

Faculty Center for Teaching and Learning

Online Course Evaluation Rubric and Peer Review Process

Purpose:

The Faculty Center for Teaching and Learning has developed *Course Development Guidelines* and a peer review process to provide faculty with recommendations on what a high quality course looks like and constructive feedback on the design and instruction of their online course. The *Course Evaluation Rubric* represents adult learning research and national standards such as those established by the *Quality Matters Program™* for the delivery of quality online and blended courses. This rubric is intended as an adaptable tool for reviewing the various components of an online course. Expected benefits are:

- Constructive feedback regarding course design and effectiveness
- A process for instructional improvement
- Faculty growth in the areas of teaching with technology
- Opportunities for faculty collaboration through peer interaction and learning communities

Rubric Overview:

- 1) Course Information page
 - This page includes general information about the course and the overall evaluation score
- 2) Section evaluation pages
 - The rubric contains eight sections related to the evaluation of course design and online instruction
 - I. Course Overview and Introduction
 - II. Learning Objectives and Competencies
 - III. Instructional Materials and Resources
 - IV. Student Collaboration and Engagement
 - V. Student Assessment Strategies and Measurements
 - VI. Course Technology and Media Value
 - VII. Student Support
 - VIII. Universal Design for Learning and Accessibility
- 3) Peer Review Observation pages
 - Each section of the rubric contains an observation page that includes faculty developer notes, comments regarding strengths of the course and recommendations for improvement.

Peer Review Process:

1. Faculty may request a peer review through the FCTL or participate as a part of the Digital Professor Academy
2. The FCTL
 - The faculty developer is always welcome to meet with an *Instructional Designer* prior to participating in the peer review process
3. The faculty developer
 - Faculty developers are encouraged to use the rubric as a self-assessment
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Course Information Page

Faculty Developer	
Course Name including course ID and section	
Semester to be taught	
Peer Reviewer	
Review completion date	

Pre-review questions:

What is the delivery method of this course face-to-face, totally online, or blended?	
How many students are enrolled?	
Is this course part of an online degree?	
If the course is totally online, have students already had experience taking online courses?	
Are there any external tools or software used in delivering this course? If so are they linked from within the course? (i.e., Adobe Connect, MediaSite, survey tools, other software or tools?)	

Overall Course Evaluation Score:

There is a total of 66 points possible in this evaluation. A score of 56 – 66 should be met to accomplish the development guideline expectations outlined in this document. The overall course evaluation score is calculated below.

Overall Course Evaluation Score: _____

Any summary comments can be provided below:

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Section I: Course Overview and Introduction						
For the purpose of these guidelines and rubric the course overview and introduction refers to the information and resources provided to students about the course, what will be required of students to successfully complete the course, and what they can expect of you the instructor. Most of the criteria found in this section is equally applicable for online, blended, and the traditional classroom.						
Component	Criteria	3	2	1	0	Peer Review
		Exemplary	Acceptable	Needs Attention	Not Evident	
Course Introduction (Welcome and/or Getting Started)	<i>Provide a clear starting point for the course and establish student and instructor expectations for the course.</i>	A course introduction or Getting Started module provides course welcome. Student and instructor expectations are clearly stated including benefits of an online format. Provides instructions on how to get started and an overview of the course structure. Minimum technical skills are clearly stated including information on where to find technical help.	Welcome from the instructor provides instructions on how to get started including an overview of the course structure. Basic technical information is provided including where to go for technical help.	Welcome from the instructor provides overview of the course structure and how to get started.	Does not explain how to use the course or what will be expected of students.	
Course and University policies (Syllabus Information)	<i>Course and University policies are clearly stated and available to students.</i>	Course policies and grading policies are included in the syllabus information and are clearly written and identified or indexed making it easy for students to find. Course policies include student success expectations regarding participation, decorum, and netiquette. Links are included to current university academic policies (i.e., Academic Integrity & Change of Schedule policy) and services such as the library or other academic centers.	Course policies and grading polices are included but are not clearly identified and may require searching. Student expectations are included but may be lacking. University academic policies are referenced but may require searching to find most current policies.	Course policies are included but require searching a lengthy syllabus document to find. Student success expectations are not clearly defined and important university policies such as Academic Integrity and Change of Schedule are not included.	Course policies do not include student success expectations or links to University policies.	

<p>Faculty Information</p>	<p><i>Faculty introduction and contact information is available to students. Multiple forms of communication and response time are listed for faculty contact.</i></p>	<p>Faculty page provides an appropriate self-introduction and photo along with contact information. Email, phone, office location, chat, etc. are provided along with same day expected response time for email replies (excludes weekend).</p>	<p>Faculty page provides photo and contact information. Email and phone contact is provided along with 24 hr. expected response time (excludes weekend).</p>	<p>Faculty page does not provide a photo and limited contact information is given. Information about how to contact the instructor is limited; expected response time is 36 hr. or greater.</p>	<p>Faculty introduction and contact information is not listed. Information about how to contact the instructor and expected response time is not available.</p>	
<p>Student Introductions</p>	<p><i>Students are asked to introduce themselves to the class.</i></p>	<p>Icebreaker activity allows students to post introduction and reply or comment on other student introductions as well as other students' comments. (Threaded Discussion)</p>	<p>Icebreaker activity allows students to create introduction page and comment on other student introductions. (Blog)</p>	<p>Student introduction pages have limited interactions as students can only view or read other student introductions. (Journal)</p>	<p>An Icebreaker activity is not provided.</p>	

Section I: Peer Review Observations

Faculty Developer Notes:

Section I Evaluation Score: _____

Note: *Evaluation points of 11 -12 is required to meet these development guideline expectations.*

Comments regarding the strengths of this course:

Comments regarding recommendations for improvement:

II. Learning Objectives & Competencies						
For the purpose of these guidelines and rubric learning objectives should be incorporated into unit learning guidelines, establish measurable outcomes, and focus students on the course content. Most of the criteria found in this section is equally applicable for online, blended, and the traditional classroom.						
Component	Criteria	3	2	1	0	Peer Review
		Exemplary	Acceptable	Needs Attention	Not Evident	
Course Goals and Learning Objectives	<i>Course goals and learning objectives are available to students.</i>	Course goals are listed in the syllabus. Learning modules or units describe measurable learning outcomes that are consistent with the course goals. Learning objectives are clearly stated and written from the students' perspective.	Course goals are listed in the syllabus. Modules or Units include overall learning objectives but lack clear measurable outcomes.	Course goals and overall learning objectives are present in the course syllabus but measurable objectives are not provided for learning modules or units.	Course goals or learning objectives are not stated or measurable.	
Learner Mastery	<i>Students understand how to meet the learning objectives.</i>	Any prerequisite knowledge or competencies are clearly stated. The learning objectives are appropriate for the type and level of the course. Students are provided instructions on how to adequately meet the learning objectives and core learning skills such as written and oral communication, critical thinking, or mastery of specialized terminology and methods are clearly stated.	Prerequisite knowledge is included. The learning objectives are appropriate for the type and level of the course and students are instructed on what will be required of them. Clearly stated core learning skills may be lacking.	The learning objectives are appropriate for the type and level of the course but any prerequisite knowledge or instructions to the students as to what may be required is lacking.	It is not clear whether the learning objectives are appropriate for the type and level of the course. No such description or instructions are provided to students.	

Section II: Peer Review Observations

Faculty Developer Notes:

Section II Evaluation Score: _____

Note: *Evaluation points of 5 -6 is required to meet these development guideline expectations.*

Comments regarding the strengths of this course:

Comments regarding recommendations for improvement:

III. Instructional Materials and Resources						
For the purpose of these guidelines and rubric instructional materials and resources used in the course should contribute to the achievement of the stated learning objectives. Instructional materials and resources refer to all materials presented in the course and not just textbook resources. The role of the peer reviewer is not to evaluate content outside of their own discipline but to use common sense in determining if the instructional materials and activities support student learning. Most of the criteria found in this section is equally applicable for online, blended, and the traditional classroom.						
Component	Criteria	3 Exemplary	2 Acceptable	1 Needs Attention	0 Not Evident	Peer Review
Learning Module or Unit Construct	<i>Content is organized and logically sequenced to support learning outcomes.</i>	The course structure is easy to navigate and learning modules or units are easily identified. Modules or units are 'chunked' into manageable segments and thematically connected through a logical order that promotes progressive learning or construction of knowledge.	Course structure is somewhat intuitive but requires some exploring to determine flow of the course. Content is sequenced logically but content segments may be overly large (or possibly too small).	Course structure and flow of the course is unclear. Content is not organized or sequenced logically to support learning objectives.	Course has not been organized into any structure or content is not listed or does not appear to be complete.	
Learning Module or Unit Content	<i>Students are guided through the content in each module. Content within the learning modules demonstrate 'breadth,' 'depth,' and 'currency.'</i>	A learning guide or checklist is provided within each module to guide students. This guide instructs students on how to use the materials and clearly explains the learning activities and expectations for the activities. Instructional materials and resources are aligned to the module or unit learning objectives. The materials appear to be current and are appropriately cited demonstrating copyright clearance.	Instructional materials and resources are aligned to the module or unit learning objectives but explanations of how students should use materials are not clear. The materials appear to be current and appropriately cited demonstrating copyright clearance.	Instructional materials and resources are aligned to the module or unit learning objectives but student instructions are vague. Materials are not cited nor demonstrate copyright permission.	It is unclear how the instructional materials align to the learning objectives or how students should move through the unit. Materials are not cited nor demonstrate copyright permission.	

<p>Diversity of Instructional Materials</p>	<p><i>The presentation of the instructional materials represents a variety of learning styles.</i></p>	<p>The instructional materials create a rich learning environment providing meaningful content in a variety of ways (i.e., lecture notes, lecture capture or tutorials, outlines and organizers, multimedia) in addition to any textbook resources. Instructional materials are presented from a variety of sources and perspectives (i.e., external links, resources, articles and journals) adding breadth and depth to the course content. Suggested or optional references are provided for continued study.</p>	<p>Instructional materials are presented in a variety of ways (i.e., lecture notes, lecture capture or tutorials, outlines and organizers, multimedia) providing a rich learning environment. Lacks additional resources that may provide different views or perspectives.</p>	<p>Instructional materials relies heavily on textbook resources with limited enrichment from the instructor in terms of lecture notes, tutorials, outlines and organizers, etc.</p>	<p>Lacks diversity of instructional materials in terms of presentation and learning styles, i.e. text-based only.</p>	
<p>Student – Content Engagement</p>	<p><i>Incorporates strategies that promote student engagement within the course content.</i></p>	<p>Students are provided opportunities to contribute to the course resources becoming co-creators of their learning environment. They are encouraged to share information and examples from their own interests and experiences.</p>	<p>Students are encouraged to share information and examples from their own interests and experiences but may not be encouraged to contribute to the content.</p>	<p>Students are not encouraged to share information and examples from their own interests and experiences nor encouraged to contribute content.</p>	<p>Students do not critically discuss or collaborate on the content presented to them.</p>	

Section III: Peer Review Observations

Faculty Developer Notes:

Section III Evaluation Score: _____

Note: *Evaluation points of 11 -12 is required to meet these development guideline expectations.*

Comments regarding the strengths of this course:

Comments regarding recommendations for improvement:

IV. Student Collaboration and Engagement						
For the purpose of these guidelines and rubric student collaboration and engagement is defined as the meaningful interaction between the instructor and students and the fostering of collaborative learning among students. Depending on the discipline and level of the course, not all courses will require the same type and frequency of student interaction. The role of the peer reviewer is not to evaluate the need for student collaboration outside of their own discipline but to use common sense in determining if the type and frequency of interaction in the course design will promote student engagement in the course and enhance student learning. Most of the criteria found in this section is equally applicable for online, blended, and the traditional classroom.						
Component	Criteria	3	2	1	0	Peer Review
		Exemplary	Acceptable	Needs Attention	Not Evident	
Faculty –Student Interaction	<i>The course design supports the instructor’s role and that they will be present, active, and engaged with the students.</i>	A communication plan is presented including the type and frequency of communications and response time for assignment feedback. Communication strategies include communicating with the class as a whole, student groups, and individual students. Varied communication tools are used appropriately for the type of communication. <i>For example:</i> Weekly Announcements on Bb, virtual office hours via Wimba Pronto, assignment feedback through My Grades, FAQs through discussion forum, direct communication to the instructor via email, etc.	Communication plan is presented including how to contact the instructor and response time for assignments but does not include the type of communications students will receive from the instructor or multiple communication tools that will be used by the instructor.	Communication plan does not indicate expected response time for assignments or the type of communications students will receive from the instructor or types of communication tools that will be used.	Such communication plan is not apparent and it is not evident how the instructor intends to interact with students.	

<p>Student Collaboration</p>	<p><i>The learning activities provide opportunities for students to collaborate with one another and actively engage in the learning environment.</i></p>	<p>Students are provided opportunities to frequently interact with classmates through different types of learning activities such as class or group discussions, small group projects, peer-review activities, etc. Guidelines and rubrics are provided for all collaborative learning activities establishing student requirements for interactions and grading criteria.</p>	<p>Students are provided opportunities to interact with classmates through class or group discussion but are not provided opportunities to work directly with other students in small group projects or peer-review activities. Discussion guidelines and rubrics provide student requirements and grading criteria.</p>	<p>Students are provided limited opportunities to interact with classmates. Any guidelines and rubrics are vague and do not clearly outline student collaboration requirements and grading criteria.</p>	<p>Students are not provided opportunities to collaborate with classmates on learning activities. There are no guidelines for student collaboration.</p>	
<p>Sample Electronic Student Work and Privacy</p>	<p><i>Privacy rights are considered prior to redistribution of any electronic work including that of former students or colleagues.</i></p>	<p>Students are provided with examples of work they will be performing in the course, model papers and exemplary student projects are provided for students' viewing. Student works in the course or from previous semesters are only redistributed with permission and does not include any identifying information such as the student's name or ID.</p>	<p>Students are provided with examples of work they will be performing. Exemplary student projects are not provided for students. Examples that are presented do not include the students' name or other personal information that would identify the student.</p>	<p>Students are not consistently provided with examples of work they will be performing. Any examples that are presented do not include the students' name or other personal information that would identify the student.</p>	<p>Students are not presented with examples of work they will be performing in the course.</p>	

Section IV: Peer Review Observations

Faculty Developer Notes:

Section IV Evaluation Score: _____

Note: *Evaluation points of 8 -9 is required to meet these development guideline expectations.*

Comments regarding the strengths of this course:

Comments regarding recommendations for improvement:

V. Student Assessment Strategies and Measurements						
<p>For the purpose of these guidelines and rubric student assessment strategies and measurements refers to the types of assessments used to measure the desired learning objectives. Depending on the discipline and level of the course, not all courses will require the same type and frequency of student assessment. The role of the peer reviewer is not to evaluate the chosen assessment methods outside of their own discipline but to use common sense in determining if the type and frequency of student assessment is consistent with the type of learning and the described course activities. Most of the criteria found in this section is equally applicable for online, blended, and the traditional classroom.</p>						
Component	Criteria	3	2	1	0	Peer Review
		Exemplary	Acceptable	Needs Attention	Not Evident	
Assessment Methods and Strategies	<i>The type of assessments selected appropriately measure the stated learning objectives.</i>	<p>The course includes consistent assessment measures for each learning unit that aligns with the unit learning objectives. The types of assessments are varied and include relevant and authentic assessment methods designed to measure student achievement rather than knowledge on isolated test items. Assessment strategies include both low-stake assessments with formative feedback to guide students and high-stake assessments with summative feedback from the instructor on the student’s academic performance. It is apparent that timely assessment feedback has been designed in the course to support student learning.</p>	<p>The course includes consistent assessment measures for each learning unit that aligns with the unit learning objectives. The types of assessments are varied and frequent but most rely on low-stake quizzes and high-stake exams. It is apparent that timely assessment feedback has been designed in the course to support student learning.</p>	<p>It appears that the assessment measures align with the course learning objectives but are not provided on a frequent and consistent basis throughout the course. The course offers limited low-stake assessments with formative feedback to guide student learning. It is not apparent if timely assessment feedback has been designed in the course.</p>	<p>The only assessment methods and strategies presented in the course is a mid-term and final exam.</p>	

<p>Assessment Criteria</p>	<p><i>Specific assessment criteria are provided for learning activities and student participation.</i></p>	<p>Students are provided with a clear description and requirements for their work and participation in the course. This criterion is presented early in the course letting students know what will be expected and how grades on assignments and learning activities will be assigned. Rubrics or a list of criteria with associated point values is included for each written assignment and learning activity. A description and rubric of student participation in discussions is provided and includes evaluating the originality and quality of students' comments as well as their responsiveness to comments of their peers. Sample discussion items are provided giving students a clear understanding of what is expected.</p>	<p>Students are provided with the grading requirements for their work and participation early in the course. Rubrics or a list of criteria with associated point values are provided for most assignments but it is not apparent that this is included for all written assignments and learning activities. A description and rubric of student participation in discussions is provided. It includes how the originality and quality of students' comments will be evaluated but sample discussion items are not provided. Grading requirements for student responsiveness to other students is included.</p>	<p>Students are provided with general grading requirements for their work and participation but information lacks specific criteria. Rubrics with associated point values are not provided for assignments and learning activities. General information is provided about participation in discussion but lacks expectations about the originality and quality of students' comments and the responsiveness to comments of their peers.</p>	<p>There are no clear expectations for requirements for student work and participation in the course. Rubrics or criteria with associated point values are not included for assignments or for student discussion and participation.</p>	
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<p>Peer-Review and Self-Assessment</p>	<p><i>Students are provided opportunities to evaluate their own learning and progress in the course.</i></p>	<p>Students are provided opportunities throughout the course to measure and receive feedback on their own learning progress. Self-check quizzes, interactive games and simulations, or other practice activities provide feedback to guide students' mastery of the content. Writing assignments or other projects allow for peer-review or draft submission for instructor comment and suggestions for improvement. Model papers or essays are provided for student's viewing. Upon class completion of exams students are provided correct answer feedback.</p>	<p>Students are provided opportunities throughout the course to measure and receive feedback. Self-check quizzes, interactive games and simulations, or other practice activities provide feedback to guide students' mastery of the content. Peer-review activities and model papers are not included but it is apparent that students receive formative feedback on assignments and other assessments.</p>	<p>Self-check quizzes, interactive games and simulations, or other practice activities are rarely used in the course. It is not apparent that students receive formative feedback on assignments and other assessments.</p>	<p>Self-assessments or peer-review activities are not used in the course. It is not apparent that students receive formative feedback on assignments and other assessments.</p>	
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Section V: Peer Review Observations

Faculty Developer Notes:

Section V Evaluation Score: _____

Note: *Evaluation points of 8 -9 is required to meet these development guideline expectations.*

Comments regarding the strengths of this course:

Comments regarding recommendations for improvement:

VI. Course Technology and Media Value						
For the purpose of these guidelines and rubric course technology and media refer to all technology tools and media assets presented in the course. This includes Blackboard tools (discussion board, wiki, blogs, etc.) and any media provided by the textbook publisher. The role of the peer reviewer is not to evaluate the tools and media used but to use common sense in determining if the technology and media is consistent with the type of learning and the described course activities. Most of the criteria found in this section is equally applicable for online, blended, and the traditional classroom.						
Component	Criteria	3	2	1	0	Peer Review
		Exemplary	Acceptable	Needs Attention	Not Evident	
Technology and Media Selection	<i>The technology tools and media are appropriate for the stated learning objectives.</i>	The technology tools and any media selected are effective in the delivery of the course content and supporting student engagement. Media may not be necessary to support the course content but if used it should support the learning objectives and be contextually integrated into the course. Students are provided opportunities to use the technology, those in the course or Web 2.0 tools, to create and demonstrate their learning. Clear information and instructions are provided on how to use the technology tools or how to view media.	The technology and any media selected are effective in the delivery of the course content and supporting student engagement. But students are not provided opportunities to use technology to create and demonstrate their learning. Clear information and instructions are provided on how to use the technology tools or how to view media.	The technology and/or media are not used in an engaging way or in support of the stated learning objectives.	It is not apparent how the course technology and any media are intended to be used in this course.	

<p>Diversity of Technology Tools and Media</p>	<p><i>The course design incorporates a full range of available tools and media.</i></p>	<p>The technology tools or plug-ins required (i.e., Acrobat Reader, media players, etc.) are current and can be easily downloaded, provided by the university, available for purchase at the bookstore, or available on the web and include clear instructions. Any required software packages (Word, spreadsheets, math calculators, etc.) are listed. Current technologies and media are accessible to distance students along with clear instructions on what may be required in order to view or use. Course technology takes advantage of current university standards for Blackboard, lecture capture and other software, uses compressed files to reduce download time, and delivers audio and video files in a common file type such as Windows Media or Quick Time.</p>	<p>The technology tools or plug-ins required can be easily downloaded or are provided by the university. Clear instructions may be lacking on other tools or media required in order to view or use. The course technology takes advantage of current university standards for Blackboard, lecture capture and other software, uses compressed files to reduce download time, and delivers audio and video files in a common file type such as Windows Media or Quick Time.</p>	<p>Clear instructions are lacking on what is required in order to use required software or plug-ins how to view or use. The course does not take advantage of current university standards for Blackboard, lecture capture and other software. Files are not compressed or not a common file type.</p>	<p>The course does not take advantage of current university standards and technology but rather relies on older technologies such as email for assignments, etc.</p>	
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Section VI: Peer Review Observations

Faculty Developer Notes:

Section VI Evaluation Score: _____

Note: *Evaluation points of 5 -6 is required to meet these development guideline expectations.*

Comments regarding the strengths of this course:

Comments regarding recommendations for improvement:

VII. Student Support						
For the purpose of these guidelines and rubric student support refers to including information or links to technical support, resources on how to use Blackboard tools, and information on academic and student support services that will help the students succeed. It does not include help with course content or assignments. Most of the criteria found in this section is equally applicable for online, blended, and the traditional classroom.						
Component	Criteria	3	2	1	0	Peer Review
		Exemplary	Acceptable	Needs Attention	Not Evident	
Technology Support	<i>Students are provided information on technology requirements and technical support provided by the university.</i>	The course includes appropriate links to the <i>Blackboard Experts</i> site providing tutorials and other resources on how to use the tools and features in Blackboard, information on system requirements, browser settings, and other user support information. Links to specific tutorials (i.e. blog tool, wiki tool) are provided to students as a resource before using that feature for an assignment. The course provides clear instructions or link to any technology tools that will be used in addition to Blackboard. This includes directions for accessing or obtaining support for using materials provided by the textbook publisher. The Help Desk phone number and email link are included in the course.	The course includes link to the <i>Blackboard Experts</i> site but does not include links to specific tutorials. The course provides clear instructions on how to use any technology tools in addition to Blackboard. Clear instructions are provided for accessing or obtaining support for using any online materials provided by the textbook publisher. The Help Desk phone number is provided.	The course includes link to the <i>Blackboard Experts</i> site but does not include links to specific tutorials. Instructions are lacking or unclear on how to use any technology tools in addition to Blackboard. A link to the Help Desk information is not provided.	If a student in this course it would be unclear what technical support is offered or how to access it.	

<p>Academic and Student Support Services</p>	<p><i>Information about or links to student support services and academic support services are provided.</i></p>	<p>The course provides information and links to academic support websites such as the <i>Bear Claw</i>, <i>Meyer Library</i>, and <i>Test Proctoring</i>. Instructions or guidance is provided as to when a student might be required or want to access these services. Information and links are provided to student support services such as the <i>Disability Resource Center</i> and the <i>Office of the Registrar</i> for change of schedule. The instructor has provided additional links such as student organizations, Academic Advisement Center, Career Center, etc.</p>	<p>The course provides information and links to academic support websites such as the <i>Bear Claw</i>, <i>Meyer Library</i>, and <i>Test Proctoring</i>. Instructions or guidance is provided as to when a student might be required or want to access these services. Information and links are provided to student support services such as the <i>Disability Resource Center</i> and the <i>Office of the Registrar</i> for change of schedule.</p>	<p>The course includes the <i>My Library</i> link to <i>Meyer Library</i> but information for other academic support services such as the <i>Bear Claw</i> is not included. Information directing students to the <i>Disability Resource Center</i> is available but information on other student services is not included.</p>	<p>Information or links to any academic or student support services is not apparent in this course.</p>	
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Section VII: Peer Review Observations

Faculty Developer Notes:

Section VII Evaluation Score: _____

Note: *Evaluation points of 5 -6 is required to meet these development guideline expectations.*

Comments regarding the strengths of this course:

Comments regarding recommendations for improvement:

VIII. Universal Design for Learning and Accessibility						
For the purpose of these guidelines and rubric <i>Universal Design for Learning</i> and conformance to ADA guidelines reflects university policy and a commitment to provide a more inclusive educational setting for all students. Most of the criteria found in this section is equally applicable for online, blended, and the traditional classroom.						
Component	Criteria	3	2	1	0	Peer Review
		Exemplary	Acceptable	Needs Attention	Not Evident	
Universal Design for Learning	<i>The course provides a flexible learning environment with equivalent alternatives to text, auditory, and visual content.</i>	The course provides multiple means for presentation of the content such as digital text, audio, video, graphics, or images. Audio lectures and videos have captions or are accompanied by a text transcript. Graphics and form elements have alternate tags or labels associated with them. Multiple means are provided for student expression such as writing, speaking, drawing, video, and assistive technology. Multiple means of student collaboration are provided to meet differing needs for asynchronous and synchronous interaction and group interactions.	The course provides multiple means for presentation for most of the content. Audio lectures and videos are accompanied by a text transcript or alternate means. Students are provided with more than one means for expression such as writing and drawing but may not be provided with an audio or visual means of expression. Multiple means of student collaboration are provided with alternate modes and times if necessary.	Course content is text heavy with minimal use of alternate formats such as audio lectures and videos. Student expression is conducted through writing only. Multiple means for student collaboration is not employed, i.e., student collaboration is limited to class discussion board only.	The presentation of the content, student expression and interaction is limited to text only.	

<p>Course Accessibility</p>	<p><i>The course reflects the university's Accommodation Policy and all online materials are compliant with current ADA requirements.</i></p>	<p>The course introduction or Getting Started module provides information or links to the university's Accommodation Policy for Students. Course menus, Internet links, and file names are descriptive and enable vision-impaired students to use screen reader software to navigate the course. The organization of content, the font, color, and spacing facilitates readability and accommodates the use of assistive technologies. Icons, graphics, audio lectures, and video content include text alternatives to accommodate students who may be using screen reader software. Tools and software used outside of Blackboard are ADA compliant or provide information on accommodations for using such tools.</p>	<p>The course introduction or Getting Started module provides information or links to the university's Accommodation Policy for Students. Course menus, Internet links, and file names are descriptive to accommodate the use of screen reader software. Text alternatives are provided to accommodate students who may be using screen reader software.</p>	<p>The course introduction or Getting Started module provides information or links to the university's Accommodation Policy for Students. Course menus, links, and file names are not descriptive or have meaningful names. For example; a link may state 'Click Here' rather than 'Quiz 1.'</p>	<p>The university Accommodation Policy is provided in the course syllabus but no regard to making the online materials compliant with current ADA requirements is apparent in this course.</p>	
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Section VIII: Peer Review Observations
Faculty Developer Notes:
Section VIII Evaluation Score: _____ <i>Note: Evaluation points of 5 -6 is required to meet these development guideline expectations.</i>
Comments regarding the strengths of this course:
Comments regarding recommendations for improvement: