Course Checklist RSPH

The checklist below represents a list of minimum standards for face to face and hybrid course design.

Canvas course home page includes the following key components:

☐ **A welcome message and class meeting information**

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

☐ **Include a course description.**

☐ **Include competencies and learning objectives for the course.**

☐ **A link to a syllabus.**

☐ **A link to course modules.**

☐ **Link to a generic question forum.**

Getting Started Module:

☐ **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 or to utilize in class**

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/criteria are provided.**

Student Support:

☐ **Guides for helping students use course tools are provided (e.g. Canvas, library resources, Apporto, etc.)**

☐ **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)**