v 2.3 Ɩ FEB 2019

**Course Name:**

Instructor: Course Number:

Reviewer: Review Date:

| Criteria | Notes |
| --- | --- |
| A. Overview and Orientation (Syllabus) |   |
| **A1.** Is there an introduction that tells students how the course will work, how to navigate the course, and how to get started with the course? |  |
| **A2.** Is there a self-introduction by the instructor? |   |
| **A3.** Is there a course syllabus (or syllabus module) that includes the following: |  |
| **A3.1** Instructor contact information and expectations |  |
| **A3.2** Expectations for student participation in the course |  |
| **A3.3** Student-centered learning outcomes |  |
| **A3.4** A list of required materials |  |
| **A3.5** The course grading policy |  |
| B. Organization and Navigation |   |
| **B1.** Is there an overall course schedule that shows main activities and deliverables? |   |
| **B2.** Are there clear instructions describing what learners should do each week/module? |  |
| **B3**. Are content and activities organized logically (by topic, module, week, or type)? |   |
| **B4.** Does each module state which course learning outcomes it addresses? |   |
| **B5.** Are there clear instructions for every learning activity or assignment?  |   |
| C. Assessment and Feedback |   |
| **C1.** Does each module include at least one timely and authentic formative assessment (whether graded or ungraded) that allows students to track their own learning progress? |   |
| **C2.** Does the course include summative assessments? |   |
| **C3.** Are rubrics provided to define assessment criteria, if applicable? |  |
| **C4.** Does the gradebook reflect the expectations in the syllabus, and is the gradebook accessible to students? |  |
| D. Communication and Interaction |   |
| **D1.** Does the course include a way to communicate class news and answer questions? |   |
| **D2.** Does each module have at least one opportunity for student/instructor interaction? |  |
| **D3.** Does each module have at least one opportunity for student/student interaction? |  |
| **D4.** Are social expectations for online discussions and other forms of communication clearly stated? |   |
| E. Accessibility and Usability |   |
| **E1.**  Are a variety of instructional materials and assignments used in the course, reflecting Universal Design for Learning principles? |   |
| **E2.** Are all video/audio files captioned? |   |
| **E3.** Do images have tags and/or descriptions, with the exception of decorative images? |   |
| **E4.** Are all documents (PDF, Word, PPT) ADA compliant and accessible via screen readers? This includes tables, graphs and math symbols. |   |
| **E5.** Is the content easy to comprehend (modules and topics are named appropriately and informatively, text pages follow a header structure, etc.)? |   |
| F. Student Support Stated in the Syllabus |   |
| **F1.** Is information about technical support clearly stated? |   |
| **F2.** Are the institution's accessibility policies clearly stated? |   |
| **F3.** Is an explanation of the benefits of academic support services and a description of how students can access them clearly stated? |   |
| G. Accreditation Requirements |   |
| **G1.** Course includes Student Identity Verification Checklist? |  |

# Notes