Course Checklist RSPH

The checklist below represents a list of minimum standards for online course design.

Canvas course home page includes the following key components:

☐ A welcome message

☐ Introduction video

☐ Include a brief bio with contact information for yourself and TAs

☐ Include a course description.

☐ Include competencies and learning objectives for the course.

☐ Directions on how students should start the course.

☐ A link to a syllabus.

☐ A link to course modules.

☐ Link to a generic question forum.

Getting Started Module:

☐ Link to activity that allows students to introduce themselves to the class.

☐ Description of communication methods with students throughout the course (e.g. remote office hours, email communication expectations).

Course Modules:

☐ Competencies and/or learning objectives are clearly stated for each course module.

☐ Instructional materials, learning activities, and assessments are presented chronologically in Canvas modules.
☐ Upcoming activities/assignments/deadlines are listed at the end of each module.

Instructional Materials:

☐ Instructional materials align with competencies and/or learning objectives. Images and graphics are used to add visual appeal.

☐ A variety of instructional materials are used to keep students engaged with course content (e.g. short lecture segments, multimedia content)

Note: posting recordings from full length in-person class sessions without additional considerations for engaging and interacting with online students does not meet the standard for an online course.

Learning Activities:

☐ Learning activities align with competencies and/or learning objectives.

☐ Learning activities provide opportunities for students-to-student and instructor-to-student interactions that support active learning.

☐ A master assignment page provides an overview of all assignments for students.

Assessments:

☐ Assessments align with competencies and/or learning objectives.

☐ A mix of low- and high-stake assessments with frequent feedback is included. Grading rubrics are provided.
Student Support:

- Guides for helping students use course tools are provided (e.g. Canvas, Zoom, library resources, Apporto)

- Course instructions articulate and/or link to Emory University’s accessibility policies and services.

- Where possible, the course provides accessible content for diverse learners (e.g. captioning, transcriptions)