THE CITADEL

CENTER FOR EXCELLENCE AND
INNOVATION IN TEACHING,
LEARNING, AND DISTANCE
EDUCATION

Online Course Review Checklist

The Center for Excellence and Innovation in Teaching, Learning and Distance Education at the Citadel (CEITL&DE) has created a checklist for instructors to guide you through the online course review process. The checklist below has been adapted from the Quality Matters Higher Education Rubric which is an internationally recognized evidence-based set of standards for online courses.

Standard 1- Course Overview and Introduction

❏ Describe how to navigate the course space	• Communicate where to go and what learning activity to do first (1.1) • Communicate the purpose and structure of the course to the learners (1.2) **Tip:** Use the Start Here: Welcome! Page already created for you to enter this information
❏ Communicate course expectations and Citadel course policies	**Tip:** Add this to the online syllabus template (1.4, 1.6, 1.7) **Tip:** Use the Zoom Expectation and Online Communications Guidelines already created for you (1.3, 1.6)
❏ Communicate minimum technology requirements for the course	**Tip:** Use the Technical Skills and Requirement page already created for you (1.5)
❏ Instructor's self-introduction	• Include information like your name, title, photo, degrees, background, field of expertise, etc. (1.8) • It can also be done using Canvas Studio if you prefer a video introduction
❏ Student to class introduction	• Ask students to introduce themselves to the instructor and class (1.9) • This is typically done in the first discussion post • It can also be done using Canvas Studio if you prefer a video introduction

Standard 2- Learning Outcomes/ Objectives

❏ 5-8 course level outcomes that contain action verbs that are measurable and observable	• Outcomes should be clear and written from the student's perspective (2.3) • The outcomes are well suited for the course level (2.5) **Tip:** Use CEITL&DE's list of Bloom's Taxonomy Action Verbs for Course and Module Level Outcomes to help create course level outcomes that are measurable and observable (2.1)
❏ 2-3 module/ weekly outcomes that contain action verbs that are measurable and observable	• Outcomes should be clear and written from the student's perspective (2.3) • Module/weekly outcomes are scaffolded to help students meet course level outcomes. Describe how course activities relate to the outcomes (2.4) **Tip:** Use CEITL&DE's List of Bloom's Taxonomy Action Verbs for Course and Module Level Outcomes to help create module level outcomes that are measurable and observable (2.1)

Standard 3- Assessment and Measurement

❏ Assessments measure the level of achievement of the learning outcomes	• Students will demonstrate their mastery of course/module level outcomes through the course discussions, assignments, projects, tests, etc. (3.1) • Detail the course grading policy on the course syllabus (3.2)

❏ Specific and descriptive grading criteria	• All graded work contains either a rubric or a grading criterion in the assignment pages on Canvas (3.3) **Tip:** Use the rubrics already created for you in Canvas
❏ Assessments are varied	• Provide multiple ways to students demonstrate progress and mastery (e.g., quizzes, case studies, discussions, group presentations, research papers, etc.) (3.4)
❏ Multiple opportunities for tracking learning/ feedback	• Students develop skills before demonstrating mastery (e.g., feedback is received on section drafts before the full paper is submitted) • Mix of low stakes formative assessment and major summative assessments (3.5) • The gradebook is used and frequently updated (3.5) Note: The use of the gradebook is required. • Students can expect to receive regular, timely, and actionable feedback (3.5) • Feedback is "actionable", highlighting areas that need improvement and suggesting remedial steps (3.5)

Standard 4- Instructional Materials

❏ Instructional materials are aligned with the course and module level outcomes	• Instructional materials provide students with the contextual information, procedural tools, and the skill demonstrations needed to complete assessments successfully, and demonstrate their mastery of learning outcomes (4.1) • Describe how the instructional materials are linked to the outcomes (4.2) • Instructional materials are up-to-date and represent up-to-date trends in their discipline (e.g., current research, clinical recommendations, theoretical frameworks, analytical techniques, etc.) (4.4)
❏ Sources have references and permissions	• Cite any course materials that are not your own with appropriate references to ensure compliance with copyright(4.3)
❏ Variety of instructional materials	• Instructional materials come in various formats (e.g., textbooks, videos, podcasts, articles, etc.) (4.5) • Varying the forms of employed media helps maximize student attention

Standard 5- Learning Activities/ Learner Interactions

❏ Instructional activities are aligned with the course and module level outcomes	• Students are invited to "engage by doing" (e.g., discovering, processing, or applying information), and to take increasing levels of responsibility for their own learning (5.1) • Activities come in a variety of formats (e.g., presentations, group work, case studies, discussions, debates, role-play, etc.) (5.2) • Weekly discussion posts met the Federal financial aid requirements **Tip:** Find ways to make the posts more engaging and more information about the requirement HERE
❏ Instructor plan for interaction	• Students can actively interact with the course content, with other students, and with the instructor (5.3, 5.4) • Employ multiple forms of interaction to enhance active learning (5.2)

Standard 6- Course Technologies

❏ Instructional technologies/ tools are aligned with the course and module level outcomes	• Technologies/ tools enable learner interaction for content delivery and/ or feedback (6.1, 6.2)
❏ Course tools are aligned with Citadel policy	• All student work, grades, and assignments will be housed in The Citadel's approved LMS including assignments, assessments, and grades from third party vendors (including textbook vendors like Cengage, McGraw Hill, etc.) • Attendance in an online course is defined by active participation. We cannot determine active participation from third-party vendor sites.

	• Use and integration of third-party vendor sites for online courses is subject to approval by the Associate Provost for Academic Affairs and the Director of CEITL&DE • Please see our office for approval and directions on how students can submit artifacts of their work in Canvas from third-party vendor sites (6.3)
❏ Variety of technologies/ tools	• Technologies/ tools come in a variety of formats (e.g., instructor created videos, simulations, games, collaboration tools, etc.) (6.3)
❏ Privacy Policies	• All course technologies must have privacy policies information listed in the syllabus or course materials (6.4) **Tip:** This information for Canvas, Zoom, and LockDown Browser are already in the online syllabus template. If you are using additional course technologies upload the Accessibility and Privacy Statements of Course Technologies (see our office if you are using a technology not included on the list)

Standard 7- Learner Support

❏ Links to technical support, academic support, student services, and accessibility services	**Tip:** Use what is provided in the Canvas Help page and the Need Help page (7.1, 7.2, 7.3, 7.4)

Standard 8- Accessibility and Usability

❏ Course navigation and media are easy to use	• Make sure that all assignments, quizzes, and discussion posts can be accessed directly from the modules (8.1, 8.5)
❏ Course organization maximizes usability, readability, engagement, and multimedia ease of use	• Work is organized into modules (can be weekly, by chapter, unit, etc.) (8.2) • Use accessibility checkers, when possible (8.3)
❏ Course provides alternate means to multimedia	• Students need the ability to turn captions on for all course video content (8.4) **Tip:** We have created set by step directions for adding captions to Canvas Studio videos **Tip:** We have created set by step directions for embedding YouTube videos with captions
❏ Accessibility Statements	• All course technologies students must have accessibility statements listed in the syllabus or course materials (8.6) **Tip:** This information for Canvas, Zoom, and LockDown Browser are already in the online syllabus template. If you are using additional course technologies upload the Accessibility and Privacy Statements of Course Technologies (see our office if you are using a technology not included on the list)