

Red Rocks Community College Online Course Standards Review Checklist

Course Title:	
Faculty:	
Date:	
Course Reviewer:	

1. Minimum Course Criteria (competent courses will meet at least 85% of this category)

Course Overview and Introduction	YES	NO	COMMENTS
1.1 Instructions make clear how to get started and where to find various course components.			
1.2 Learners are introduced to the purpose and structure of the course.			
1.3 Syllabus and course schedule are posted in course content.			
1.4 Netiquette expectations for communication are clearly stated.			
1.5 Minimum technology requirements are clearly stated and instructions for use provided.			
1.6 The self-introduction by the instructor is appropriate and is available online.			
1.7 Learners are asked to introduce themselves to the class.			
Course Design and Activities	YES	NO	COMMENTS
1.8 Course objectives are clearly stated and consistent with information from the Red Rocks Catalog and content guide for the CCCS Common Course Numbering System.			
1.9 The instructional materials contribute to the			

achievement of the stated learning objectives or competencies.			
1.10 The learning activities promote the achievement of the stated learning objectives or competencies.			
1.11 The assessments measure the stated learning objectives or competencies.			
1.12 The tools used in the course support the stated learning objectives or competencies.			
1.13 Course navigation facilitates ease of use.			
1.14 All applicable documents are posted under course content.			
1.15 An academic assignment is due before census for no-show purposes.			
Teaching Presence	YES	NO	COMMENTS
1.16 A variety of instructional materials is used in the course.			
1.17 The learning activities provide opportunities for interaction that support active learning.			
1.18 Weekly student-instructor interaction is present.			
Syllabus	YES	NO	COMMENTS
1.19 The syllabus adheres to the departmental and college syllabus guidelines.			
1.20 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.			
1.21 The requirements for learner interaction are clearly stated.			
1.22 The course grading policy is stated clearly.			
1.23 The instructor's plan for classroom response time and feedback on assignments is clearly stated.			

1.24 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.			
1.25 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.			
1.26 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.			

2. Better Course Criteria (recommended for quality online course design)

Course Design and Activities	YES	NO	COMMENTS
2.1 Module/unit learning objectives are consistent with and support course-level objectives.			
2.2 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.			
2.3 The course provides learners with ongoing opportunities to receive feedback and track their learning progress.			
2.4 The course technologies are current and readily available.			
2.5 The course provides alternate means of access to course materials in formats that meet the needs of diverse learners.			
2.6 The course design facilitates readability.			
2.7 Course multimedia facilitates ease of use.			
2.8 All instructional materials used in the course are appropriately cited.			

2.9 The instructional materials are current.			
2.10 The distinction between required and optional materials is clearly explained.			
Teaching Presence	YES	NO	COMMENTS
2.11 Course tools promote learner engagement and active learning.			
2.12 Weekly individualized student-instructor interaction is present.			

3. Best Course Criteria (recommended for quality online course design)

Specific Review Standard	YES	NO	COMMENTS
3.1 All learning objectives or competencies are stated clearly and written from the learner's perspective, describing outcomes that are measurable.			
3.2 The relationship between learning objectives or competencies and course activities is clearly stated.			
3.3 The learning objectives or competencies are suited to the level of the course.			
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.			
3.5. A variety of instructional materials is used in the course.			
3.6 The course technologies and instructional materials are accessible.			
3.7 Frequent student-instructor interaction is present. Synchronous opportunities are offered.			

Strengths of Course Design and Delivery:

Recommendations for Improvement:

Observer's Signature

Date

Instructor's Signature

Date