Adult Education Indicators of Quality Online Courses

A review should be maintained by the program for any online course for which proxy hours are assigned. Use a scale of 1-3 with comments to provide feedback to the course developers: 3 = Excellent, 2 = Partially demonstrates, 1 = Poorly demonstrates or missing

Please use the accompanying worksheet to account for attendance tied to activities included in the course.

Name of Course:		Date of Review: Name of Reviewer:

Dimensions:	Indicators:	Rating and Comments:
Course Overview and Orientation	*See Tip Sheets for these indicators.*	
	1. An orientation to the learning platform is provided.	
	2. Course instructions clearly state how to get started and where to find various course components (such as the calendar, syllabus, a to-do list, discussion).	
	3. Learners are introduced to the purpose and structure of the course, and expectations are clear for online discussions, email, and other forms of interaction.	
	4. Minimum technology and digital literacy skill requirements are clearly stated.	
	5. Any prerequisites (test scores, language levels, etc.) for the course are clearly stated in promotional material that is available prior to sign-up.	
Learning Objectives and Completion Goals	*See Tip Sheets for these indicators.*	

	1. The learning objectives or competencies are clearly stated and are written from the learner's perspective.	
	2. The relationships between the objectives and activities are clearly stated.	
	3. The course attendance policy, course schedule, and completion goals are clearly stated and easy to follow.	
	4. The organizational structure is clear and easy to follow, and terms are used consistently.	
Instructional Materials and Learning Activities	*See Tip Sheets for these indicators.*	
	1. A variety of instructional materials is used in the course to provide for multiple means of engagement, representation, and interaction with the content.	
	2. Materials are appropriate for adult learners and demonstrate cultural competence, reflecting values of diversity, inclusion, and equity.	
	3. Course developers have adhered to copyright standards.	
	4. Course developers have adhered to accessibility standards.	
	5. Learning activities, both peer-to-peer and instructor-led, provide opportunities for interaction that supports active learning.	
Learner Support and Engagement	*See Tip Sheets for these indicators.*	
	1. Deliberate strategies are included to encourage engagement and build a learning community.	
	2. The course provides learners with multiple ways to track their learning progress, including timely teacher feedback and multiple ways to assess understanding.	
	3. Opportunities are available during and after the course for students to provide feedback on the course design and experience.	

	4. Supports that are available to learners are clearly articulated (office hours, technical assistance, institutional supports) and include contact information.	

OVERALL COMMENTS: