

Southern University and A&M College Online Course Review Form

Adapted from Quality Matters Rubric Sixth Edition

Course Reviewer: _____ Course Name and #: _____ Date: _____

| Quality Matters Rubric Standards | Met/Not Met | Corrections Needed |
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| Course Overview and Introduction | | |
| 1.1 Instructions make clear how to get started and where to find various course components. | | |
| 1.2 Learners are introduced to the purpose and structure of the course. | | |
| 1.3 Communication expectations for online discussions, email, and other forms of interactions are clearly stated. | | |
| 1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided. | | |
| 1.5 Minimum technology requirements are clearly stated, and information on how to obtain the technologies is provided. | | |
| 1.6 Computer and digital information literacy skills expected of the learner are clearly stated. | | |
| 1.7 Expectations for prerequisites knowledge in the discipline and/or required competencies are clearly stated. | | |
| 1.8 The self-introduction by the instructor is professional and is available online. | | |
| 1.9 Learners are asked to introduce themselves to the class. | | |
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| Learning Objectives (Competencies) | | |
| 2.1 Course learning objectives describe outcomes that are measurable. | | |
| 2.2 The student learning outcomes are measurable and consistent with course level objectives. | | |
| 2.3 Learning objectives stated clearly and written from the learner's perspective. | | |
| 2.4 The relationship between learning objectives and learning activities is clearly stated. | | |
| 2.5 Learning objectives suited to level of course. | | |
| * Learners are introduced to the purpose and structure of the course. | | |
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| Assessment and Measurement | | |
| 3.1 Assessments measure the achievement of the stated learning objectives. | | |
| 3.2 Grading policy clearly stated at beginning of course. | | |
| 3.3 Specific and descriptive criteria provided for evaluation of learners' work, and connection to grading policy clearly explained. | | |
| 3.4 Assessments used are sequenced, varied, and suited to the level of the course. | | |
| 3.5 Learners provided multiple opportunities to track learning progress with timely feedback. | | |
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| Instructional Materials | | |
| 4.1 Instructional materials contribute to the achievement of stated learning objectives. | | |
| 4.2 Relationship between the use instructional materials and completing learning activities is clearly explained. | | |
| 4.3 Course models academic integrity expected by learners by providing both source references and permissions for use of instructional materials. | Met/Not Met | Corrections Needed |
| 4.4 Instructional materials represent up-to-date theory and practice in the discipline. | | |
| 4.5 Course tools promote learner engagement and active learning. | | |
| * A variety of instructional materials are used in the course. | | |
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| Learning Activities and Learner Interaction | | |
| 5.1 Learning activities promote achievement of the stated learning objectives. | | |
| 5.2 Learning activities provide opportunities for interaction that support active learning. | | |
| 5.3 Instructor's plan for interacting with learners during the course is clearly stated. | | |
| 5.4 Requirements for learner interaction are clearly stated. | | |
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| Course Technology | | |
| 6.1 The tools used in the course support the learning objectives or competencies. | | |
| 6.2 Course tools promote learner engagement and active learning. | | |
| 6.3 A variety technology is used in the course. | | |
| 6.4 The course provides learners with information on protecting their data and privacy. | | |
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| Learner Support | | |
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. | | |
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services. | | |
| 7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course. | | |
| 7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed. | | |
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| Accessibility and Usability | | |
| 8.1 Course navigation facilitates ease of use. | | |
| 8.2 The course design facilitates readability. | | |
| 8.3 The course provides accessible text and images in files, documents, LMS, and web pages to meet the needs of diverse learners. | | |

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| 8.4 Course provides alternative means to access to multimedia content in formats that meet the needs of diverse learners. | | |
| 8.5 Course multimedia facilitate ease of use. | | |
| 8.6 Vendor accessibility statements are provided for all technologies required in the course. | | |