



# Peer Review Online Course Development

MTSU Online, University College

## Course Information

Course ID and Title:
Course Designer Name:
Delivery Semester:

## Course Designer (Self-evaluation Instructions)

The “Course Designer Evaluation” column describes the components to be developed and posted within D2L in order for the course to be recommended for approval. **Under each topic, place a checkmark beside each item that is present. Use the “Course Designer Comments” column to state where each component is located (e.g. Announcements, Syllabus, etc.), to elaborate on course design, and to explain the absence of course components.**

If students are required to review or complete work housed in a third-party vendor or e-publisher website, please provide access instructions for your Online Faculty Mentor in order for the peer review to be completed.

**Email the completed form** to your assigned Online Faculty Mentor (OFM). The Peer Review is then conducted and shared with you to provide an opportunity to make recommended changes. Please contact your assigned OFM if you have questions regarding this form or the process.

## Peer Review Summary

*(OFM use only)*

### Is this course recommended for delivery?

- ☐ Yes
- ☐ Yes – with minor modification (additional review not required)
- ☐ Yes – with minor modification (additional review required)
- ☐ No – Major modification and/or clarification recommended--additional review required.

### e-Publisher/Third-Party Vendor Course Content

If students are required to review or complete work in these sites, please provide the following information.

1. Describe the incorporation of this material.
2. Is a contract in place for interface with D2L?
3. Were you provided access in order to review the content?
4. Does the content meet current accessibility guidelines?

### Other Comments:

**OFM Signature:**

**Review Date:**

## 1. COURSE DESIGN AND ORGANIZATION

Course Designer Evaluation	Course Designer Comments	OFM Evaluation	OFM Comments (items to complete for approval)
<b>Course Home Page</b> <input type="checkbox"/> Instructor name <input type="checkbox"/> Link to instructor contact information <input type="checkbox"/> Course ID and title <input type="checkbox"/> Welcome statement <input type="checkbox"/> Announcements <input type="checkbox"/> Instructions to begin course <input type="checkbox"/> Link to assignment due dates		<b>Course Home Page</b> <input type="checkbox"/> Instructor name <input type="checkbox"/> Link to instructor contact information <input type="checkbox"/> Course ID and title <input type="checkbox"/> Welcome statement <input type="checkbox"/> Announcements <input type="checkbox"/> Instructions to begin course <input type="checkbox"/> Link to assignment due dates	

<p><b>Course Content Overview</b></p> <p>( ) Course Description include type of distance course - online, hybrid, full-term, accelerated, synchronous online</p> <p>( ) Directions for beginning the course</p> <p>( ) The D2L Tutorial (<a href="http://www.mtsu.edu/online/gotoclass.php">http://www.mtsu.edu/online/gotoclass.php</a>) is listed on the content page</p> <p>( ) Online Course Readiness <a href="#">Quiz</a> is linked on content page <a href="http://www.mtsu.edu/online/online-readiness.php">http://www.mtsu.edu/online/online-readiness.php</a></p> <p>( ) Instructor Contact Information</p> <p><b>Syllabus</b></p> <p>( ) MTSU template is used</p> <p>( ) Syllabus is in printable PDF or HTML format</p> <p><b>Assignment Information</b></p> <p>( ) Assignment descriptions</p> <p>( ) Assignment requirements</p> <p>( ) Links to resources</p> <p>( ) Links to discussion forums from assignments</p> <p>( ) Links to quizzes/exams from assignments</p> <p><b>Course Materials</b></p> <p>( ) Materials required to complete the course are in D2L (if vendor sites are not available)</p>		<p><b>Course Content Overview</b></p> <p>( ) Course Description include type of distance course - online, hybrid, full-term, accelerated, synchronous online</p> <p>( ) Directions for beginning the course</p> <p>( ) The D2L Tutorial (<a href="http://www.mtsu.edu/online/gotoclass.php">http://www.mtsu.edu/online/gotoclass.php</a>) is listed on the content page</p> <p>( ) Online Course Readiness <a href="#">Quiz</a> is linked on content page <a href="http://www.mtsu.edu/online/online-readiness.php">http://www.mtsu.edu/online/online-readiness.php</a></p> <p>( ) Instructor Contact Information</p> <p><b>Syllabus</b></p> <p>( ) MTSU template is used</p> <p>( ) Syllabus is in printable PDF or HTML format</p> <p><b>Assignment Information</b></p> <p>( ) Assignment descriptions</p> <p>( ) Assignment requirements</p> <p>( ) Links to resources</p> <p>( ) Links to discussion forums from assignments</p> <p>( ) Links to quizzes/exams from assignments</p> <p><b>Course Materials</b></p> <p>( ) Materials required to complete the course are in D2L (if vendor sites are not available)</p>	
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<p><b>Copyright</b>  <input type="checkbox"/> Permission obtained for use of <a href="#">copyrighted materials</a> that exceed fair use</p> <p><b>Goals and Objectives</b>  <input type="checkbox"/> Clearly stated in the syllabus</p> <p><b>Learning Outcomes</b>  <input type="checkbox"/> Are stated in each learning unit</p> <p><b>Design and Navigation</b>  <input type="checkbox"/> Design is consistent in appearance and organization  <input type="checkbox"/> Content is organized into modules  <input type="checkbox"/> Related content is organized together  <input type="checkbox"/> Course is easily navigated  <input type="checkbox"/> Discussion topics are established and are linked from assignments  <input type="checkbox"/> Consistent terminology is used for gradebook items, assignments, and assessments  <input type="checkbox"/> Correct grammar is used throughout the course  <input type="checkbox"/> All files are in HTML or accessible format  <input type="checkbox"/> Course files reside in D2L</p>		<p><b>Copyright</b>  <input type="checkbox"/> Permission obtained for use of copyrighted materials that exceed fair use</p> <p><b>Goals and Objectives</b>  <input type="checkbox"/> Clearly stated in the syllabus</p> <p><b>Learning Outcomes</b>  <input type="checkbox"/> Are stated in each learning unit</p> <p><b>Design and Navigation</b>  <input type="checkbox"/> Design is consistent in appearance and organization  <input type="checkbox"/> Content is organized into modules  <input type="checkbox"/> Related content is organized together  <input type="checkbox"/> Course is easily navigated  <input type="checkbox"/> Gradebook established  <input type="checkbox"/> Discussion topics are established and are linked from assignments  <input type="checkbox"/> Consistent terminology is used for gradebook items, assignments, and assessments  <input type="checkbox"/> Correct grammar is used throughout the course  <input type="checkbox"/> All files are in HTML or accessible format  <input type="checkbox"/> Course files reside in D2L</p>	
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## 2. STUDENT RESOURCES AND SUPPORT SERVICES

Course Designer Evaluation	Course Designer Comments	OFM Evaluation	OFM Comments (items to complete for approval)
<input type="checkbox"/> MTSU syllabus template is used (includes resources for distance students) <input type="checkbox"/> Discussion forum dedicated to technical issues is included <input type="checkbox"/> Resources needed to successfully complete the course, including links to software <input type="checkbox"/> Orientation information is provided, if required		<input type="checkbox"/> MTSU syllabus template is used (includes resources for distance students) <input type="checkbox"/> Discussion forum dedicated to technical issues is included <input type="checkbox"/> Resources needed to successfully complete the course, including links to software <input type="checkbox"/> Orientation information is provided, if required	

### 3. Engagement

Course Designer Evaluation	Course Designer Comments	OFM Evaluation	OFM Comments (items to complete for approval)
<b>Engagement/Interaction</b> <input type="checkbox"/> Expectations for interaction are clearly stated <input type="checkbox"/> Opportunities for students to get to know instructor are provided via introductions and discussion boards <input type="checkbox"/> A sense of community is established via discussion board topics and announcements  Multiple opportunities exist for interaction, communication and collaboration through (check those that apply): <input type="checkbox"/> Email <input type="checkbox"/> Discussion <input type="checkbox"/> Chat <input type="checkbox"/> Virtual Office Hours		<b>Engagement/Interaction</b> <input type="checkbox"/> Expectations for interaction are clearly stated <input type="checkbox"/> Opportunities for students to get to know instructor are provided via introductions and discussion boards <input type="checkbox"/> A sense of community is established via discussion board topics and announcements  Multiple opportunities exist for interaction, communication and collaboration through (check those that apply): <input type="checkbox"/> Email <input type="checkbox"/> Discussion <input type="checkbox"/> Chat <input type="checkbox"/> Virtual Office Hours	

<input type="checkbox"/> Other (please explain) <b>Learning Styles</b> <input type="checkbox"/> Multiple learning styles are accommodated to assess student mastery of content <input type="checkbox"/> Print text is provided <input type="checkbox"/> Audiovisual content (video, PowerPoint, charts, graphs, pictures) is provided <input type="checkbox"/> Skills practice is included <input type="checkbox"/> Interactive content (groups, tutorials, discussion, group projects) is included <b>Student Input</b> <input type="checkbox"/> Feedback on content input and access are clearly solicited on syllabus or other format.		<input type="checkbox"/> Other (please explain) <b>Learning Styles</b> <input type="checkbox"/> Multiple learning styles are accommodated to assess student mastery of content <input type="checkbox"/> Print text is provided <input type="checkbox"/> Audiovisual content (video, PowerPoint, charts, graphs, pictures) is provided <input type="checkbox"/> Skills practice is included. <input type="checkbox"/> Interactive content (groups, tutorials, discussion, group projects) is included <b>Student Input</b> <input type="checkbox"/> Feedback on content input and access are clearly solicited on syllabus or other format.	
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## 4. ASSESSMENT AND EVALUATION

Course Designer Evaluation	Course Designer Comments	OFM Evaluation	OFM Comments (items to complete for approval)
<b>Assessment Strategies</b> (Multiple assessment strategies exist to measure knowledge of course content and skills) <input type="checkbox"/> Quizzes <input type="checkbox"/> Exams <input type="checkbox"/> Discussion posts <input type="checkbox"/> Written assignment <input type="checkbox"/> Rubrics <input type="checkbox"/> Other (please explain) <input type="checkbox"/> Grading and feedback policy is clearly stated <input type="checkbox"/> Criteria for assessment of assignments are clear via assignment instructions (rubrics?) <b>Grade Book</b> (in compliance with FERPA) <input type="checkbox"/> Gradebook established in D2L to report grades <b>Self-assessment and Peer Feedback</b> <input type="checkbox"/> At least one opportunity available and clearly defined in the syllabus or other format		<b>Assessment Strategies</b> (Multiple assessment strategies exist to measure knowledge of course content and skills) <input type="checkbox"/> Quizzes <input type="checkbox"/> Exams <input type="checkbox"/> Discussion posts <input type="checkbox"/> Written assignment <input type="checkbox"/> Rubrics <input type="checkbox"/> Other (please explain) <input type="checkbox"/> Grading and feedback policy is clearly stated <input type="checkbox"/> Criteria for assessment of assignments are clear via assignment instructions (rubrics?) <b>Grade Book</b> (in compliance with FERPA) <input type="checkbox"/> Gradebook established in D2L to report grades <b>Self-assessment and Peer Feedback</b> <input type="checkbox"/> At least one opportunity available and clearly defined in the syllabus or other format	

## 5. TECHNOLOGY USED IN THE COURSE

Course Designer Evaluation	Course Designer Comments	OFM Evaluation	OFM Comments (items to complete for approval)
<p><b>Technology</b> <i>to enhance student learning as appropriate)</i></p> <p>( ) D2L email required/instructions for its use are included</p> <p>( ) Frequently used technology tools are easily accessed/those not used are removed from the menu</p> <p>( ) Technology use and privacy policy is provided</p> <p>( ) All technology tools meet accessibility standards</p> <p>( ) Discussion board instructions are provided</p> <p>( ) Web resources are clearly linked</p> <p><b>Third-party Vendor/ePublisher Content</b></p> <p>( ) A contract is in place to interface third-party vendor/ePublisher sites with D2L</p> <p><b>Instructions are provided for:</b></p> <p>( ) access to vendor site</p> <p>( ) completion of assignments</p> <p>( ) browser information</p> <p>( ) Students are informed about microphone, webcam requirements</p> <p>( ) Instructions are provided for D2L access on mobile devices</p>		<p><b>Technology</b> <i>to enhance student learning as appropriate)</i></p> <p>( ) D2L email required/instructions for its use are included</p> <p>( ) Frequently used technology tools are easily accessed/those not used are removed from the menu</p> <p>( ) Technology use and privacy policy is provided</p> <p>( ) All technology tools meet accessibility standards</p> <p>( ) Discussion board instructions are provided</p> <p>( ) Web resources are clearly linked</p> <p><b>Third-party Vendor/ePublisher Content</b></p> <p>( ) A contract is in place to interface third-party vendor/ePublisher sites with D2L</p> <p><b>Instructions are provided for:</b></p> <p>( ) access to vendor site</p> <p>( ) completion of assignments</p> <p>( ) browser information</p> <p>( ) Students are informed about microphone, webcam requirements</p> <p>( ) Instructions are provided for D2L access on mobile devices</p>	

6. ACCESSIBILITY			
Course Designer Evaluation	Course Designer Comments	OFM Evaluation	OFM Comments (items to complete for approval)
<input type="checkbox"/> MTSU policy regarding ADA requirements, including providing accommodation, is included in the syllabus (Template states this) <input type="checkbox"/> Renderable/Accessible Content <input type="checkbox"/> Heading Structure <input type="checkbox"/> Text colors limited to two or three <input type="checkbox"/> Colors provide adequate contrast <input type="checkbox"/> Moving/blinking text not used <input type="checkbox"/> All links have informative titles-no links are titled “click here.” <input type="checkbox"/> Alt tags or long descriptions used for images and non-text items <input type="checkbox"/> Word docs and PDF identified in the link title <input type="checkbox"/> Links to outside content open in new windows <input type="checkbox"/> Text, graphics and images are understood without color		<input type="checkbox"/> MTSU policy regarding ADA requirements, including providing accommodation, is included in the syllabus (Template states this) <input type="checkbox"/> Renderable/Accessible Content <input type="checkbox"/> Heading Structure <input type="checkbox"/> Text colors limited to two or three <input type="checkbox"/> Colors provide adequate contrast <input type="checkbox"/> Moving/blinking text not used <input type="checkbox"/> All links have informative titles-no links are titled “click here.” <input type="checkbox"/> Alt tags or long descriptions used for images and non-text items <input type="checkbox"/> Word docs and PDF identified in the link title <input type="checkbox"/> Links to outside content open in new windows <input type="checkbox"/> Text, graphics and images are understood without color	

*Rubric Adapted from: Rubric for Online Instruction, CSU, Chico, Copyright 2003 / Revised 2009*

*Work done by the MTSU Online Course Evaluation Committee*

*Regents Online Degree Program Course Requirements*

*SREB Criteria for Evaluation Online Courses*

*Revised 7.18.2018*