

ONLINE/HYBRID COURSE QUALITY CHECKLIST

The University at Buffalo School of Management continuously strives to comply with Web Content Accessibility Guidelines (WCAG) to make documents accessible to visitors with disabilities using assistive technology. If you need help accessing any of this document's content, contact Jeanne Myers at 716-645-5220 or by email at jeannemy@buffalo.edu.

Course Name:

Instructor:

Course Number:

Design

Review Date:

Review/Collaborator:

Criteria	Notes
A. Overview and Orientation (Syllabus)	
A1. Is there an introduction that tells students how the course will work, how to navigate the course, and how to get started with the course? (video recommended)	
A2. Is there a self-introduction by the instructor?	
A3. Is there a course syllabus (or syllabus module) that includes the following:	
A3.1 Instructor contact information and expectations	
A3.2 Expectations for student participation in the course	
A3.3 Student-centered learning outcomes	
A3.4 A list of required materials	
A3.5 The course grading policy	
B. Organization and Navigation	
B1. Is there an overall course schedule that shows main activities and deliverables?	
B2. Are there clear instructions describing what learners should do each week/module?	
B3. Are content and activities organized logically (by topic, module, week, or type)?	
B4. Does each module state which course learning outcomes it addresses?	
B5. Are there clear instructions for every learning activity or assignment and how to submit student work?	
B6. Are there clear instructions for how to submit student work? (recommend UBlerns assignment tool)	
C. Assessment and Feedback	
C1. Does each module include at least one timely and authentic formative assessment (whether graded or ungraded) that allows students to track their own learning progress?	
C2. Does the course include summative assessments (final projects, presentations, exams)?	

Criteria	Notes
C3. Are rubrics provided to define assessment criteria, if applicable?	
C4. Does the gradebook reflect the expectations in the syllabus, and is the gradebook accessible to students?	
C5. Is the gradebook organized for student viewing (hide or delete old or unused columns)?	
D. Communication and Interaction	
D1. Does the course include weekly/frequent announcements to communicate class news and answer questions? (suggest using UBlerns Announcement tool)	
D2. Does each module have at least one opportunity for student/instructor interaction?	
D3. Does each module have at least one opportunity for student/student interaction?	
D4. Are social expectations for online discussions and other forms of communication clearly included?	
E. Accessibility and Usability	
E1. Are a variety of instructional materials and assignments used in the course, reflecting Universal Design for Learning principles?	
E2. Are all video/audio files captioned?	
E3. Do images have tags and/or descriptions, with the exception of decorative images?	
E4. Are all documents (PDF, Word, PPT) ADA compliant and accessible via screen readers? This includes tables, graphs and math symbols.	
E5. Is the content easy to follow and find (modules and topics are named appropriately and informatively, text pages follow a header structure, etc.)?	
F. Student Support Stated in the Syllabus and Links Included (*Template included this)	
F1. Is information about technical support clearly stated/included in a section in UBlerns?	Student Resources, Policies and Help Section, Technical Support
F2. Are the institution's accessibility policies clearly stated in the syllabus and links provided in the course?	Student Resources, Policies and Help Section, Accessibility
F3. Is an explanation of the benefits of academic support services and a description of how students can access them clearly stated?	Student Resources, Policies and Help Section, Academic Support
G.	

Criteria	Notes
G1.	

NOTES