



*This checklist includes standards adapted for CSULB with permission from [QM Higher Education Rubric, Seventh Edition](#).*

Class Components	Self-Review		ATS Instructional Design Review		Faculty Peer Reviewer	
	Met	Not Met	Met	Not Met	Met	Not Met
1. Learners are introduced to the purpose and structure of the course. Evidence:						
2. The course-level learning objectives describe outcomes that are measurable. Evidence:						
3. Minimum technology requirements for the course are clearly stated, and the information on how to obtain the technologies are provided. Evidence:						
4. The tools used in the course support the learning objectives or competencies and are effectively integrated. Evidence:						

<p>5. Learning activities promote meaningful and different types of interaction: student-content, student-student, and student-instructor. Evidence:</p>						
<p>6. The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners. Evidence:</p>						

Faculty Name:

Course Name and Number:

Course URL:

Faculty Peer Reviewer:

ATS Instructional Designer:

Date Reviewed: