COURSE ID & NAME:

COURSE DEVELOPER NAME:

INSTRUCTIONAL DESIGNER:

SEMESTER OF DELIVERY:

*The Course Review Form consists of 2 parts:*

1. Self-Evaluation, performed by Course Developer
2. Comprehensive Review, performed by assigned Instructional Designer

# SELF-EVALUATION from Faculty Developer

The purpose of the self-evaluation is to reflect upon how all the elements of your course provide a quality, engaging student experience. In the spaces provided, please give a brief explanation (3-4 sentences) of how your course meets each of the eight benchmarks.

1. **Course Overview & Introduction**
2. **Course Objectives/Student Learning Outcomes**
3. **Assessment & Measurement**
4. **Module/Unit Introductions & Instructional Materials**
5. **Learning Activities & Interaction**
6. **Learner Support**
7. **Accessibility & Usability**
8. **Course Technology**

# Comprehensive Review from Instructional Designer

The purpose of this document is threefold: 1) to aid department chairs during the course approval process, 2) if needed, to aid in assessments of online courses/programs at State and Federal levels, 3) to help identify exemplary courses that could be used for future MTSU faculty development fairs/showcases in which MTSU Online participates.

Once course development and design are completed, the assigned Instructional Designer performs a final review of the course against each of the eight quality categories before moving forward to the department chair. Each category will be rated as Needs Improvement (NI), Adequate (ADQ), or Exemplary (EXM). Justification will be provided for the rating given with evidence originating from course mapping documents, the D2L Master Course, and the developer’s self-evaluation. Once the final meeting between the developer and Instructional Designer has been completed, this document will be sent to our MTSU Online Faculty Coordinator as evidence that the course is ready for department chair review and approval.

| **CATEGORY** | **NI** | **ADQ** | **EXM** | **Comments** |
| --- | --- | --- | --- | --- |
| **1. Course Overview & Introduction:**The student is welcomed to the course upon entering (homepage). The welcome includes the course purpose/description, expectations for communication, including methods and availability, and a link to the syllabus. Students are directed where/how to start in the course. There is an introductory course discussion and faculty photo with short bio so community building can begin. |  |  |  |  |
| **2. Course Objectives/Student Learning Outcomes***Course objectives are often already approved and cannot be changed.* Module/unit student Learning Outcomes are easily found, appropriate to the course level, are written without unnecessary jargon, measurable, and connect to the course objectives. |  |  |  |  |
| **3. Assessment & Measurement**The grading policy is clearly written and includes feedback/late policies (usually in syllabus); Instructions are included for each assessment and are written in plain language; all necessary supporting materials to complete assignments are provided. Rubrics are included. |  |  |  |  |
| **4. Module/Unit Introductions & Instructional Materials**An introduction is provided to students for each module/unit; the instructional materials provided are for the purpose of achieving stated course objectives/student learning outcomes; instructional materials represent a variety of types and are up to date |  |  |  |  |
| **5. Learning Activities & Interaction**Student activities correlate to the course objectives/student learning outcomes; Students have opportunities for self-assessment such as pre-tests, reflection, etc.; Activities promote peer-to-peer engagement and faculty-student interaction; guidelines for student interaction are visible and written clearly; there is course discussion board for students to ask questions |  |  |  |  |
| **6. Learner Support**Student supports are easily found in the course; contact information for D2L & other technical supports is provided; links/contacts to various student support services are included, such as tutoring, library, writing center, advising, and counseling, police, and disability access center offices. |  |  |  |  |
| **7. Accessibility/Usability**Course navigation is logical and straightforward for the student; consistent design is used from beginning to end; colors and fonts used meet accessibility guidelines; videos/audios are captioned, or transcripts provided; alt-text is used for images/graphs/symbols; hyperlinks are descriptive; documents use headings and are easily read by screen readers; third-party content is integrated (as applicable). |  |  |  |  |
| **8. Course Technology**Course tools used support the objectives for the course and promote learner engagement. |  |  |  |  |
| **Review Complete**Any course content discrepancies/concerns have been addressed by the Developer and Instructional Designer. The course is ready for Department Chair Review & Approval. |  |  |  | ID:DATE: |

## Any Additional Comments: