

ONLINE COURSE QUALITY CHECKLIST (OCQC)

V 2.3 | FEB 2019

Course Name:

Instructor:

Reviewer:

Course Number:

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?	

Criteria	Notes
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