Essential Quality Standards (EQS) Checklist
Online Learning Development and Delivery

LEGAL

☐ Copyright laws are respected and where necessary clearance has been obtained for all non-NAIT course material including:
- ☐ Photographs
- ☐ Animation
- ☐ Published and printed content
- ☐ Web content
- ☐ Video Sharing Websites

☐ Creative Commons license terms are respected for Open Educational Resources.

☐ All NAIT policies, procedures and guidelines are respected.

☐ Issues relating to Freedom of Information and Privacy (FOIP) regulations are addressed.
- ☐ Student records are maintained past the course end date.
- ☐ Respecting Alberta FOIP regulations, student personal information and progress is not shared with other students or the public.

INSTRUCTIONAL DESIGN

☐ The online course content and delivery is at the appropriate academic level, and is as academically rigorous as its face-to-face classroom equivalent.
- ☐ Online activities and assessments reflect the asynchronous and flexible nature of online learning.
- ☐ Online and classroom delivery achieve the same outcomes and objectives.
- ☐ Online and classroom delivery employ the same types of assessments.

☐ The approved course outline is current and provided to students.

☐ Outcomes are achievable, measurable, relevant, and specific.

☐ Students are informed of the marking criteria that will be used for all assessments and are provided grading rubrics.

☐ Course assignment instructions are clear, comprehensive, and available in multiple locations on the course site.

☐ Students are informed whether learning content and activities are sequential, or whether they can be completed in any order.

☐ Students are provided two or more methods to contact the facilitator.

☐ A variety of instructional strategies are used to ensure compatibility with students' abilities and learning styles.
- ☐ Universal Design for Learning principles are considered and incorporated.

- ☐ Regular opportunities for interaction and feedback between facilitator and student, and between students, are incorporated.
- ☐ Netiquette rules are available.
- ☐ Discussion forum for introduction of facilitator and students is provided.
- ☐ Calendar entries are populated.
- ☐ Assignment due dates, and examination dates, times and format are provided to students at the beginning of the course.
- ☐ Examination invigilation requirements and options are indicated.
- ☐ Students with special needs, those living and/or working in remote or international locations, and student diversity are considered and incorporated into the course design.

☐ The course content is organized to encourage student comprehension of the relationship between course modules.
- ☐ The content is related to course outcomes and objectives.
- ☐ The content is accurate, relevant, and current.
- ☐ A variety of instructional or learning activities are used to promote interactivity, such as online discussions, webinars, and collaborative assignments.
- ☐ Regular opportunity for formal and informal feedback to students is provided.
- ☐ A provided bibliography or reference list includes a variety of material such as web links, books and journals, and videos.
- ☐ Information Literacy resources are made available to students.

☐ Students at a distance can realistically complete the course in the time provided, given practical constraints such as technology, time, and access to resources.

☐ There is a high contrast between the text colour and the background.

☐ Students are provided with the opportunity to evaluate the course design and delivery anonymously.
- ☐ Formative and summative course questionnaires are incorporated.

☐ Photographs and multimedia are included in content, combined with text formatting, to produce engaging design.

WRITING

☐ The tone of the writing is encouraging and supportive.

☐ The level of language used is appropriate for the intended audience.

☐ The writing is free of bias related to age, culture, ethnicity, sexual orientation, gender, or disability.

☐ The content is reviewed for correctness, unity, and cohesiveness, and is free of grammar and spelling, punctuation, and formatting errors.

☐ The citations reflect APA or MLA formatting.

DEVELOPMENT

☐ The course has been reviewed and/or beta tested with colleagues or students.

☐ Active Learning Strategies are regularly incorporated in course content.

☐ Any PowerPoint slides are used as a resource only to support subject matter, and are not utilized in isolation as sole source of subject matter.

☐ The following components are included in the Moodle online course Master site:
  - ☐ Course start and end date.
  - ☐ Textbook and resource identification and purchase information.
  - ☐ Course delivery schedule.
  - ☐ Assignment and assessment due dates.
  - ☐ Netiquette rules.
  - ☐ Facilitator autobiography.
  - ☐ Module titles and scheduled dates.
  - ☐ Student feedback questionnaire(s).
  - ☐ Examination invigilation requirements and procedures.
  - ☐ Contact information for technical and student support services.

☐ The course site is designed based on a consistent format.

☐ Content, activities, and assessments accurately reflect the course outcomes.

☐ Authentic assessments are utilized.

☐ Tools such as forums, webinars, and journals are used for interaction and collaboration in each module.

☐ Multimedia elements do not exceed minimum technology requirements.

☐ All internal and external web links are accurate and live.

☐ Instructions for activities and assessments are detailed and explicit.

☐ The course outline is approved by the respective Program Chair and the Curriculum Committee.

☐ The course content is approved by the respective Program Chair.

☐ The course design and delivery is supported by Undergraduate Studies.

DELIVERY

☐ The online facilitator makes best effort to respond to student questions within a timely manner (eg. within 24 hours.)

☐ The facilitator provides an autobiography and contact information.

☐ The facilitator schedules and publicizes regular online office hours using interactive tools.

☐ The online facilitator proactively engages students and regularly provides constructive feedback.

☐ The facilitator and students are provided the opportunity to introduce themselves to all participants.

☐ The facilitator actively monitors student participation and progress to identify students at risk, and works with the Program Chair and DegreeSupport to contact and support these students.

☐ Assessment and assignment due dates are communicated at the beginning of the course and provided in more than one location within the course site.

☐ Assessment details, including whether invigilation is required, is communicated to students prior to the course start date or on the first date of the course.

☐ The facilitator proactively creates an environment that supports a community of Students.

☐ The facilitator regularly solicits student feedback on course design and delivery.

☐ Where appropriate welcome and login instructions sent by email to all registered students prior to course start date.

☐ Where possible, course site preparation completed one week prior to course start date.

☐ Where appropriate, course site is open for student access prior to the course start date to allow students the opportunity to explore the course and schedule their time.

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Document designed to reflect online best practices, and meet NAIT, eCampusAlberta, and Campus Alberta Quality Council (CAQC) quality standards.

Adapted from eCampusAlberta Essential Quality Standards document. NAIT is a member institution.