

TOMPKINS CORTLAND COMMUNITY COLLEGE

ONLINE COURSE REVIEW CHECKLIST

Thank you for taking time to review your online course. The purpose of the review is to ensure the quality of our online program by checking that the highest standards in overall course quality have been met. The standards are based on research, best practices, instructional design principles, and national standards for online course quality.

All online courses should include a **Course Information** area with the following components (at minimum):

Instructor Contact Information
Instructor Expectations
Learning Objectives

Assessment and Measurement Procedures for Grading
Resources and Materials
Course Schedule

Your course content should also include features that encourage and support **Learner Interaction** and **Learner Support**

Each course element falls into one of three categories of an online learning community:

I. Teaching Presence	II. Social Presence	III. Active Learning
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I. Teaching Presence

1. Instructional Design and Organization

	a) Instructor's personal profile is complete. Go to <i>Preferences</i> (wrench icon) on the power strip, click Personal Information, and then add information. You only need to do this once and it will show for all of your courses. Do not make it course specific; you can do that in your welcome document.
	b) Welcome announcement is provided to welcome students to the online learning community (see example below).
	c) The instructor has established contact information and office hours.
	d) Access to online student support services is provided.
	e) Clear explanation of course learning activities is provided.
	f) Campus Academic Integrity Policy and link to Plagiarism document is provided. http://www.tc3.edu/library/g_plagiarism.asp
	g) Course overview, goals, and objectives/student outcomes are clearly communicated.

	h) A grading policy which clearly defines how students earn their grades is provided.
	i) Instructor and student expectations for the course are listed.
	j) A course schedule is provided.

2. Direct Instruction

	a) Consistent formatting of fonts, colors and course materials are visually appealing in the student view.
	b) Descriptive and consistent terminology is used for course navigation.
	c) Proper content forms are used such as pages, file attachments, quizzes, etc.
	d) The language used in instructional materials contains appropriate grammar and spelling.
	e) Instructional materials assist students with technologies and strategies for learning online.
	f) Instructional materials are designed to communicate information to students clearly and concisely
	g) Instructional materials appeal to diverse learning styles and interests.
	h) Instructional materials make appropriate use of multimedia.
	i) Images and other multimedia are optimized for the delivery on the web; images must have an <alt> tag (alternative text for ADA compliance).
	j) Instructor uses materials that are within the guidelines of copyright laws. http://www.tc3.edu/library/f_copyright.asp
	k) There are sufficient external readings and materials.
	l) Internal and external hyperlinks are updated and active.
	m) Students are referred to the HelpDesk for answers to technical questions about Blackboard.

II. Social Presence

	a) Student interaction with the instructor is facilitated in a variety of ways such as course mail and question areas.
	b) Upon starting the course students are encouraged to upload a photo of themselves under <i>Personal Information</i> .
	c) Course materials promote collaboration among students.
	d) The instructor encourages student-to-student communication in a variety of ways such as a question area or a bulletin board discussion.
	e) Students are encouraged to offer each other feedback and constructive criticism through peer review.

III. Active Learning

	a) Module goals and objectives/student outcomes are outlined.
	b) Module readings, assignments and due dates are clearly stated for each module.
	c) Students are provided with clear instructions for how to complete and how to submit assignments.
	d) Students are provided with clear instructions on how to participate, expectations for their participation, and how their participation will be evaluated in online discussion forums.

	e) Students are instructed in methods of research (searching) and resource (content) evaluation if applicable.
	f) Students are provided with numerous assessments such as discussion, journals, essays, quizzes and other assignments.
	g) Feedback to student assignments and questions is provided in a timely manner.
	h) Students are given the opportunity to provide course feedback to the instructor through the end-of-semester online survey as disseminated through the Office of the Dean of Instruction.

Important Notes:

1. Your welcome announcement should read something like the following:

Welcome to Principles of Management - BUAD 208 BL2. If this is your first online course, be sure to review the Open SUNY Student Orientation on your myWEB COURSES home page. Next, click the Content link and read over the Course Information documents and proceed to Module 1.

2. Modules Hidden: Make sure you hide any modules you do not want students to have access to.
3. Ensure that any semester specific dates within your Course Schedule and/or in other areas of your course have been changed to reflect the new semester.
4. **Your course will become enabled (go live) one full week before the session begins**, unless Campus Technology is notified otherwise.