

## Quality Checklist for Online Courses

Evaluation Date: \_\_\_\_\_

Phone No: \_\_\_\_\_

Developer: \_\_\_\_\_

Department: \_\_\_\_\_ Email Address: \_\_\_\_\_

Administrator: \_\_\_\_\_ Campus: \_\_\_\_\_

Course Number: \_\_\_\_\_ Title: \_\_\_\_\_ Credits: \_\_\_\_\_

Course Description:

### Directions:

1. Use the Evaluative Criteria Checklist on the following pages to review the online course
2. Check that each standard is reviewed using the checklist

The following standards have been adapted from the original eTech Appendix E, first published in 2002. The standards reflect the *Best Practices*, developed by the eight regional accrediting commissions and published by the Higher Learning Commission. (See the entire *Best Practices* document at: [www.ncahigherlearningcommission.org/resources/electronic\\_degrees/](http://www.ncahigherlearningcommission.org/resources/electronic_degrees/) )

### Standards:

- Accessibility: courses are accessible online from anywhere, anytime via the Internet and Web browser
- Student Services: Students have access to appropriate services and resources.
- Course Preparation/Organization: Curriculum components meet WIDS criteria and are appropriate in rigor for the degree or certificate awarded. Materials are coherent, complete, and easily accessible to students.
- Course Introduction and Communication: Opportunities for appropriate interaction (between instructor-student and student-student) exist and standards for communication and response time for both students and instructor are described.
- Syllabus: An appropriate Syllabus is available and contains all of the required components.
- Learning Plan Components: Performance expectations for learning plans are provided. Coherent and complete directions and materials adequately prepare the learner for the assessment.
- Assessment Components: Student performance is based on intended

Standards:

learning outcomes.

Criteria		Notes
Standard 1: Accessibility: courses are accessible online from anywhere, anytime via the Internet and a Web browser (Requirement that may change accessibility should be noted)		
1.	On-campus class time and scheduled online synchronous activities (e.g. chat/discussion meetings) are clearly defined.	
2.	Contains clear instructions about how any offline component is assessed; who is responsible for making arrangements.. a. clinical practicum b. proctored tests c. internship or workplace experience	Yes No NA Yes No NA Yes No NA
3.	Contains evidence of ADA guidelines – Web pages provide equivalent alternative to auditory and visual content; Web page links are self-describing.	
4.	Demonstrates sensitivity to ADA guidelines through the use of color, fonts, appropriate labeling of graphics and other elements of design.	

Standard 2: Student Services – Students have the appropriate preparation in technologies and curriculum to be successful. Students have access to appropriate services		
5.	Contacts students with a welcome letter (or e-mail). (Copy must be available upon request.)	
6.	Orientation is available to students.	
7.	Provides Information on student services as appropriate (e.g. advising, counseling, tutoring, financial aid, and appropriate problem-solving assistance).	
8.	Informs learners of own responsibility for learning online.	

Standard 3: Course Preparation/Organization- Curriculum components meet WIDS criteria and are appropriate in rigor for the degree or certificate awarded. Materials are coherent, complete, and easily accessible to students.		
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Standard 3: Course Preparation/Organization- Curriculum components meet WIDS criteria and are appropriate in rigor for the degree or certificate awarded. Materials are coherent, complete, and easily accessible to students.

9.	Materials developed are consistent with the format and definitions in WIDS, including: Competencies, performance standards, learning objectives, learning plans, performance assessment tasks, scoring guides, grading plan, and syllabus.	
10.	Displays logical and easy-to-navigate organization of learning units, learning plans, instructional materials, and resources. (Students will be able to quickly and easily find what they need.)	
11.	Requires same or comparable text/reference/resource materials as traditional on-campus courses offered under the state course number.	
12.	Displays consistency in titles of learning plans, folders, instructional materials, and teacher resources.	
13.	Ensures that course content grammar, spelling, usage, sentence and paragraph structure and organization are professional.	
14.	Provides learning activities that foster instructor-student, content-student, and where appropriate, student-student interaction.	

Standard 4: Course Introduction and Communication-Opportunities for appropriate interaction exist and standards for communication and response time are described.

15.	Includes self-introduction by the instructor (Discussion, instructor profile, and/or announcements/e-mails).	
16.	Includes information about the specific order in which learning plans must be completed.	
17.	Provides clear standards for instructor response and availability (turnaround time for e-mail, grades posted, feedback on work, etc).	
18.	Includes clearly stated requirements for course interaction, including individual, small group, and whole class interaction.	

**Standard 4: Course Introduction and Communication-Opportunities for appropriate interaction exist and standards for communication and response time are described.**

19.	Includes clear description of expectations/guidelines for instructor/student contact.	
20.	Includes navigation information (where to find specific types of course materials or what the learner can expect to find under each navigation button).	
21.	Includes explanation of time: (When week starts and ends, timeframe for postings to discussions, timeframe for completing learning plans, and timeframe of course.)	
22.	Includes expectations for interacting such as suggestions/instructions for handling e-mail, attachments, document exchanges, virus and e-mail filters.	

**Standard 5: Syllabus – An appropriate Syllabus is available online and contains all of the required components.**

23.	Includes a course description	
24.	Includes required and recommended textbook(s) and materials.	
25.	Includes calendar of events and a timeline of due dates for any activities, for example; assignments, assessments, and scheduled synchronous online chat/discussions.	
26.	Includes Instructor contact information.	
27.	Includes a grading plan that explains the grading scale.	
28.	Explains online participation requirements.	
29.	Includes prerequisites statement, where applicable.	
30.	Provides Special needs services contact information.	
31.	Provides virtual office hours or contact availability.	
32.	Provides Hardware and software requirements or a link to them.	
33.	Provides Technical support contact including hours available.	
34.	Includes a statement about the consequences of plagiarism and guidelines for citing copyrighted material according to a standard format (e.g. APA, MLA)	

Standard 5: Syllabus – An appropriate Syllabus is available online and contains all of the required components.

35.	Contains a copyright statement that identifies the owner(s) of the course and the source(s) of the materials students are about to use.	
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Standard 6: Learning Plan Components- Performance expectations for learning plans are provided. Coherent and complete directions and materials adequately prepare the learner for the assessment. *Learning Activities/Objects apply to one or more of the Principals of Good Practice (AAHE, 1987)*

36.	Contains competencies and performance standards/outcomes.	
37.	Contains guidelines and clear instructions for completing assignments and discussion.	
38.	Provides access to library resources in learning plans, where appropriate.	
39.	Provides direct link in the learning activities to learning materials/objects or clearly describes where these are located.	
40.	Provides expectations/guidelines for reciprocity and cooperation among students (where collaborative learning is an appropriate component).	
41.	Adequately prepares learner for the assessment through instructional materials and activities.	
42.	Enhances learning through visual, kinesthetic, and/or auditory activities.	

Standard 7: Assessment Components-Student performance is based on intended learning outcomes.

43.	Consistent with course competencies and activities, are varied in type, and measure the achievement of stated objectives and competencies.	
44.	Selected for the online learning environment and appropriate for the course.	
45.	Contains clearly explained methods for appropriately submitting assessments.	
46.	Provides scoring guides and/or rubrics for assessments	

Standard 8: Measure the Effectiveness of Online Learning/Measure the Satisfaction of Online Learning.

47.	Provides opportunity for student feedback	
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