



The course review instrument is comprised of objectives organized into 8 sections as follows:

1. Course Overview and Introduction
2. Assessment and Evaluation of Student Learning
3. Instructional Materials and Resources Utilized
4. Students Interaction and Community
5. Technology for Teaching and Learning
6. Learner Support and Resources
7. Differentiation, Accessibility and Universal Design
8. Mobile Design Readiness (optional)

Please read each section title and objective carefully. Use the ratings scale below to effectively assess how well the course met each objective. Providing feedback specific to each objective helps subject matter experts and instructional designers improve course content and materials. See example below.

3	Exceeds/Always	Criterion evidence is clear, appropriate for the course, and demonstrates "best practices."
2	Meets/Often	Criterion evidence is clear and appropriate for the course, but there is some room for enhancement
1	Partially meets/Sometimes	Criterion evidence exists but needs to be presented more clearly and/or further developed.
0	Does not meet/Rarely or Never	No criterion evidence exists or is present but not appropriate for the course.
NA	Objective does not apply to the course	NA

Example

Objectives	Example	Rating
1.1 Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.	Welcome message or materials introducing course structure/ components is highly recommended.	
Feedback: 		

Section 1. Course Overview and Introduction (6 objectives) Instructor gives a thorough description of the course, as well as introducing students to the course.		
Objectives	Example	Rating

<p>1.1 Course provides clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.</p>	<p>Welcome message or materials introducing course structure/ components is highly recommended.</p> <ul style="list-style-type: none"> • Is there a “start here” or “welcome” link? • Is there a course tour or overview? • Are there clear statements for students about how to begin coursework? 	
<p>Feedback:</p>		
<p>1.2 Course contains place holder for detailed instructor information. The suggested bio would include availability information, brief biographical information, and a picture of the instructor.</p>	<p>Course has place holder for instructor to introduce him/herself to the class and provide more than one way to be contacted such as email, phone, and/or office hours (in-person and/or online).</p>	
<p>Feedback:</p>		
<p>1.3 Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.</p>	<p>Course includes the purpose of the course, the course format (online/blended), and any prerequisite knowledge required.</p>	
<p>Feedback:</p>		
<p>1.4 Online etiquette expectations for various forms of course communication and dialog (e.g., chat, "hangout," email, online discussion) are presented and clear to the student.</p>	<p>Rules of conduct may include use of the language and formatting. See further at Netiquette: Make it Part of Your Syllabus</p>	
<p>Feedback:</p>		
<p>1.5 Academic integrity or "code of ethics" is defined. Related institutional policies for students to adhere are clearly stated and/or links to those policies (e.g., online catalog; institution web page) is provided.</p>	<p>Policies typically include cheating, plagiarism, and copyright. It is important to include any links to campus policies.</p>	
<p>Feedback:</p>		
<p>1.6 A list of technical competencies necessary for course completion is provided, identifying and delineating the role/extent the online environment plays in the total course.</p>	<p>Technical competencies may include the use of Learning Management System, downloading and uploading, file management/sharing, communications tools, collaboration tools, discipline-specific software or hardware.</p>	
<p>Feedback:</p>		

Section 2. Assessment of Student Learning (4 objectives)

Student Evaluation and Assessment refers to the process used to gather evidence of the achievement of the Student Learning Objectives/Outcomes (SLOs).

Objectives	Example	Rating
2.1 All Student Learning Objectives/Outcomes (SLOs) are specific, well-defined, and measurable.	Learning Objectives are measurable and observable, e.g. define, apply, synthesize in Bloom's Taxonomy .	
Feedback:		
2.2 Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.	Course provides late submission policy and scale, weights of respective assignments, and the corresponding letter grade if scores are accumulated at the end.	
Feedback:		
2.3 The learning activities (including the assignments and ungraded activities) promote the achievement of the SLOs.	Course contains information on how learning activities such as assignments or discussions contribute to the achievement of the stated SLOs.	
Feedback:		
2.4 The assessment instruments (e.g., rubrics, grading sheets) are detailed and appropriate to the student work and respective outcomes being assessed. This includes assessing modes of online participation and contributions.	There are multiple ways for students to demonstrate competence or mastery. E.g., research project, paper, tests, presentations, or multimedia projects. Students are not just graded for online participation but the quality of their participation and contributions. A clear articulation of requirements to be successful at the assignment must be present.	
Feedback:		

Section 3. Instructional Materials and Resources (5 objectives)

Addresses the variety of materials and material formats used in the course content enabling students to meet relevant learning outcomes and, when possible, the affordability of chosen course materials.

Objectives	Example	Rating
3.1 Students are provided with adequate time and notice to acquire course materials.	Course includes instruction in the syllabus or elsewhere in the course as to acquire course materials including textbooks, and other types of external resources. This information is released to students prior (emails, or announcements) to the course start.	
Feedback:		
3.2 Syllabus lists whether textbooks and materials are required or recommended.	Materials are separated and labeled as either required or recommended.	
Feedback:		
3.3 The purpose of all materials is articulated as to how they are related to the course and module learning objectives.	For required and recommended materials, there are brief statements as to the value/purpose in meeting student learning objectives/outcome(s). If external links/websites are used, the links should be self-evident, or a short description of the specific link needs to be provided instead of posting a general link for students to explore.	
Feedback:		
3.4 There is a variety of instructional material types and perspectives, while not overly relying on one content type such as text.	Materials types include PowerPoint, interactivity, SCORM, videos, text.	
Feedback:		
3.5 Modeling academic integrity, when necessary, passages are appropriately cited throughout the course.	Resources and materials include text, images, tables, videos, audio, and website. In addition to citation, when possible, direct link to the source may be provided.	
Feedback:		

Section 4. Students Interaction and Community (Course Design) (5 objectives)		
Addresses (1) the opportunities students have to interact with the content, their peers, and their instructor, and (2) how well the course design encourages students to become active learners and contribute to the online course community.		
Objectives	Example	Rating
4.1 At the beginning of the course, the student is given an opportunity to self-introduce; develop the sense of community.	Discussion activity may encourage students to post their pictures and share some such as why they are taking the	

	course or why the course material is important to their career.	
Feedback:		
4.2 Navigation throughout the online components of the course is logical, consistent, and efficient.	Discussions are organized in clearly defined forums, threads, or communities. The course carries consistent structure for across modules.	
Feedback:		
4.3 Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement.	If group work required, a statement of the task is provided, with clear and concise outcomes that are appropriate and reasonable. Rules for forming groups, assigning roles, benchmarks and expectations of group participants clearly stated.	
Feedback:		
4.4 The modes and requirements for student interaction are clearly communicated.	Requirements for participation (e.g., frequency, length, timeliness) are included in the syllabus and/or in the description of the assignment in within the module.	
Feedback:		
4.5 The interactive learning activities help students understand fundamental concepts and build skills useful outside of the course.	Interactive learning activities engage students in engaging in some basic concepts, but also give students opportunities to use higher level learning skills such as apply, analyze, etc., to make connections with real-world problem solving.	
Feedback:		

Section 5. Technology for Teaching and Learning (4 objectives)

Addresses how well the technology is used to effectively deliver course content, engage students in learning activities (individual, student-to-student, and instructor-to-student), and allow students to express themselves or demonstrate learning.

Objectives	Example	Rating
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5.1 The tools and media support the course learning objectives/outcomes.	Examples include use of videos or animation to demonstrate the process of photosynthesis.	
Feedback:		
5.2 Technological tools and resources used in the course enable student engagement and active learning.	Course uses collaborative software such as Google docs, wikis, or Zoom to work on group projects to engage students in online and interactive learning.	
Feedback:		
5.3 Course provides clear information regarding access to the technology and related resources required in the course.	Course provides information about where and how to acquire and use the technologies. For downloads, instructor provides direct links. Any costs are specified up-front. Tutorials are provided on how to use the tool/technology.	
Feedback:		
5.4 Acceptable technological formats for assignment completion and submissions have been articulated.	Rather than limiting the acceptable format to one content or technology type, instructor is open to allowing students to meet objectives using multiple formats for assignment completion such as word processing, electronic poster creation, multimedia artifact, or combination of these (mash-up).	
Feedback:		

Section 6. Learner Support and Resources (3 objectives)		
Addresses the program, academic, and/or technical resources available to learners. Course provides links to college resources and promotes what is available to support students.		
Objectives	Example	Rating
6.1 The course syllabus (or related) lists and/or links to a clear explanation of the technical support provided by the college and suggestions as to when and how students should access it.	Technical support may mean the Information Technology (IT) help desk where students would seek assistance when they have technical problems with the Learning Management System.	
Feedback:		
6.2 Course syllabus (or related) introduces campus academic (non-technical) support services and resources available to support students in achieving their educational goals. E.g., Disability Support Services, Writing Center, Tutoring Center).	Academic support services may include but not limited to the Library, writing center, math help, online tutoring service. Resources may include online orientation for new students, successful learning strategies for online learners.	
Feedback:		

<p>6.3 Course syllabus (or related) provides information regarding how the institution's student support (non-academic, non-technical) services and resources (E.g., advising, mentoring) can help students succeed and how they can these services.</p>	<p>Such services usually include but not limited to online registration, advising and counseling.</p>	
<p>Feedback:</p>		

<p>Section 7. Accessibility and Universal Design (5 objectives) Addresses the course's adherence to differentiation, accessibility, and universal design principles that are critical to some learners but that benefit all learners.</p>		
Objectives	Example	Rating
<p>7.1 Syllabus (or similar) links to the disability support services policy.</p>	<p>See Cambridge College Disability Support Services for a list of statements regarding accommodations or support for students with disabilities.</p>	
<p>Feedback:</p>		
<p>7.2 Students are given accessibility information and policies related to the online course environment.</p>	<p>Course provides links to the campus ADA compliance statement and the Learning Management System accessibility statement and/or provides a link to the institution's disability services and Learning Management System accessibility information.</p>	
<p>Feedback:</p>		
<p>7.3 Course materials created by the instructor, publisher, or from external sources are in formats that are accessible to students with disabilities.</p>	<p>Text formatting and document organization, navigation and links, images and graphics, tables, and background and colors accommodate assistive technology.</p>	
<p>Feedback:</p>		

<p>7.4 All tools used within learning management system or that are third-party are accessible and assistive technology ready.</p>	<p>Tools may include but not limited to virtual classroom, plug-ins, and Web 2.0 social networking technologies (wiki, twitter, and more) may not be completely accessible. Check with your college assistive technology resource or library staff.</p>	
<p>Feedback:</p>		
<p>7.5 If accessibility of a particular course resource or activity is not practicable, instructor provides an equally effective accessible alternative for students.</p>	<p>None</p>	
<p>Feedback:</p>		

<p>Section 8. Mobile Design Readiness (Optional) (4 objectives) As students increasingly rely on mobile phones and tablets to access and interact with course content, it is important to be aware of a few factors that can make the experience more successful for students. This does not mean that all course components (e.g., online exams) must be tailored toward mobile device usage. However, general course resources (interactive media, text, audio, video) should be mobile-friendly.</p>		
Objectives	Example	Rating
<p>8.1 Course content was easy to read on multiple platforms such as PCs, MAC, tablets, and smartphones.</p>	<ul style="list-style-type: none"> • Course design avoided the use of pop-up screens, moving text, large images, and long headings/labels for general course content on main pages. • Content did not require excessive scrolling (especially horizontal scrolling) to view. • Images and text in main content body adjusted automatically to the width of viewer screens or were maximum 600px in length. • Smaller images that allowed content to load quickly were used to convey essential information. • Images formats were .jpg, .png, or .gif. • Text was clear, and labels were short. • Content items normally clickable with a mouse were also “tappable” with a touchpad or tablet. 	

Feedback:		
<p>8.2 Audio, video and multimedia content displayed easily on multiple platforms such as PCs, MAC, tablets, and smartphones</p>	<ul style="list-style-type: none"> • Multimedia, audio and video clips were each 15 minutes or less. • Audio/video content was in a mobile-friendly format such as MP3 or MP4 or was linked to YouTube. • Video resolution was 480x320 for phones and 640x480 for tablets. Video presets allowed for use on mobile platforms. 	
Feedback:		
<p>8.3 The number of steps users had to take in order to reach primary content was minimized.</p>	<p>Primary course content, activities, and assessments were at most two clicks away from the course landing page.</p>	
Feedback:		
<p>8.4 The visibility of content not directly applicable to student learning outcomes was minimized.</p>	<p>Supplemental resources and optional content were clearly labeled as such and placed at the bottom of course pages.</p>	
Feedback:		

REFERENCES

- Alma Mintu-Wimsatt, A., Kernek, C., & Lozada, H. (march 2010). Netiquette: Make it Part of Your Syllabus. *Journal of Online Learning and Teaching*,6(1). Retrieved August 21, 2018, from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm
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- Quality Online Learning and Teaching (QOLT) Evaluation* [Evaluation Instrument]. (2015, January 1). Northridge, California.