

Introduction to the Checklist:

Online Learning is dedicated to providing resources that advance effective online teaching and course design. This Course Checklist serves as an evaluative tool in the Course Review process to gauge how well a course aligns with established, research-based standards. Additionally, the Regular and Substantive Interaction (RSI) guidelines offer crucial insights into student-instructor engagement, along with strategies to aid faculty in meeting RSI requirements set forth by the Department of Education.

Because it is focused on delivery as well as design, the Course Checklist goes beyond the familiar Structural Standards to also include Experience Standards. This is the result of a collaborative effort among instructional designers and faculty to (1) vet industry-standard components for quality assurance (such as QM) and (2) customize Marshall-specific standards for a humanistic experience.

Definitions:

It's important to appreciate the legal and financial implications surrounding the definitions of online interaction set forth by the Department of Education when Title IV funds are used for online instruction (NC-SARA, 2021). See Regular and Substantive Interaction: Background, Concerns, and Guiding Principles (provided by OTL, UPCEA, and WCET).

Part 1: Essential Structure Standards

1 Transparent Course Design: Clarifying Expectations

• **1A: Includes a Start Here Module:**

- accessible syllabus
- instructor contact information
- course introduction video
- learner introductions



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• **1B: Organizes and optimizes course design for student success through chronological order, using:**

- modules/units/folders



• **1C: Specifies expectations for required synchronous and asynchronous sessions and their purposes, including:**

- course schedule
- accessible syllabus
- course structure
- policies
- technology requirements
- feedback timeframes



• **1D: Instructional Materials:**

- follow permissions
- make access instructions clear from start date
- are clearly relevant to course



[2] Outcomes & Assessment: Clarifying Alignment and Relevance

- 2A: Clearly indicates how course-level outcomes are:
 - measurable - *through the use of measurable verbs*
 - segmented into distinct learning units or modules - *with clear unit-level outcome statements*
 - aligned to unit - level course content
 - aligned to instructional materials - *with clear statement of relevance*
- 2B: Example assessments and rubrics are supplied prior to due dates
- 2C: Multiple opportunities are provided for learners to practice and receive feedback prior to summative assessments



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Part 2: Essential Experience Standards

[3] Learner Engagement: Establishing Regular and Substantive Interaction

- 3A: Establishes communication norms for a welcoming environment.
- 3B: Encourages learner-instructor engagement through various means.
- 3C: Promotes learner-learner engagement through various means.



[4] Learning Awareness: Cultivating Motivation and Reflection

- 4A: Encourages learners to reflect on how skills and knowledge transfer into career and personal goals.
- 4B: Provides opportunities for learners to develop contextual thinking
- 4C: Promotes self-awareness and growth mindset.



[5] Active Learning: Facilitating Discovery

- 5A: Includes opportunities that support discovery, evaluation, or original creation



[6] Belonging: Prioritizing Equity, Inclusion, and Accessibility

- 6A: Ensures course policies align with accessibility guidelines.
- 6B: Creates an inclusive learning environment.
- 6C: Provides alternative ways for learners to engage when appropriate.



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