Online Education Course Review Checklist

This checklist, developed by CSI Faculty, is based on NWCCU standards, Quality Matters principles, updated Teach Act requirements, the Council for Higher Education, and other scholarly research documentation.

Course Structure

- Navigational instructions make the organization of the course easy to understand.
- A statement is included introducing the student to the course that explains how course components are structured.
- Technology elements are clearly evident and training is offered as needed.
- Instructional materials are consistent in organization and level of detail throughout the course design.
- All content in the class site cross-checks for accuracy (dates, points earned, etc.).
- Materials have sufficient depth and breadth for the student to learn necessary subject matter.
- Selection and use of tools and media enhances learning interactivity, guiding students to become active learners.
- All resources and materials used in the course are properly cited.

Universal Design Standards

- The college’s ADA compliance statement is included in the course and is easily accessible.
- Adequate contrast is provided between background and foreground.
- Color-coded text and graphics include non-color specific methods for understanding.
- Links describe content.
- Images include descriptive alt-text information.
- Materials provide equivalent alternatives to auditory and visual content as needed.
- Supplemental Web sites meet ADA compliance requirements.

Learner Support

- A link to student support services page is provided (library, technical, advising, tutoring, etc.).
- Custom technology requirements, minimum skills, and if applicable, prerequisite knowledge are clearly stated.

Assessment

- Learning objectives of the course describe measurable outcomes.
- Assessments are consistent with course activities measuring the achievement of stated objectives and learning outcomes.
- Grading policy is transparent and easy to understand.
- Assessment and measurement strategies are designed to provide feedback to the learner.
- Methods used for submitting assessments are appropriate and ensure the integrity of student work.
- At least one major assessment takes place in a proctored environment - unless a department overrules.
- Online end-of-course evaluation is made available to students.
- Approved proctor guidelines are provided to students.

Collaboration/Communication

- Depth, breadth, and frequency requirements for course interaction are clearly articulated.
- The instructor has provided an appropriate self-introduction with contact information.
- Clear expectations are set for instructor response and availability.
- Learning activities foster instructor/student, content/student, and if appropriate, student/student interaction.