



Online Course Standards Checklist
Dan Mielke, Dean; Fall 2017

Course Number	BA 312
Course Name	Principles of Marketing
Professor Name	Wilson Zehr

Course Syllabus/Overview

Complete	Description
+	Learning outcomes are clearly defined and measurable
+	Prerequisite course information is provided None required
+	All required course materials (books, software, media etc) are listed
+	Grading policy is provided, including grading scale and weights
+	Participation expectations are provided Class discussion, assignments, and presence
+	The University Statement on Academic Misconduct is clear and present
+	Student Disabilities statement with the Office of Disability Services information is provided

Course Home Page/Overview

Complete	Description
+	Heading is branded with course title, course number, department and college Yes, with wordle
+	Heading includes instructor name, instructor contact information and email link Yes,
+	Instructor information and introduction provided in announcements

Learner Support and Resources

Complete	Description
+	Navigation links are provided and maintained in Canvas. Modules not being used are hidden from students
+	Link is provided to Pierce Library Under Student Resources
+	Link is provided to all tutoring information and Student Success Services Also under Student resources
+	All pages are clear and present detailed information on all course content

Course Content and Design, Delivery and Assessment

Complete	Description
-	Course and program outcomes are clearly defined. Course content and assessments align with outcomes Not clearly stated
+	Content is clear and easy to understand
+	Content is clear to navigate
+	Course content is grouped, module-ized with Week Labels on all assignments and links and assessments
+	Content is original work. Content does not infringe on the copyright of others and all work is properly cited The course syllabus was developed by the instructor.
+	Instruction, assessments and all activities are aligned with the program and course outcomes
+	Instructional materials are presented in an organized manner, easy to access and intuitive to students
+	Course activities and assignments are structured for online access and electronic submission via Canvas
+	Student assignment/assessment requirements are clearly defined
+	Assessments and graded activities are consistent with the course syllabus and represent adequate and valid measures of student achievement. Procedures and policies for online assessments, such as quizzes and exams, are clearly defined. This definition should include dates of accessibility and duration

+	Course includes a variety of visual, textual, auditory, interactive and/or field activities to enhance student learning The course has a digital text, presentations, and discussion
---	---

Complete	Description
+	Public announcements are provided to students. These should be at least weekly Posted weekly
√-	Private instructor-student communication (email, messaging or alternate methods) is made available but not observed
+	Expected levels of communication and participation are clearly defined or grading rubric is provided In syllabus
+	Appropriate group communication activities/tools are encouraged (student to student and instructor to student). Examples are email, chat, forums, wikis, etc
+	Student feedback mechanisms are provided throughout the term

Other

Complete	Description
+	Timeline, schedule and printable course calendar with all due dates is available to students
-	An ungraded assignment to final course evaluation is available This was not found
+	Accommodations provided for ALL ADA accessibility standards
+	Student grade book is set up and progress grades are available at all times to students
+	Course has been tested on multiple platforms and in multiple browsers Access through Chrome and Explorer identified

The class seems well organized. The students are participating regularly and the instructor is timely in grading. Student learning seems to be occurring with some students, but 40% of the class is currently scoring below C- (70%). There is a need to assess this situation. Those students participating in discussions are posting reflective comments, and are successful (as indicated by grades). However, there is little evidence of teacher to student interaction – no discussions posts. Though the instructor is accessing class regularly.