



Instructor Worksheet - Sample

This worksheet represents the self-report component of the peer course review process. Questions 1 –10 are to be completed by the Institution Representative as part of the Course Review Application. The Instructor completing the worksheet will be able to see and change those responses, if necessary, and will provide additional information about the course that will assist the Peer Course Review Team.

BASIC COURSE INFORMATION

1. Instructor Name:
2. Institution:
3. Course Title & Number (e.g., CIS101):
 - a. Course Title:
 - b. Course Number:
4. Course Access URL:
5. Discipline Area(s):
6. Who is the creator of this course?
 - Faculty Member Commercial Content Provider
 - Instructional Designer or Design Team (list members and their roles):
 - Other (specify):
7. Is the course stand-alone or part of a sequence?
 - Stand-alone Part of a sequence

If stand-alone, does it have online or blended course pre-requisites?

 - Online Blended Neither

If part of a sequence, is it the first, second, third, or other course in the sequence?

 - First Second Third Other (specify):

If part of a sequence, do all courses in the sequence use the same overall structure and technology?

 - Yes No

If NO, please explain:

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8. Is the syllabus a standard syllabus developed by the institution?

- Yes No

If YES, is the instructor required to use it?

- Yes No

9. On which learning management system (LMS) platform, if any, does the course reside?

- Angel Blackboard Desire2Learn eCollege Moodle Sakai WebCT
 None Other

If other, which one?

If the course is offered on a LMS, please provide or link to the vendor's statement certifying how the platform is accessible to students with disabilities:

10. Are students required to complete a tutorial on the use of the LMS prior to beginning the course?

- Yes No

COURSE TOOLS, POLICIES, REQUIREMENTS, FORMAT

11. Are tools and software other than, or in addition to, a LMS used to deliver the course?

- Yes No

If YES, please list them and provide information on the extent to which these tools and/or software are accessible to students with disabilities:

12. Provide a copy of (or link to) any policies of your institution that set standards of accessibility that either explicitly or implicitly apply to online instruction:

Website URL:

Upload Document: Upload File

Explain briefly how you have implemented these policies in your online or blended course:

If your institution has no specific policies, describe the accessibility principles or features you have implemented in your course:

13. Are there any other course or institutional policies with which the student is expected to comply?

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Yes

No

If YES, please identify them:

Academic Integrity Student Conduct Late Assignments Incompletes
Confidentiality Student Grievances Others

If others, please identify:

Where are the policies, or links to them, found in the course?

14. Is prerequisite knowledge in the discipline or other competencies required in the course?

Yes

No

Where is this information found in the course?

If it is not found in the course, where will students find it?

15. Are there general or specific technical or computer skills required for students to succeed in the course?

Yes

No

If YES, please describe and identify where this information can be found in the course:

16. Please indicate the face-to-face, or onsite, components in your fully online or blended course:

Fully Online Course:

Proctored Exam

Lab

Other

No Face-to-Face Components

Blended Course:

Approximate proportion of face-to-face time (e.g., 50%):

Face-to-Face Activities (check all that apply): Lecture Discussion Presentations

Exams Other:

COURSE LEARNING OBJECTIVES, MATERIALS, TECHNOLOGIES

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17. Provide a list of the course-level objectives and the module objectives for one or more course units. **Note: It may not be possible to complete the course review if measurable learning objectives are not present. Please consult your Institution Representative for more information.*

Upload file (You can simply copy and paste into a Word document and upload.)

Where do the course-level objectives appear in the course?

What is the source(s) of the course objectives or expected outcomes?

- Created by the Instructor
- Mandated by the Institution
- Other (specify):

Where do the module-level objectives appear in the course?

What is the source(s) of the module-level objectives?

- Created by the Instructor
- Mandated by the Institution
- Other (specify):

18. Explain how the learning objectives are appropriate for the level of the course:

19. List the major instructional materials required in the course (e.g., textbook, etc.):

Explain (a) why the instructional materials used in the course were chosen to achieve the course objectives or outcomes and comment on (b) the currency of the materials and (c) the variety of perspectives they represent:

20. Does the course use technologies such as audio/visual components, hardware, software, subscriptions, or plug-ins?

- Yes No

If YES, please specify:

Where are the instructions to students about how to obtain and access these technologies found in the course?:

COURSE INTERACTION COMPONENTS

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21. Does the course include any real-time instructor/student interaction?

- Yes No

If YES, please describe or explain. (This interaction may include synchronous events, like web-based meetings using web conferencing tools):

If YES, is the real-time component optional or mandatory?

22. In what ways are students required to interact online with the instructor?

23. Are students asked to introduce themselves to the class?

- Yes No

If NO, please explain why student introductions are not appropriate for your course.

24. Is student-to-student interaction (e.g., on discussion boards, in forums, or in group work) appropriate in this course?

- Yes No

If NO, please explain:

25. Are any course instructions, activities, or instructional materials provided by individual emails or by other tools or platforms outside the primary online classroom?

- Yes No

If YES, please explain what they are and how reviewers can access them:

INSTRUCTOR PERSPECTIVES

26. Quality Matters encourages instructors and design teams to become familiar with the QM standards prior to submitting a course for review. Are you familiar with or have you previously used the Quality Matters Rubric?

- Yes No

If YES, comment on how the QM Rubric was used. In particular, is the design of the course based on QM standards, or was the course modified to meet QM standards? Please indicate if you have had any training on the QM Rubric.

27. Identify any particular aspects of this course you want to ask for feedback on from the Review Team.

28. Please provide any other information you want to communicate to the Review Team about your course.

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