li>concepts to be covered for each Module</li> </ul>				
		<ul style="list-style-type: none"> <li>includes Module Learning Objectives that use action verbs to reflect the skills assessed at the end of each module</li> </ul>				
		<ul style="list-style-type: none"> <li>contains materials and activities that relate directly to the module learning objectives</li> </ul>				
		<ul style="list-style-type: none"> <li>provides materials and resources that are complete and thorough for each Module</li> </ul>				
		<ul style="list-style-type: none"> <li>includes materials that are rich and diversified, including various media formats</li> </ul>				
8	<b>Learning Activities and Assignments</b>	<ul style="list-style-type: none"> <li>include descriptions that clearly define the purpose, requirements, directions, and expectations for each activity and assignment</li> </ul>				
		<ul style="list-style-type: none"> <li>Include workload estimate for major assignments</li> </ul>				
		<ul style="list-style-type: none"> <li>encourage interaction, collaboration, and reflection</li> </ul>				
		<ul style="list-style-type: none"> <li>state due dates clearly</li> </ul>				
		<ul style="list-style-type: none"> <li>state directions for completion and submission clearly</li> </ul>				
		<ul style="list-style-type: none"> <li>state the criteria for assessment of assignment(s) clearly</li> </ul>				
		<ul style="list-style-type: none"> <li>foster deep learning by engaging students with readings, practice, questions,</li> </ul>				

		reflection, critical thinking, and interaction				
		<ul style="list-style-type: none"> <li>Demonstrate sensitivity to diversity issues: cultural, cognitive, and physical</li> </ul>				
9	<b>Assessment Activities</b>	<ul style="list-style-type: none"> <li>include formative assessments in each module, such as a “learning check” to help students review, reflect on, and monitor their progress</li> </ul>				
		<ul style="list-style-type: none"> <li>provide opportunities for faculty feedback on formative assessments</li> </ul>				
		<ul style="list-style-type: none"> <li>include summative assessments (such as exams and projects) with clearly stated instructions, grading criteria, and rubrics</li> </ul>				
		<ul style="list-style-type: none"> <li>provide opportunities for faculty feedback on summative assessments</li> </ul>				
		<ul style="list-style-type: none"> <li>provide study guides and samples to help students prepare for assessments</li> </ul>				
10	<b>Accessible Materials</b>	<ul style="list-style-type: none"> <li>provide text alternatives for non-text content, including: captions provided for images; alt-text provided for images; adaptable course content</li> </ul>				
		<ul style="list-style-type: none"> <li>include descriptive links (Old Dominion University instead of www.odu.edu)</li> </ul>				
		<ul style="list-style-type: none"> <li>include text that is easily readable, and free of spelling and grammar errors</li> </ul>				
		<ul style="list-style-type: none"> <li>provide explanations of abbreviations, acronyms, jargon, and slang</li> </ul>				

		<ul style="list-style-type: none"> <li>• use high-contrast color schemes throughout the course (including slides, documents, pages, etc.)</li> </ul>				
		<ul style="list-style-type: none"> <li>• utilize pre-set heading styles for Word, PPT, and PDF (found in the font options)</li> </ul>				
		<ul style="list-style-type: none"> <li>• include PDFs that are compliant and are accessible to screen reader software</li> </ul>				
11.	<b>Technical Components</b>	<ul style="list-style-type: none"> <li>• include legible, clear, and audible images, videos, and audio clips</li> </ul>				
		<ul style="list-style-type: none"> <li>• provide images, videos, and audio clips that are manageable in size (easy to access)</li> </ul>				
		<ul style="list-style-type: none"> <li>• include images, videos, and audio clips that are free from copyright restriction</li> </ul>				
		<ul style="list-style-type: none"> <li>• utilize standard templates for documents and slides that have not been altered</li> </ul>				
		<ul style="list-style-type: none"> <li>• apply a font that is consistent in size and style throughout the course</li> </ul>				
		<ul style="list-style-type: none"> <li>• provide functional web links</li> </ul>				