ONLINE COURSE QUALITY CHECKLIST

Category	Criteria	✓
Overview & Orientation	**A1.** Is there an introduction that sets course expectations and tells students how the course will work, how to navigate the course, and how to get started with the course?	
	A2. Are instructor contact and virtual office hours information shared?	
	A3. Is there a course syllabus, including a list of all required materials?	
	A4. Are there links or verbiage to relevant campus policies?	
	A5. Are course and module objectives clearly stated, measurable, and aligned with course content and assessment?	
Organization & Navigation	**B1.** Is there an overall course schedule that shows main activities, deliverables, and due dates?	
	B2. Are there clear instructions describing what learners should do each week/module?	
	B3. Are content and activities organized logically (by topic, module, week) in manageable chunks?	
	B4. Do the content and activities include contextual information that helps students make connections to course objectives?	
	B5. Are there explicit instructions for every learning activity or assignment?	
Assessment & Feedback	**C1.** Does the course include summative and formative assessments?	
	C2. Are rubrics provided to define assessment criteria, if applicable?	
	C3. Do the students have access to their grades and do they align with the syllabus?	
Communication & Interaction	**D1.** Does the course include a way to communicate class news and answer questions?	
	D2. Does each module have at least one opportunity for student/instructor interaction?	
	D3. Does each module have at least one opportunity for student/student interaction?	
	D4. Are social expectations for student interactions (e.g., discussions) clearly stated?	
Accessibility & Usability	**E1.** Do images have tags or descriptions? (Decorative images do not need tags.)	
	E2. Are all documents (PDF, Word, PPT) ADA-compliant and accessible via screen readers? Tables, graphs, and math symbols should have tags or descriptions.	
	E3. Is the content labeled clearly and consistently? (Header structure, color contrast, font choice and font size should be used consistently.)	
Student Support Services	**F1.** Is information about technical support clearly stated?	
	F2. Are the institution's accessibility policies clearly stated?	
	F3. Is there an explanation of the benefits of academic support services and a description of how students can access support?	
Drake UNIVERSITY	Need Assistance? • Create a ticket to consult with a Drake Online instructional technologist via the Service Catalog • Access Drake Online's Knowledge Base articles	

Checklist influenced by materials from Rochester Institute of Technology, Online Learning Consortium, and Quality Matters.