

# ONLINE COURSE QUALITY CHECKLIST (OCQC)

V 2.3 | FEB 2019

**Course Name:**

Instructor:

Course Number:

Reviewer:

Review Date:

Criteria	Notes
<b>A. Overview and Orientation (Syllabus)</b>	
<b>A1.</b> 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?	
<b>A2.</b> Is there a self-introduction by the instructor?	
<b>A3.</b> Is there a course syllabus (or syllabus module) that includes the following:	
<b>A3.1</b> Instructor contact information and expectations	
<b>A3.2</b> Expectations for student participation in the course	
<b>A3.3</b> Student-centered learning outcomes	
<b>A3.4</b> A list of required materials	
<b>A3.5</b> The course grading policy	
<b>B. Organization and Navigation</b>	
<b>B1.</b> Is there an overall course schedule that shows main activities and deliverables?	
<b>B2.</b> Are there clear instructions describing what learners should do each week/module?	
<b>B3.</b> Are content and activities organized logically (by topic, module, week, or type)?	
<b>B4.</b> Does each module state which course learning outcomes it addresses?	
<b>B5.</b> Are there clear instructions for every learning activity or assignment?	
<b>C. Assessment and Feedback</b>	
<b>C1.</b> 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?	
<b>C2.</b> Does the course include summative assessments?	
<b>C3.</b> Are rubrics provided to define assessment criteria, if applicable?	
<b>C4.</b> Does the gradebook reflect the expectations in the syllabus, and is the gradebook accessible to students?	

Criteria	Notes
<b>D. Communication and Interaction</b>	
<b>D1.</b> Does the course include a way to communicate class news and answer questions?	
<b>D2.</b> Does each module have at least one opportunity for student/instructor interaction?	
<b>D3.</b> Does each module have at least one opportunity for student/student interaction?	
<b>D4.</b> Are social expectations for online discussions and other forms of communication clearly stated?	
<b>E. Accessibility and Usability</b>	
<b>E1.</b> Are a variety of instructional materials and assignments used in the course, reflecting Universal Design for Learning principles?	
<b>E2.</b> Are all video/audio files captioned?	
<b>E3.</b> Do images have tags and/or descriptions, with the exception of decorative images?	
<b>E4.</b> Are all documents (PDF, Word, PPT) ADA compliant and accessible via screen readers? This includes tables, graphs and math symbols.	
<b>E5.</b> Is the content easy to comprehend (modules and topics are named appropriately and informatively, text pages follow a header structure, etc.)?	
<b>F. Student Support Stated in the Syllabus</b>	
<b>F1.</b> Is information about technical support clearly stated?	
<b>F2.</b> Are the institution's accessibility policies clearly stated?	
<b>F3.</b> Is an explanation of the benefits of academic support services and a description of how students can access them clearly stated?	
<b>G. Accreditation Requirements</b>	
<b>G1.</b> Course includes Student Identity Verification Checklist?	

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