Online Course Reviewer Checklist

A – Course Information

☐ **Home Page** provides a visual representation of the course; a brief course description or introduction; clear instructions for students (e.g., where to begin) and quick and easy navigation to current content. (A4 in Course Design Resources)

☐ **Course Navigation** is clear and consistent (unused items are hidden).

☐ Course contains an **orientation module** that includes the below items:

  ☐ Instructor has provided **key learning information** such as goals, learning objectives, and/or standards as well as course materials, supplemental textbooks, and reading lists. (A1-A3 in Course Design Resources)

  ☐ Instructor has provided equitable **class expectations** such as participation, etiquette expectations, code of conduct; **policies** for grading, late work, and make-up work; and **technology requirements and support**.

  ☐ Instructor has provided **contact information** which includes office hours, availability information, communication preferences, response time. Best practices include a biography and picture.

*Additional best practices for this section may be found in *Section A – Content Presentation* in Course Design Resources.

B – Course Content

☐ Course content includes **culturally competent instructional methodologies** and is presented through an equity lens. (See also the Peralta Online Equity Rubric)

☐ All links, files, videos, and external URLs are active and working.

☐ Learning activities include **student-student interaction** to foster a sense of community (e.g. discussions, constructive collaboration, and peer reviews)

☐ Learning activities include **student-teacher interaction** (e.g. teacher is actively engaged in authentic conversations and provides quality feedback).

☐ Learning activities include **student-content interaction** (e.g. students interact with engaging content and resources) and provide opportunities for self-assessment.

☐ Content is "**chunked**" into manageable pieces by leveraging **modules** (e.g. organized by units, chapters, topic, or weeks) and should have thoughtful naming conventions that clarify content (e.g. name the module "Chapter 1: Pandas in the News," not just "Chapter 1" or "Week 1" etc.)

☐ There is a "Welcome" "Meet & Greet" or "Let's Get Acquainted" discussion designed to build a **sense of community** and establish rapport.

*Additional best practices for this section may be found in *Section B – Interaction* in Course Design Resources.

C – Assessment of Student Learning

☐ **Detailed instructions are clearly written**, providing students with information needed to successfully complete assignments and an understanding of how they will be graded.

☐ **A variety of assessments is used** (e.g., discussions, quizzes, and individual/group assignments) to increase learner engagement and promote active learning.

*Additional best practices for this section may be found in *Section C – Assessment* in Course Design Resources.

D – Course Accessibility

☐ **Accommodation Statement** is present and easily located (e.g., on Home Page or Syllabus).

☐ **Audio materials** (mp3, wav, etc.) are accompanied by a transcript and videos/screencasts are closed-captioned.

*Additional best practices for this section may be found in *Section D – Accessibility* in Course Design Resources.