QLT "Core 24": Essential Objectives for Online Teaching

1. Course Overview and Introduction

- 1.1 *Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files .
- 1.2 *Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information, brief biographical information, and a picture of the instructor.
- 1.3 *Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.
- 1.5 *Academic integrity or "code of ethics" is defined. Related institutional policies for students to adhere are clearly stated and/or links to those policies (e.g., online catalog; institution web page) is provided.

2. Assessment and Evaluation of Student Learning

- 2.1 *All student learning outcomes are specific, well-defined, and measurable.
- 2.2 *Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments .
- 2.3 *The learning activities (including graded assignments as well as ungraded activities) promote the achievement of the student learning outcomes..
- 2.4 *The assessment instruments (e.g., rubrics) are detailed and appropriate to the student work and respective outcomes being assessed. This includes assessing modes of online participation and contributions.
- 2.5 *Throughout the semester, instructor provides multiple opportunities to give feedback on student learning, as well as helping students "self-check" their learning.

3. Instructional Materials and Resources Utilized

- 3.1 *Instructor provides students with adequate notice and time to acquire course materials.
- 3.5 *There are a variety of instructional material types and perspectives, while not overly relying on one content type such as text .

4. Student Interaction and Community

- 4.1 *At the beginning of the course, instructor provides an opportunity for students to introduce themselves to develop the sense of community .
- 4.3 *Navigation throughout the online components of the course is logical, consistent, and efficient.
- 4.4 *Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement .
- 4.7 *Course learning activities help students understand fundamental concepts, and build skills useful outside of course.

5. Facilitation and Instruction

- 5.6 *Instructor provides feedback in a timely manner .
- 5.8 *Instructor sends reminders of due dates and duration of respective modules, as well as other instructions to keep students on task .

6. Technology for Teaching and Learning

- 6.2 *Instructor takes advantage of tools provided by Learning Management System (or similar) to enhance learning..
- 6.4 *Instructor provides clear information regarding access to the technology and related resources required in the course.

7. Learner Support and Resources

- 7.2 *The course syllabus (or related) lists and/or links to a clear explanation of the technical support provided by the campus and suggestions as to when and how students should access it.
- 7.3 *Course syllabus (or related) provides an introduction to campus academic (non-technical) support services and resources available to support students in achieving their educational goals. E.g., Disability Support Services, Writing Center, Tutoring Center.

8. Accessibility and Universal Design

- 8.1 *Syllabus (or similar) links to the campus accessibility policy, whether it is required or recommended of instructors.
- 8.3 *Students are given accessibility information and policies related to the online course environment.
- 8.5 *Course materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.