Logo

Description automatically generatedOnline Course Checklist

|  |  |
| --- | --- |
| Faculty Developer: | Term to be taught: |
| Course name: | Course number: |
| Course URL: | |

Enter a checkmark if the standard is met. Provide supplemental information to the reviewers in Notes field as needed. Consider noting where the standard is met within the course.

# Context

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| --- | --- | --- |
| ✓ | STANDARD | NOTES |
|  | The course environment promotes a climate of safety and ownership. |  |
|  | There are opportunities for the instructor to get to know the students’ worlds – their prior knowledge, environment, background, perspectives, and goals. |  |
|  | The course is designed as a community of learners where students can learn from each other; where there are opportunities for them to contribute their knowledge, ideas, and insights. |  |
|  | *Contextualizing information* supplies background knowledge, highlights patterns, critical features, big ideas, and relationships to facilitate students' ability to transfer and generalize their new knowledge. |  |

# Experience

|  |  |  |
| --- | --- | --- |
| ✓ | STANDARD | NOTES |
|  | Course inspires students to internalize the material so that learning is more than an intellectual exercise. |  |
|  | Course is learner-centered; its design is focused on student activities rather than information dissemination. |  |
|  | The course is designed to promote a sense of presence so that students feel as though they are “there” with their classmates and the instructor rather than distanced by technology. |  |
|  | A variety of instructional resources are provided for students to gain a thorough understanding of the topics. |  |

# Reflection

|  |  |  |
| --- | --- | --- |
| ✓ | STANDARD | NOTES |
|  | Students are encouraged to create meaning by connecting course material to other learning experiences. |  |
|  | Reflections are not exclusively solitary; peer-to-peer communication extends and enriches the reflective process. |  |
|  | Opportunities for reflection appear throughout the course. |  |

# Action

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| ✓ | STANDARD | NOTES |
|  | Students are asked to consider how their new knowledge can help them make informed decisions or contribute beyond the classroom to create a more just and humane world. |  |

# Evaluation

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| --- | --- | --- |
| ✓ | STANDARD | NOTES |
|  | Students are involved in the evaluation of their learning and to reflect on their own learning goals. |  |
|  | Clear criteria (rubrics, descriptive criteria, and/or models of exemplary work) allow students to self- or peer-evaluate. |  |
|  | Formative, self-check, or practice assignments, such as drafts or pretests, are used. |  |
|  | Multiple and varied assignments occur throughout the course with thought given to using authentic assignments to ensure academic integrity. |  |
|  | Grading policies are clearly explained and transparent. |  |
|  | It is clear how course assessments directly support the takeaways/outcomes of the course and program. |  |

▼ List the identified course takeaways/outcomes and how the outcomes are assessed.

|  |  |
| --- | --- |
| Course Takeaway / Outcome | How it is Assessed |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

# Course Site Usability

|  |  |  |
| --- | --- | --- |
| ✓ | STANDARD | NOTES |
| NAVIGATION | | |
|  | Navigational elements are clearly labeled and consistent. |  |
|  | Directions clearly indicate how to start and where to locate various course components, including help resources. |  |
|  | Content is organized into small, conceptually related segments, usually using modules. |  |
|  | The number of necessary clicks is minimized; embedded materials, rather than links, are used when possible. |  |
|  | Media elements (text, graphics, audio, and video) are congruent with the instructional message, are not distracting, and facilitate learning. |  |
| ACCESSIBILITY | | |
|  | Images include alt text or captions for information-rich images. |  |
|  | Pages and slides are readable with a screen reader and use built-in headings. |  |
|  | Captions are available for videos. |  |
|  | Color contrast makes the text easy to read and color is not used in isolation to convey meaning. |  |
|  | Hyperlink text uses the hyperlink destination or purpose in its name; raw URLs are avoided. |  |
| COPYRIGHT | | |
|  | Readings, images, and videos are copyright compliant. |  |
| SYLLABUS | | |
|  | Syllabus is easy to locate, read, and download. |  |
|  | Syllabus adheres to *Seattle University Guides for Course Syllabi* including both the required and recommended components. |  |

# Reviewer Notes