

Online Course: _____

Course Reviewer: _____

Date of Review: _____

1. COURSE OVERVIEW

Overall design of the course should enhance student learning. "...the course structure and the interface design can have an impact on student satisfaction and learning..." (Moore, 2002).

Standard	Yes	No	Note
**1a. Navigational instructions are one of the first topics the student discovers online			
**1b. Minimum technology requirements, minimum student skills, and if applicable, prerequisite and advisory knowledge in the discipline are clearly stated			
**1c. A statement introduces the students to the course and to online learning			
**1d. Netiquette expectations with regard to discussions and e-mail communications are clearly stated			
**1e. Instructor's self-introduction is present and includes e-mail address, office phone number, and office hours			
**1f. Current assignments are clearly identified			

Comments and recommendations: The following comments and recommendations by the reviewer/review team are designed to assist in further developing the online site.

2. LEARNING OBJECTIVES (Student Learning Outcomes)

Learning objectives provide students with a guideline to the expected outcomes of a successful participant and are clearly defined and explained.

Standard	Yes	No	Note
**2a. Learning objectives of the course are clearly stated, understandable to students, and are measurable			
**2b. Course description and course objectives are taken from the approved course outline of record			

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3. ASSESSMENTS AND MEASUREMENTS

Assessment strategies should be established to measure effective learning and assess student progress related to learning objectives and be inclusive of diverse learning styles.

Standard	Yes	No	Note
**3a. Types of assessments selected measure the stated learning objectives and are consistent with course activities and resources			
**3b. Grading policy is clearly stated			
**3c. Various assessment methods are used to measure content knowledge and skill development			
**3d. Types of assessments selected and the methods used for submitting assessments are appropriate for the online learning environment			
3e. Formative assessments such as “self-check” and peer feedback opportunities are provided for quick student feedback			
3f. Policies and conventions for completing assignments and exams are clearly stated			
3g. Students are notified about their responsibility to maintain Internet connection during timed exams and quizzes			

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4. RESOURCES AND MATERIALS

Instructional materials should be sufficiently comprehensive to achieve stated objectives and learning outcomes.

Standard	Yes	No	Note
4a. Instructional materials support the stated learning objectives and demonstrate both breadth and depth of course content			
**4b. Instructional materials are presented in a format appropriate to the online environment and are accessible to and usable by all students			
**4c. Instructional materials, including support materials such as manuals, videos, CD ROMs, DVDs, and computer software, complement instruction			
**4d. All resources and materials used in the online course are appropriately cited			

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5. LEARNER INTERACTION

Effective design should encourage instructor-student interaction and meaningful student collaboration.

Standard	Yes	No	Note
**5a. Learning activities promote the achievement of stated objectives and learning outcomes			
**5b. Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction			
**5c. Clear standards are set outlining instructor response times and availability (turn-around time for email, grades posted, etc.)			
**5d. The requirements for course interaction are stated			
**5e. Course design encourages the instructor to be present, active, and engaged with the students			
5f. Student introductions are integrated into the course design			

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6. COURSE TECHNOLOGY

Effective use of technology should enrich instruction and foster learner interactivity.

Standard	Yes	No	Note
6a. Tools and media support the learning objectives of the course and are integrated with texts and lesson assignments			
**6b. Tools and media enhance student interactivity and encourage students to become more active learners			
**6c. Technologies required for this course are either provided or easily downloaded			
**6d. Instructions on how to access resources at a distance are sufficient and easy to understand			
**6e. Course technologies take into account existing economies and efficiencies of delivery			

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7. LEARNER SUPPORT

Courses should be effectively supported for students through fully accessible modes of delivery, resources, and student support.

Standard	Yes	No	Note
**7a. Technical support options are clearly identified			
**7b. Instructions are provided that articulate or link to tutorials and resources which answer basic questions related to research, writing, technology, or other factors that relate to information competency			
7c. Course instructions articulate or link to information about being an online learner, course specific resources, and resources supporting course content			
7d. Campus computer lab hours and access requirements are clearly stated			New

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8. ACCESSIBILITY

Course should be accessible to all students.

Standard	Yes	No	Note
**8a. Course acknowledges the importance of Section 508 requirements			
8b. Web pages provide equivalent alternatives to auditory and visual content			
8c. Web pages have links that are self-describing and meaningful			
**8d. Course demonstrates sensitivity to both physical and contextual readability issues			
**8e. Graphics, banners, and pictures are optimized for speedy display and include alternative text			
8f. Captioned text is available when streaming audio and video are used			
8g. Use of blinking objects, scrolling objects, and pop ups are avoided unless it is germane to the topic or lesson			
8h. If color is an essential element for the identification of a button or link, the item provides an alternate method for identification (e.g. asterisks)			
8i. Buttons and check boxes are labeled			
8j. Headings are used to assist in navigation			
8k. When using electronic forms, form fields are labeled			
8l. San-serif fonts, such as Arial, Impact, and Tahoma are used			
8m. Link provided to report any difficulties experienced using the Web site			

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** indicates standard is required for each course.
 Guidelines for Designing an Online Course.doc

Material adapted from the following sources:

“Pre-Launch Course Review – CID,” [Walden University](#), 2/22/04.

“Quality Matters: Inter-Institutional Quality Assurance in Online Learning,” [Eastern Shore Association of Colleges](#), FY 05/06.

“Rubric for Online Instruction,” [California State University, Chico](#), 2003.

Van Duzer, Joan, “Instruction Design Tips for Online Learning,” 2002.

Moore, J., Downing, R., York, D. (2002). Organizing instructional content for web-based courses: Does a single model exist? *The Quarterly Review of Distance Education*, 3(3), 269-281.

Suggested readings or articles of interest:

Section 508. [Http://www.section508.gov](http://www.section508.gov)

Principles of Online Design. [Http://www.fgcu.edu/online/design/index.html](http://www.fgcu.edu/online/design/index.html)