

# KSU Course Quality Checklist

The original checklist was created collaboratively by the Distance Learning Center team and revised based on feedback from faculty and staff including the Distance Learning Advisory Council, the Faculty Senate, and other shared governance bodies at KSU.

This checklist is meant to be used as a tool by KSU faculty to review their own courses to ensure they meet basic quality standards, as defined by the large body of research on the subject, including the research that informed the QM and other rubrics.

Faculty can use the checklist to evaluate their own courses—and include the evaluation in their ARDs. Faculty can also ask instructional designers or fellow faculty to use the checklist to evaluate their own courses, and include that information in their ARDs.

The research into high quality online courses recommends that the items in the checklist be met. If a faculty member should need assistance with any of these items, the instructional designers at the DLC are available to assist. And, if faculty wish, they can request DLC instructional designers to review their courses and provide helpful feedback and assistance.

# KSU Course Quality Checklist

Met	Not Met	A. Pedagogy, Structure, Navigation, Course Objectives, Module Objectives
		1. The course includes measurable course goals at the appropriate level of Bloom’s Taxonomy for the course.
		2. Modules include measurable objectives that are in alignment with course goals.
		3. The course includes digital course content, assignments, and assessments that align with learning goals.
		4. The course aligns to the stated course learning objectives, module objectives, and competencies of each course description.
		5. The course modality [online (95%, 100%); hybrid (33%, 50%, 66%); face to face] is made clear in the introductory materials.
		6. The course is built with and uses appropriate technology.
		7. Materials are organized in a way that creates an obvious path for the students by organizing content into sections based on chronological (when appropriate) modules, not types of content.
		8. Content enables critical thinking skills and reflection when appropriate.
		9. Clear expectations for each class session—whether online or face to face—are made clear in the course schedule, including dates, modality, and module/meeting objectives. (For master hybrid courses, face to face meetings include notes, visible to the instructor only, regarding what activities/lesson topics would be appropriate for the f2f meetings.)
		10. The course has a clear and consistent structure and navigation through the course and that structure and navigation is clearly stated and explained to the student online. Explanations may be provided via navigational videos in the introduction and within modules. Additional examples may include checklists or task lists within modules.
		11. Course content is labeled clearly from a student’s perspective and sequenced and structured in a manner that enables students to achieve the stated course and module-level learning objectives. Digital content is organized in a logical progression with consistency. Digital content is distributed into organized portions for a clear understanding and to avoid frustration. The digital content is easy to access for all learners.

Notes on Section A:

Met	Not Met	B. Course Content, Alignment, Assignments, Assessments
		1. For the purpose of verifying student identity, the course and its online activity make use of the university-verified learning management system and, when appropriate, synchronous meeting tools and exam monitoring tools or the KSU Academic Testing Center.
		2. Course materials (textbooks, publisher packs, software, hardware) are available. In the case of multiple editions of resources, the edition required is either the latest OR the instructor has taken care to ensure that the required edition is available.
		<p>3. All aspects of the course (documents, multimedia, websites) are accessible to the widest possible range of diverse learners. Alternate formats are provided for persons desiring or requiring alternatives to visual and audio content.</p> <ul style="list-style-type: none"> <li>• Course navigation is clear and intuitive.</li> <li>• Files, documents, LMS pages, web pages, and required software contain structural elements allowing full access through commonly used assistive technology.</li> <li>• Captions and transcripts for multimedia are available and provided to the learners in accessible formats.</li> <li>• Accessibility statements are provided for all technologies required in the course.</li> </ul>

Notes on Section B:

Met	Not Met	C. Communication, Engagement, Interaction, Active Learning
		1. The course includes opportunities for interaction: student-content, student-student, and/or student-instructor as appropriate.
		2. Faculty communication preferences and availability are made clear to the student. The course introductory materials provide information regarding how quickly emails will be answered.
		3. The course materials make clear expectations for appropriate and professional communication among students and with the instructor.
		4. Whenever possible, course materials make explicit how the material being learned can be applied in the real world and in real work situations.
		5. Student engagement and interaction activities promote achievement of learning objectives.
		6. Appropriate asynchronous and synchronous technologies are provided for students to ask questions and receive feedback from the instructor and/or students.

Notes on Section C:

Met	Not Met	D. Gradebook, Grading Criteria, Prompt Feedback
		1. 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.
		2. The course introductory materials provide information regarding how soon students can expect grades and/or comments on assignments.
		3. The grading information includes detailed, analytical rubrics for subjective assignments explicitly stating how each assignment and/or assessment will be assessed and, when appropriate, including the weight of the grade (most often seen in a percentage).
		4. Due dates are made clear in the introductory course materials.
		5. The gradebook embedded in the LMS is used so that students can view all grades and better understand how their assignments are evaluated.
		6. Feedback is required for student success; therefore, a plan for frequent, substantive, and timely feedback should be in place, should be clearly stated in the introductory course materials, and should be followed through in the course design. Faculty and students are responsible for giving and receiving feedback. Feedback should be constant and could be instructor led and involve self-check quizzes or activities with immediate feedback through the LMS.

Notes on Section D:

Met	Not Met	E. Learner Support, Tech Support, Software Info, Links (FFA, SACS)
		1. The course links to and describes helpful resources related to student success (tech support, privacy or accessibility statements pertaining to software used in the course, required technology, directions for software usage, netiquette, library, tutoring, advising, academic support).
		2. The course provides students with information and/or links directly to financial aid information, the registrar, and the bursar.

Notes on Section E: