

# College of Arts and Sciences Online Course Review Checklist

Course Title:	Course Number:
Content Expert:	Delivery Date:
Reviewed by:	Date:

LEARNING GOALS/OUTCOMES & ALIGNMENT	Y/ N	NOTES
Concisely states course goals and module outcomes.		
Utilizes course goals and module outcomes to address discipline-specific content mastery, critical thinking skills, and core learning skills.		
Identifies outcomes that are measurable.		
Composes goals and outcomes at the learner's level of comprehension (Revised Bloom's Taxonomy suggested).		
States clear connections between module outcomes and course goals.		
SYLLABUS & INTRODUCTORY MATERIALS		
Provides links to current department and A&S policies to which learners must comply (e.g., attendance, academic integrity, etc.).		
States departmental affiliation & contact information for the main office and chair.		
Contains welcome message that encourages students to contact instructor with course-related questions.		
Identifies graded assessments and activities.		
Conforms to department- and <a href="#">College-level</a> policies and syllabus requirements (i.e., textbooks, code of conduct, accessibility, etc.)		
Includes a communication policy with a timeframe for response by instructor (24 hrs. ideal).		
Explains how to successfully complete and online course.		
Other course policies are relevant, reasonable, and specific (e.g., late work, make-up grades, etc.)		
COURSE CONTENT		
Always supports course goals and module outcomes.		
Is current and appropriate to the course level.		
Uses at least two types of media in addition to text. (e.g., graphics, video, audio, etc.)		
Connects readings to course goals and module outcomes.		
Ensures content is platform agnostic (i.e., works on PC, Mac, iOS, Android).		
Links to external content are functional and stable.		
ASSESSMENTS & LEARNING ACTIVITIES		
Activities and assessments are appropriate to the course level (i.e., length, difficulty, quantity) and equivalent to those in on-campus courses in that discipline.		

All assignments begin and are completed within the learning management system.		
Activities and assessments are consistent across modules (in length, difficulty, quantity). Inconsistencies are explained and justified to the learner.		
Deploys at least two different types of assessments.		
No type of assessment makes up more than 50% of the final grade.		
At least one <u>assessment</u> facilitates more than one interaction between the instructor and students (i.e., formative assessment).		
Deploys at least two different types of learning activities consistently across the modules.		
At least one learning <u>activity</u> facilitates more than one interaction between the instructor and students.		
Activities and assessments are clearly linked to course content/topic. (Make these links explicit if useful for learner comprehension.)		
Provides instructions and/or guides that explain how to successfully complete assignments. Should contain examples whenever feasible and be provided at least one week prior to due date.		
Includes policy for addressing problems in discussion forums (problems ideally addressed 24 hrs. prior to due date, as either a reply or course announcement).		
Provides an appropriately sequenced schedule for activities and assignments.		
<b>GRADING POLICIES &amp; PROCEDURES</b>		
States concise criteria whenever student work is graded.		
Connects grading criteria to specific course goals and/or module outcomes.		
Explains method(s) for contacting the instructor and receiving prompt replies.		
Uses the online gradebook to post all grades upon returning graded materials to students.		
Provides ways for students to clearly identify how to improve their grades.		
States formula for determining final grade.		
<b>ACCESSIBILITY</b>		
Complies, where possible, with WCAG 2.0 levels A and AA standards (provides alt text, captions for video and audio content, PDF and Word documents formatted appropriately, etc.)		