

Online Course Standards Checklist

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| Course Number  |   |
| Course Name  |   |
| Professor Name  |   |
| Evaluating Dean  |   |

# Course Syllabus/Overview

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| --- | --- |
| Complete  | Description  |
|   | Learning outcomes are clearly defined and measurable  |
|   | Prerequisite course information is provided  |
|   | All required course materials (books, software, media etc.) are listed  |
|   | Grading policy is provided, including grading scale and weights  |
|   | Participation expectations are provided  |
|   | The University Statement on Academic Misconduct is clear and present  |
|   | Student Disabilities statement with the Office of Disability Services information is provided  |

# Course Home Page/Overview

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| --- | --- |
| Complete  | Description  |
|   | Heading is branded with course title, course number, department and college  |
|   | Heading includes instructor name, instructor contact information and email link  |
|   | Instructor information and introduction provided  |

# Learner Support and Resources

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| --- | --- |
| Complete  | Description  |
|   | Navigation links are provided and maintained in Canvas. Modules not being used are hidden from students  |
|   | Link is provided to Pierce Library  |
|   | Link is provided to all tutoring information and Student Success Services  |
|   | All pages are clear and present detailed information on all course content  |

# Course Content and Design, Delivery and Assessment

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| --- | --- |
| Complete  | Description  |
|   | Course and program outcomes are clearly defined. Course content and assessments align with outcomes  |
|   | Content is clear and easy to understand  |
|   | Content is clear to navigate  |
|   | Course content is grouped, module-ized with Week Labels on all assignments and links and assessments  |
|   | Content is original work. Content does not infringe on the copyright of others and all work is properly cited  |
|   | Instruction, assessments and all activities are aligned with the program and course outcomes  |
|   | Instructional materials are presented in an organized manner, easy to access and intuitive to students  |
|   | Course activities and assignments are structured for online access and electronic submission via Canvas  |
|   | Student assignment/assessment requirements are clearly defined  |
|   | Assessments and graded activities are consistent with the course syllabus and represent adequate and valid measures of student achievement. Procedures and policies for online assessments, such as quizzes and exams, are clearly defined. This definition should include dates of accessibility and duration  |
|   | Course includes a variety of visual, textual, auditory, interactive and/or field activities to enhance student learning  |

# Course Communication

|  |  |
| --- | --- |
| Complete  | Description  |
|   | Public announcements are provided to students. These should be at least weekly  |
|   | Private instructor-student communication (email, messaging or alternate methods) is made available  |
|   | Expected levels of communication and participation are clearly defined or grading rubric is provided  |
|   | Appropriate group communication activities/tools are encouraged (student to student and instructor to student). Examples are email, chat, forums, wikis, etc.  |
|   | Student feedback mechanisms are provided throughout the term  |

# Other

|  |  |
| --- | --- |
| Complete  | Description  |
|   | Timeline, schedule and printable course calendar with all due dates is available to students  |
|   | An ungraded assignment to final course evaluation is available  |
|   | Accommodations provided for ALL ADA accessibility standards  |
|   | Student grade book is set up and progress grades are available at all times to students  |
|   | Course has been tested on multiple platforms and in multiple browsers  |

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|  Evaluating Dean Signature    |   |   | Date  |
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|  Employee Signature    |   |   | Date  |
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|  Human Resources Signature  |   |   | Date  |