University of Houston- Clear Lake
Office of Online Programs
SACS/THECB consolidated checklist for QA

SYLLABUS:
• Does the course have a syllabus?
• Does it list phone number, email address and office hours of the instructor?
• Does it contain a course description?
• Does it contain a course goal and learning objectives?
• Does it determine type of course as fully online?
• Are prerequisites to the course and technical skills required for the course determined on the syllabus?
• Does it state the required materials such as texts or software?
• Does the instructor list their policies on late work?
• Does the instructor list their policies on grading/grading scales?
• Will students need to communicate with the instructor more than once? (Email, feedback, chat rooms, bulletin boards)
• Is there a policy stated about absenteeism or non-communication?
• Does the instructor list their policies on incompletes?
• Does the instructor state the amount of time students could expect to spend on the course and activities?
• If synchronous communication is required, is the time and date clearly stated?

SYLLABUS/UNIVERSITY POLICIES:
• Does the instructor state their policy concerning academic honesty and cheating?
• Is the last drop date and add date listed for the semester?
• Does the instructor state their willingness to accommodate students with disabilities?

COURSE STRUCTURE:
• Is there an instructor introduction?
• Do the students introduce themselves to other classmates?
• Are there activities that encourage the student and instructor to communicate? (Email, feedback on assignments, questions)
• Are there activities that encourage students to communicate with each other?
• Is there a course calendar or schedule of activities and assignments listed in the web site?
• Is there access to resources outside of the course relative to links for downloading software or freeware, or encouragement to use other resources on the Internet?
• Does the instructor use a variety of activities and assessments including self check activities with timely feedback that are sequenced and appropriate regarding the content of the course?
• Is the course divided into instructional modules?
• Does each module have learning objectives written from the student perspective?
• Does each module list the activities and assignments that go with it?
• Are the activities and assignments listed separately?
• Does each module have activities that use the knowledge presented therein for the level of the course?
• Do instructor materials match the learning objective?
• Do the tools and media support student engagement?
• Is the course easy to navigate, or is there a need for a navigation map to the web site?
• Is there a place for students to go for support?
• Is there a place for the student to evaluate the course and their satisfaction in it?

ASSIGNMENTS:

• Are the directions to the assignments and activities posted easy to understand?
• Does the instructor list any policies concerning how to submit assignments, upload files or post on the bulletin board, or talk in the chat room?
• Does the instructor specify how the assignment will be graded, or provide a rubric?
• Does the instructor explain how the student receives feedback on their assignments with regards to turn-around time for grade postings and communication?

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