KSU Course Quality Checklist for

RCHSS Hybrid Courses & Synchronous Online Courses

This RCHSS Hybrid or Synchronous Course Quality Checklist is adapted from the KSU Course Quality Checklist originally created by the Distance Learning Center (now DLI) and revised based on feedback from faculty and staff, including the Distance Learning Advisory Council, Faculty Senate, and other shared-governance bodies at KSU. This checklist is intended to serve as a tool to evaluate their courses for basic quality standards [as established by the large body of research reflected in nationally recognized rubrics]. The research on high quality hybrid and synchronous courses recommends that the items in the checklist be met. Any faculty member needing assistance with any items on this checklist can contact the RCHSS Office of Digital Education (ODE) or Distance Learning Innovations (DLI). Instructional designers are also available to provide faculty helpful feedback and guidance.

Please note that the numbering may appear odd. This is to ensure that this checklist matches the official checklist submitted by course reviewers. Questions 1–5 cover course information.

# Section A: Accessibility. All items in this section satisfy federal and USG guidelines for accessibility. Training on recognizing and meeting accessibility standards is available through the RCHSS ODE and DLI.

[ ]  6. All aspects of the course (documents, multimedia, websites) are accessible to the widest possible range of diverse learners.

[ ]  7. Files, documents, D2L pages, web pages, and required software are accessible to screen readers.

[ ]  8. All media (video and audio recordings) are captioned.

[ ]  9. Alternative or “alt” text (for images, charts, graphs); headings; and accessible means of textual emphasis (underlining, bolding, italicizing) are used where appropriate.

[ ]  10. PowerPoint presentations are accessible for readers and use appropriate font, contrast, and alt text.

[ ]  11. All course materials (textbooks, publisher packs, software, hardware) have been checked for accessibility by the instructor. In the case of multiple editions of resources, the edition required is either the most recent OR the instructor has taken care to ensure that the required edition is available.

[ ]  12. The course is built with and uses technology that learners can access on a computer via the Internet; it does not require learners to use programs that are obsolete or to which they do not have access.

# Comments Pertaining to Section A

13. Click or tap here to enter text.

# Section B: Learner Support, Required Links, and Federal Interaction Guidelines. All items in this field are required by federal law or SACS.

[ ]  14. The course links to and describes helpful resources related to student success, such as technology support, required technology, directions for software usage, netiquette, library, tutoring, advising, academic support, and so forth.

[ ]  15. The course provides learners with links to financial aid information, the registrar, and the bursar.

[ ]  16. Contact hour equivalency for hybrid courses: content, activities, assessments delivered online must be equivalent to 50/75/100 minutes of instructional time (depending on percentage of online course delivery). Assignments and activities typically categorized as “homework” for in-person classes does not factor into the consideration of contact hour equivalency.

[ ]  17. The course schedule is included and makes clear expectations for each class session—including dates, anticipated content, engagement, and modality—for both in-person sessions and asynchronous online learning days.

# Comments Pertaining to Section B

18. Click or tap here to enter text.

# Section C: Pedagogy, Structure, Navigation, Course Objectives

[ ]  19. The course includes measurable course objectives (course goals/learning outcomes) at the appropriate level of Bloom’s Taxonomy.

[ ]  20. The course includes digital course content, assignments, and assessments that align with course objectives.

[ ]  21. The course aligns with the stated description in the current KSU Undergraduate Catalog or Graduate Catalog course.

[ ]  22. The degree of hybridity is clearly stated in the course materials. Examples:

33% asynchronous online, 66% in-person

50% asynchronous online, 50% in-person

66% asynchronous online, 33% in-person

[ ]  23. Materials are organized in a way that creates an obvious path for learners by organizing content into chronological sections based on WEEKLY, modules, not on type of content.

[ ]  24. The course schedule is included and makes clear expectations for each class session including dates and modality.

[ ]  25. The course has a clear and consistent structure and navigation.

[ ]  26. Course content is labeled clearly from a learner’s perspective.

# Comments Pertaining to Section C

27. Click or tap here to enter text.

# Section D: Course Communication

[ ]  28. Faculty communication preferences and availability are made clear to the student.

[ ]  29. The course materials clearly articulate expectations for appropriate and professional communication among learners and with the instructor (netiquette).

[ ]  30. The course introductory materials provide information regarding how quickly emails will be answered.

[ ]  31. The course introductory materials provide information regarding how quickly learners can expect assignments to be graded.

# Comments Pertaining to Section D

32. Click or tap here to enter text.

# Section E: Assessment

[ ]  33. 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.

[ ]  34. The grading information includes detailed grading criteria for subjective assignments, explicitly states how each assignment and/or assessment will be assessed, and, when appropriate, includes the weight of the grade (most often seen as a percentage).

[ ]  35. Assignment due dates are made clear in the introductory course materials.

[ ]  36. The gradebook embedded in D2L Brightspace has been set up so that the learners can view all grades and better understand how their assignments are evaluated.

# Comments Pertaining to Section E

37. Click or tap here to enter text.