

# OTL Online Course Review Checklist

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## Purpose

[UCLA Online Teaching and Learning](#) (OTL) created this checklist to have a clear set of items with which to review a potential online course, so that instructional designers can conduct this review and write a letter of support. Faculty will be able to access this checklist in order to guide their application and course preparation ahead of meeting with OTL or other campus units to review their course.

The text that is not in checklist format (see the text under “Rationale”) is taken directly from the Supplementary Questions in the [UCLA Undergraduate Approved-for-Distance Course Information Sheet](#).

## Checklist

### Rationale

What is the rationale for delivering this course in the chosen format? How will the chosen format enhance student learning? What learning outcomes and/or pedagogical advantages will the distance format achieve?

### Target Audience and Curricular Structure

What is the target audience for the course (lower/upper division, outside/inside the major, others)? How does the distance course fit into the overall curriculum for the major/minor?

### Syllabus

- Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
- The course grading policy is clearly stated and indicates the value of each graded activity. For weighted grades, there is a clear description of the weighting schema.
- Institutional and course policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
- Minimum technology requirements are clearly stated and instructions for use provided.
- Minimum technical skills expected of the learner are clearly stated.
- Clear standards are set for instructor and/or TA responsiveness and availability (turnaround time for email, grade postings, etc.).
- Course instructions articulate or link to the institution’s accessibility policies and services.
- Measurable course outcomes that describe what the student will be able to do after taking the course are included (see: Learning Outcomes).

## Course Site and Materials

- Course and assignment instructions articulate or link to a clear description of the technical support offered and how to obtain it.
- Expectations for behavior in online discussions, email, and other forms of communication are clearly stated.
- Course instructions articulate or link to an explanation of how the institution's student services (advising, financial aid, etc.) and resources can help learners succeed and how learners can obtain them.
- Information is provided about the accessibility of all technologies required in the course.
- Office Hours are available (drop-in, by appointment, etc.) to promote social presence and the development of a learning community.

## Learning Resources

- The learning resources contribute to the achievement of the stated course and module-level learning objectives.
- Both the purpose of learning resources and how these resources are to be used for learning activities are clearly explained.
- A variety of learning resources - multiple media formats, as well as resources chosen with DEI & A in mind - is used in the course.
- The distinction between required and optional learning resources is clearly explained.
- The course content uses a modular design approach (sequenced into weeks, topics, or modules).
- Where available, Open Educational Resources, free, or low cost materials are used.

## Technology and Tools

What educational technology and tools will be utilized in the proposed modality? Explain the purpose of the technology, related costs, and any training/resources needed (for students, instructors, and TAs).

Hy-Flex courses: What tools and resources will be used to ensure that students participating online have the same opportunities for communication and interaction as those who are physically present?

- Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.
- Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).
- Syllabus includes links to privacy policies for technology tools.
- Any technology tools meet accessibility standards.
- Course tools and media support student collaboration skills and the development of a learning community.

## Learning Outcomes

- The course-level outcomes describe what the students should be able to do at the end of the course.
- All learning outcomes are stated clearly and written from the learner's perspective.
- All learning outcomes are measurable. They describe the knowledge and abilities to be demonstrated by the students.
- All course assessments align with learning outcomes.

## Learning Activities, Assignments, and Assessments

How will student learning be assessed? (E.g., exams, papers, quizzes, scaffolded assignments, etc.) Please provide the rationale for the chosen evaluation methods and how they will be administered. Explain how assessments will be designed to encourage authentic work and promote academic integrity.

- Learning activities and assessments promote and measure the achievement of stated learning outcomes.
- The assessment instruments selected are sequenced and appropriate for the work being assessed. Students will have a variety of ways to demonstrate their learning.
- The requirements for learner interaction are clearly stated.
- Due dates are outlined in the course schedule.
- Course provides opportunities for learners to review their performance and assess their own learning throughout the course (via pre-tests, self-tests with feedback, reflective assignments, peer assessment, etc.).

## Engagement

Please outline how the course is designed to encourage students to interact with the instructor(s) and with each other. Provide specific examples of how the course content will ensure participation and communication and what types of activities will be used to assess students' learning and performance in the proposed modality. (E.g., discussion forums, annotation of readings, problem sets, collaborative projects, peer reviewed assignments, etc.) Please see the "Engagement Plan" section of [Copy of 2/14 - OTL's Manual for Preparing an Online Course Application](#) for more information.

- Learning activities provide opportunities for interaction that support active learning.
- The course promotes four categories of engagement: student-student, student-content, student-instructor, and student-real world.
  - The course contains examples of student-student interaction (e.g. discussions, social annotation, group projects or presentations).
  - The course contains examples of student-content interaction (e.g. readings, videos, assignments, assessments, discussions, reflections).
  - The course contains examples of student-instructor interaction (e.g. discussions, assessment feedback, office hours, videos).

- The course contains examples of student-real world interaction (e.g. going to a performance, talk, institution that fits the course subject; internship/practicum; case study; conference paper).

### **Accessibility**

Explain how course materials will be made accessible for all students. (e.g., closed-captioning of videos, accessible PDFs, other tools, etc.)

- Faculty has a plan to make course materials (including site, syllabus, assessments, technology and tools) accessible for all students. This can include meeting with the Disabilities and Computing Program (stated in application).
  - Faculty has a plan for accommodating students with CAE requirements (stated in application).
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