

Web based online course review form

Course Information	
Course Number	
Course Title	
Instructor	
Term Offered	

Standard		Max Points	Given Points
Course Overview and Introduction	I.1 Navigational instructions make the organization of the course easy to understand	3	
	I.2 A statement introduces the student to the course and to the structure of the student learning and, in the case of a hybrid course, clarifies the relationship between the face-to-face and online components	3	
	I.3 Etiquette expectations with regard to discussions, email, and other forms of communication are stated clearly	2	
	I.4 The self-introduction by the instructor is appropriate and available online	1	
	I.5 Students are requested to introduce themselves to the class	1	
	I.6 Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline are clearly stated	1	
Learning Objectives	II.1 The course learning objectives describe outcomes that are measurable	3	
	II.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives	3	
	II.3 The learning objectives are stated clearly and written from the students' perspective	2	
	II.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly	2	
	II.5 The learning objectives address content mastery, critical thinking skills, and core learning skills	2	
Assessment and Measurement	III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources	3	
	III.2 The course grading policy is stated clearly	3	
	III.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation	3	
	III.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed	2	
	III.5 "Self-check" or practice types of assignments are provided for timely student feedback	1	
Resources and Materials	IV.1 The instructional materials support the stated learning objectives	3	
	IV.2 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject	3	
	IV.3 The purpose of each course element is explained	2	
	IV.4 The instructional materials are logically sequenced and integrated	1	
	IV.5 All resources and materials used in the course are appropriately cited	1	
Learner Engagement	V.1 The learning activities promote the achievement of stated learning objectives	3	
	V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction	3	
	V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)	3	
	V.4 The requirements for course interaction are clearly articulated	2	
	V.5 The course design prompts the instructor to be active and engaged with the students	2	

Adopted from Quality Matters (<http://www.qualitymatters.org>)

Course Technology	VI.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course	3	
	VI.2 The tools and media enhance student interactivity and guide the student to become a more active learner	2	
	VI.3 Technologies required for this course are either provided or easily downloadable	2	
	VI.4 The course components are compatible with existing standards of delivery modes	1	
	VI.5 Instructions on how to access resources at a distance are sufficient and easy to understand	1	
	VI.6 The course design takes full advantage of available tools and media	1	
Learner Support	VII.1 The course instructions articulate or link to a clear description of the technical support offered	2	
	VII.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided	2	
	VII.3 Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided	1	
	VII.4 Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, etc.	1	
Accessibility	VIII.1 The course acknowledges the importance of ADA requirements	3	
	VIII.2 Course pages and course materials provide equivalent alternatives to auditory and visual content	1	
	VIII.3 Course pages have links that are self-describing and meaningful	1	
	VIII.4 The course demonstrates sensitivity to readability issues	1	

To meet Quality Matters review expectations a course must: Answer 'Yes' to all 3-point Essential Standards: I.1, I.2, II.1, II.2, III.1, III.2, III.3, IV.1, IV.2, V.1, V.2, V.3, VI.1, VIII.1 **AND** Earn 68 or more points

	Print Name and Title	Signature	Date	Approval Y or N
Peer Reviewer				
Peer Reviewer				
Online Coordinator				
Department Chair				

Comments: _____
