

CSUSB Quality Online Teaching Program
Course Review Instrument

This review instrument is based on the CSU Quality Learning and Teaching (QLT) rubric 3rd Edition's core 24 QLT objectives. A QOTP course must meet all 24 objectives in order to be considered completed.

Section 1: Course Overview and Introduction

- 1.1 The 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 other course materials.
- 1.2 Detailed instructor information is available to students and includes multiple and preferred formats for being contacted by students, availability information, brief biographical information including pronouns, and a picture of or video from the instructor.
- 1.3 Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.
- 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.

Section 2: Student Learning & Assessment

- 2.1 All Student Learning Objectives/Outcomes (SLOs) are specific, well-defined, and measurable.
- 2.2 Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.
- 2.3 The learning activities (including the assignments and ungraded activities) must align to the course or module SLOs and promote or reference the specific SLO to be achieved.
- 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.
- 2.5 Throughout the semester, the instructor provides multiple opportunities to give feedback on students' learning and to help students "self-check" their learning.

Section 3: Instructional Materials and Resources Utilized

- 3.3 The instructor articulates the purpose of all materials as to how they are related to the course and module learning objectives.
- 3.4 There is a variety of instructional materials that include diverse perspectives.
- 3.5 There is a variety of instructional material types that lead to more UDL/access and student engagement, while not overly relying on one content type such as text.

Section 4: Student Interaction and Community

- 4.1 At the beginning of the course, the instructor provides an opportunity to have students self-introduce themselves to develop a sense of community.
- 4.3 Navigation throughout the online components of the course is logical, consistent, and efficient.
- 4.4 Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement.

Section 5: Facilitation and Instruction

- 5.3 The instructor presents the course material and concepts in an orderly, effective and engaging manner.
- 5.8 The instructor provides reminders of due dates and duration of respective modules, as well as other instructions and scaffolding strategies to support student learning.

Section 6: Technology for Teaching and Learning

- 6.1 The tools and media facilitate the achievement of course learning objectives/outcomes.
- 6.2 Technological tools and resources used in the course enable student engagement and active learning.
- 6.5 The media used in the course exhibits adequate visual and/or sound quality and promotes ease of use for the learner.

Section 7: Learner Support and Resources

- 7.2 The course syllabus and LMS include links with clear explanations of the types of technical support that include the day and hours of availability and location/ways students may access the supports.
- 7.3 Course syllabus and LMS include links with descriptions to campus academic support services and resources available to support students in achieving their educational goals.

Section 8: Accessibility and Universal Design

- 8.2 The Syllabus must include links to the campus' disability support services resources and policy related to the accessibility of courses and/or instructional materials and may be included in the LMS whether it is required or recommended by the institution. Students can clearly ascertain the role of the instructor in providing support for those officially registered with the campus disability support services office.
- 8.3 Course design, documents, and learning materials created by the instructor or from external sources are in formats that are accessible to students using assistive technologies. A "met" score does not imply that all materials are fully accessible to all students, but that 85% or more of the materials meet general standards for accessibility.