Proposed Online Quality Assurance Course Checklist

Course Name and Number:

Instructor:

Getting Started Module and/or Syllabus Information

☐1. Students are directed on where to begin on the home page. (Ex: Start here button)

☐2. A self-introduction and welcome are provided by the instructor.

☐3. A syllabus is provided with all information required in the DACC Syllabus checklist.

☐4. A list of required materials is posted.

☐5. The course grading policy is provided.

☐6. Instructor contact information and office hours are provided.

☐7. Technology requirements are provided.

All items can be placed in the syllabus, home page, or week 0 in modules.

Organization and Navigation

☐1. Course content is organized in modules.

☐2. Modules are organized logically by topic, unit, or week.

☐3. Each module states the learning objectives that will be addressed.

Assessment and Feedback

☐1. Each module contains at least one formative assessment.
     (Ex: quiz, assignment, discussion, etc.)

☐2. Multiple assessment strategies are used to measure student achievement throughout the course.
     (Ex: formative assignments and summative assignments such as tests, projects, and papers.)

☐3. Instructions are provided for each assignment.

☐4. Due dates are listed for each assignment.

☐5. Grading criteria are provided for each assignment.

Communication and Interaction

☐1. Each module has a least one opportunity for student-instructor interaction.

    (Ex: Feedback on an assignment, instructor interaction in discussions, Q&A sessions)

☐2. Opportunity for student-student interaction is provided in the course.

    (Ex: Discussion forums, Zoom interactions, peer reviews, group projects)

☐3. Netiquette policies are provided.

(Recommendation for Netiquette location: Syllabus or Getting Started module)

Usability and Accessibility

☐1. Videos contain transcripts or are closed captioned.

    (Ex. Create all new videos utilizing speech to text features with Zoom, YouTube, or similar.)

☐2. Images that are used for educational purposes (not decorative) have tags or descriptions.

☐3. Course structure is clear, consistent, and easy to navigate.

Division/Department Criteria

☐1.

☐2.

☐3.