# **Quality Standards for Online Courses (QSOC) Review Instrument**

Instructor:

Course:

Date:

Reviewer:

|  |  |  |  |
| --- | --- | --- | --- |
| **Needs**  **Improvement** | **Course Overview, Introduction, and Student Resources** | **Met** | **Evidence Met/**  **Suggestions for Improvement** |
|  | 1. Clear guidance is included on how to get started with the course. |  |  |
|  | 1. A detailed syllabus is easily located within the course. |  |  |
|  | 1. The syllabus clearly outlines academic integrity expectations. |  |  |
|  | 1. Minimum technology requirements are clearly stated. |  |  |
|  | 1. Information on technical support offered and how to obtain the support is included. |  |  |
|  | 1. Course and institutional policies are clearly stated. |  |  |
|  | 1. The grading scale and policy are clearly stated. |  |  |
|  | 1. Information on academic and student support resources that are available to students is included. |  |  |
|  | 1. Information on how students obtain disability related accommodations is included. |  |  |
|  | 1. The self-introduction by the instructor is included. |  |  |
|  | 1. Students are asked to introduce themselves to the class. |  |  |
|  | 1. Accessibility policies or statements are included (or linked) for all technologies. |  |  |
|  | 1. Privacy policies or statements are included (or linked) for all technologies. |  |  |
| **Needs Improvement** | **Course Interactions** | **Met** | **Evidence Met/**  **Suggestions for Improvement** |
|  | 1. Expected expectations of student-instructor, student-content, and student-student interactions are clearly stated. |  |  |
|  | 1. Communication and feedback turnaround time is clearly specified. |  |  |
|  | 1. Information on communicating with the instructor is provided to students. |  |  |
| **Needs Improvement** | **Instructional Design** | **Met** | **Evidence Met/**  **Suggestions for Improvement** |
|  | 1. The course is organized in modules. |  |  |
|  | 1. Course learning outcomes are measurable and clear. |  |  |
|  | 1. Module learning objectives are measurable, clear, and consistent with the course learning outcomes. |  |  |
|  | 1. Instructional materials, assessments, and activities contribute to the achievement of learning outcomes and objectives. |  |  |
|  | 1. Assignments include instructions and grading criteria (e.g., detailed checklist, rubric, other evaluation instrument). |  |  |
|  | 1. Course modules include introductory information (e.g., module overview, to-do list) on how students navigate through the module. |  |  |
|  | 1. An appropriate range of active learning techniques is included. |  |  |
|  | 1. Appropriate technology tools are used to facilitate learning. |  |  |
| **Needs Improvement** | **Instructional Materials** | **Met** | **Evidence Met/**  **Suggestions for Improvement** |
|  | 1. Posted resources and materials are appropriately cited and comply with copyright laws. |  |  |
|  | 1. Instructional videos are viewable and organized in short segments. |  |  |
|  | 1. Resources and materials used are relevant and current. |  |  |
| **Needs Improvement** | **Accessibility and Usability** | **Met** | **Evidence Met/**  **Suggestions for Improvement** |
|  | 1. The course structure is consistent, intuitive, and easy to navigate. |  |  |
|  | 1. Optical Character Recognition (OCR) is performed on scanned PDF files. |  |  |
|  | 1. Posted files (Word, Excel, PowerPoint, etc.) are accessible and usable by screen readers. |  |  |
|  | 1. Videos are accurately captioned and/or accompanied by a transcript (if the video cannot be captioned). |  |  |
|  | 1. Audio files are accompanied by an accurate transcript. |  |  |