

Designing a Quality Course

 Create your own [Copy of Checklist and Resources](#)

Instructor Introduction Provided	• Bio with Photo or Video • Introduction Video • Welcome Announcement • Welcome Email • Ice Breaker Activity • Introduction Forum
Instructions for Getting Started and Course Navigation are Clear.	• "Read Me First" or "Start Here" button linking to course intro • Introducing themselves in the "Introductions" discussion forum • Recorded course "tour" of key components or scavenger hunt • Visuals of course structure (e.g., diagram, table)
The syllabus book has been edited/updated.	• Instructor information updated • Update schedule with deadlines • Grading policy & course-specific rules (late work, attendance, participation) • Technology Requirements & Support
The course-level learning outcomes are measurable.	• Course level outcomes are measurable. If they are state mandated, do <i>not</i> change them. • Check the Course Catalog to see if the specific course has mandated outcomes. • Use action verbs (e.g., explain, apply, create, analyze) • Be specific about what students will do (e.g., develop, demonstrate, design) • Ensure outcomes are measurable and align Example- Instead of "Students will understand the principles of marketing," a course uses "Students will be able to develop a marketing plan for a new product."
The module/unit-level learning outcomes are measurable and consistent with the course-level outcomes.	• Module/unit-level outcomes are measurable and specific. • Ensure alignment with course-level learning outcomes. • outcomes describe specific competencies, skills, or knowledge that learners will demonstrate. • Align module/unit objectives with assessments, instructional materials, and learning activities. • Break down course-level objectives into smaller, more specific learning outcomes at the module/unit level. • Ensure module/unit-level objectives are aligned with the course-level learning objectives and measurable.

	Example: Course-level Outcomes: "Students will be able to analyze the impact of social media on business." Module-level Outcomes: "Students will be able to compare and contrast the marketing strategies used on three different social media platforms."
Learning outcomes are clearly stated, are learner-centered, and are prominently located in the course.	Each module begins with learning outcomes in clear, concise language (e.g., "In this module, you will be able to..."). For example, • "The learner will be able to . . ." • "You will be able to • "Students will be able to..."
The relationship between learning outcomes, learning activities, and assessments is made clear.	• Provide an explanation or summary showing how learning objectives are linked to activities and assessments. • Use a course map or diagram (optional) to visually illustrate how learning objectives align with activities and assessments. • Describe how each activity and assessment helps students achieve specific learning objectives (e.g., "This assignment allows you to demonstrate [objective] by..."). • Number or label sections to ensure that objectives, activities, and assessments are numbered or labeled to show the relationship clearly.
The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course.	The syllabus includes the breakdown of how each assignment contributes to the final grade Example: Quizzes: 20%, Essays: 30%, Final Project: 30%, Participation: 20%.
The gradebook is accurate and updated frequently (including zeros and missing grades).	The instructor consistently updates the online gradebook. They also enter zeros for any missing assignments so students can see their current grade accurately.
There are a variety of assessments in the course.	A course includes a mix of: • Multiple-choice quizzes • Short essay assignments • Group projects • Online discussions • A final research paper
A variety of instructional materials are used in the course.	A course uses a combination of: • A textbook • Videos • Articles from academic journals • Interactive simulation • Infographics • Instructor-created lecture slides

Activities for student engagement are evident.	The course includes: ● Regular online discussion forums where students interact with each other ● Group projects that require collaboration ● Interactive quizzes and games ● Opportunities for students to provide feedback on each other's work
The instructor's communication and interactions with the students are evident.	The instructor: ● Posts regular announcements with course updates and reminders ● Provides detailed and constructive feedback on assignments ● Participates actively in online discussions ● Holds virtual office hours
Instructional Content Evident in Course	The course provides: ● Modules are easy to follow, with a clear path from start to finish ● Materials help explain key ideas in different ways ● Students get chances to practice what they've learned ● Instructions for activities and assignments are clear and easy to understand
Course navigation facilitates ease of use	● The course uses a consistent menu structure. ● All materials are organized into modules with clear titles and descriptions. ● Links are labeled clearly and work correctly.
Text in the course is accessible	● Headings/Subheadings are organized and follow a logical hierarchy (e.g., Heading 1 for titles, Heading 2 for sections) ● Font size is easy to read ● Text/background contrast is sufficient ● Documents are in accessible formats ● Links use descriptive text (not raw URLs) ● Underline only hyperlinks; avoid underlining regular text
Images in the course are accessible	● All images include descriptive alternative text. ● Complex images (e.g., charts, graphs) have long descriptions or captions. ● Decorative images are marked as such so screen readers can ignore them.
Video and audio content in the course is accessible	● All videos have accurate closed captions. ● Transcripts are provided for all audio content without closed captions.
Vendor accessibility statements are provided for the technologies used in the course	The instructor provides links to the accessibility statements for any third-party tools and publisher materials used in the course in the appropriate section of Moodle.

Quality Course Checklist

Instructor Introduction

- ☐ Bio with photo or video
- ☐ Introduction video
- ☐ Welcome announcement & email
- ☐ Ice breaker activity
- ☐ Introduction forum

Getting Started

- ☐ “Start Here” or “Read Me First” section
- ☐ Clear course navigation instructions
- ☐ Course tour or scavenger hunt

Syllabus & Policies

- ☐ Updated syllabus
- ☐ Deadlines & schedule
- ☐ Grading policy
- ☐ Technology requirements

Learning Outcomes

- ☐ Course outcomes are measurable & specific with action verbs
- ☐ Outcomes align with assessments
- ☐ Module outcomes support course-level goals
- ☐ Learning outcomes clearly stated in each module
- ☐ Course Map to connect outcomes, assessments, and learning activities

Assessments & Grading

- ☐ Grading breakdown in syllabus (e.g., Quizzes 20%, Essays 30%)
- ☐ Consistent grading policy
- ☐ Gradebook updated with zeros
- ☐ Variety of assessment types used

Instructional Materials

- ☐ Uses textbook, videos, articles, & infographics
- ☐ Instructor-created slides or recordings

Student Engagement

- ☐ Online discussions
- ☐ Group projects
- ☐ Interactive quizzes/games
- ☐ Peer feedback opportunities

Instructor Interaction

- ☐ Weekly announcements
- ☐ Constructive assignment feedback
- ☐ Active forum participation

Course Design & Navigation

- ☐ Consistent navigation/menu layout
- ☐ Organized modules with clear titles
- ☐ All links work & are clearly labeled

Accessibility – Text

- ☐ Headings follow proper hierarchy (H1, H2, etc.)
- ☐ Contrast between text & background
- ☐ Documents are accessible
- ☐ Only hyperlinks are underlined

Accessibility – Images

- ☐ All images have alt text
- ☐ Decorative images are marked

Accessibility – Video/Audio

- ☐ All videos have accurate captions
- ☐ Transcripts provided for audio-only

Accessibility – Tools

- ☐ Accessibility statements linked for LMS and third-party tools
- ☐ Includes publisher & accessibility info