

KSU Course Quality Checklist for Asynchronous Online Courses

This Course Quality Checklist is adapted from the checklist originally created by the Distance Learning Center (DLC) and revised based on feedback from faculty and staff, including the Distance Learning Advisory Council, Faculty Senate, and other shared-governance bodies at KSU. This checklist is intended to serve as a tool for KSU faculty to evaluate their courses for basic quality standards [as established by the large body of research on the subject and reflected in the Quality Matters (QM) rubric and other nationally recognized rubrics]. Faculty are invited to use the checklist to self-assess their own courses—and to include the findings of that assessment in their ARDs as evidence of their scholarly approach to teaching.

Alternatively, faculty may ask an instructional designer or a faculty colleague to evaluate the courses using the checklist as a guide. Such peer-evaluations of courses can also be included in a faculty member's ARD. The research on high quality online courses recommends that the items in the checklist be met. Any faculty member needing assistance with any items on this checklist can contact RCHSS Office of Digital Education (ODE). Instructional designers are also available to review courses and provide faculty helpful feedback and guidance.

Instructor:

Course Prefix & Number:

D2L Course Offering Code:

Course Title:

Course Reviewer:

REQUIRED SECTIONS

Section A: Accessibility. All items in this section satisfy federal and USG guidelines for accessibility. Training on recognizing and meeting accessibility standards is available through the RCHSS ODE and DLI.

6. All aspects of the course (documents, multimedia, websites) are accessible to the widest possible range of diverse learners.

Comment:

7. Files, documents, D2L pages, web pages, and required software are accessible to screen readers.

Comment:

8. All media (video and audio recordings) are captioned.

Comment:

9. Alternative or “alt” text (for images, charts, graphs); headings; and accessible means of textural emphasis (underlining, bolding, italicizing) are used where appropriate.

Comment:

10. PowerPoint presentations are accessible for readers and use appropriate font, contrast, and alt text.

Comment:

11. All course materials (textbooks, publisher packs, software, hardware) have been checked for accessibility by the instructor. In the case of multiple editions of resources, the edition required is either the most recent OR the instructor has taken care to ensure that the required edition is available.

Please Note: It is the instructor’s responsibility to verify that the publisher’s content is accessible.

Comment:

12. The course is built with and uses technology that learners can access on a computer via the internet; it does not require learners to use programs that are obsolete or to which they do not have access.

Comment:

13. Overview comments for Section A:

Section B: Learner Support, Required Links, and Federal Interaction Guidelines. All items in this field are required by federal law or SACS.

14. The course links to and describes helpful resources related to student success, such as technology support, required technology, directions for software usage, netiquette, library, tutoring, advising, academic support, and so forth.

Comment:

15. The course provides learners with links to financial aid information, the registrar, and the bursar.

Comment:

16. The syllabus and course schedule describe a plan for “regular and substantive interaction between learners and the instructor(s), either synchronously or asynchronously...substantive interaction is engaging learners in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—

- (i) Provide direct instruction,
- (ii) Assessing or providing feedback on a student’s coursework,
- (iii) Providing information or responding to questions about the content of a course or competency,
- (iv) Facilitating a group discussion regarding the content of a course or competency, or
- (v) Other instructional activities approved by the institution’s or program’s accrediting agency.”¹

Comment:

17. The syllabus and course schedule include language that demonstrates that the faculty member is “[m]onitoring the student’s academic engagement and success

¹ United States, Department of Education, “Distance Education and Innovation” Vol. 85 Fed. Reg. Page 54808 (September 2, 2020). Available online: <https://www.govinfo.gov/content/pkg/FR-2020-09-02/pdf/2020-18636.pdf#page=67>.

and..0. promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.”²

Comment:

18. For the purpose of verifying student identity, the course and its online activity use the D2L Brightspace learning management system and, when appropriate, synchronous meeting tools and exam monitoring tools.

Comment:

19. The course contains an introduction to the faculty instructor and activity whereby students introduce themselves (if applicable) in the “Start Here” module or Week 1 module.

Comment:

20. Overview Comments for Section B:

OPTIONAL SECTIONS

Section C: Pedagogy, Structure, Navigation, Course Objectives, and Module Objectives

21. The course includes measurable course objectives (course goals/learning outcomes) at the appropriate level of Bloom’s Taxonomy.

Comment:

22. Modules include measurable objectives that align with course objectives.

Comment:

² United States, Department of Education, “Distance Education and Innovation” Vol. 85 Fed. Reg. Page 54808 (September 2, 2020). Available online: <https://www.govinfo.gov/content/pkg/FR-2020-09-02/pdf/2020-18636.pdf#page=67>.

23. The course includes digital course content, assignments, and assessments that align with course and module objectives.

Comment:

24. The course aligns with the stated description in the current KSU Undergraduate Catalog or Graduate Catalog course, as appropriate, including its learning objectives, module objectives, and competencies.

Comment:

25. The course modality – asynchronous online (95%, 100%) – is clearly stated in the course materials. (95% asynchronous is defined as students required to come to campus once during the semester, usually to take a final exam).

Comment:

26. Materials are organized in a way that creates an obvious path for learners by organizing content into sections based on weekly, chronological modules, not based on type of content.

Comment:

27. The course schedule is included and makes clear expectations for each class session (including dates and, in the case of hybrid courses, modality).

Comment:

28. The course has clear and consistent structure and navigation, which is clearly stated and explained to students via navigational videos or guides within the “Start Here” module and within modules and/or checklists/task lists within modules.

Comment:

29. Course content is labeled clearly from a learner’s perspective.

Comment:

30. Overview Comments for Section C:

Section D: Course Communication

31. Faculty communication preferences and availability are made clear to the student.

Comment:

32. The course materials clearly articulate expectations for appropriate and professional communication among learners and with the instructor (netiquette).

Comment:

33. The course introductory materials provide information regarding how quickly emails will be answered.

Comment:

34. The course introductory materials provide information regarding how quickly learners can expect assignments to be graded.

Comment:

35. Overview Comments for Section D:

Section E: Assessment

36. The course grading policy is clearly and explicitly stated in a way that informs the learners how they will be assessed throughout the term and how their final grades will be calculated.

Comment:

37. The grading information includes detailed grading criteria for subjective assignments, explicitly states how each assignment and/or assessment will be assessed, and, when appropriate, includes the weight of the grade (most often seen as a percentage).

Comment:

38. Assignment due dates are made clear in the introductory course materials.

Comment:

39. The grade book embedded in D2L Brightspace has been set up so that the learners can view all grades and better understand how their assignments are evaluated.

Comment:

40. Overview Comments for Section E: