Online Course Review

An online course is reviewed and considered a quality course design if it embodies the following five pillars of effective course design. Items may apply to more than one pillar. They are listed under the first relevant pillar.

Course Information

- Instructor:
- Course number/title:
- Semester offered:
- Number of credits:

**Pillar 1: Initial Student Experiences**
The course design includes a complete syllabus, an opportunity for students to meet others in the course early on, and a welcome folder containing materials needed for online student success.

1. Is the Instructor using the University approved Learning Management System?*
   - Exceeds Expectations
   - Meets Expectations
   - Does Not Meet Expectations
   Comments:

2. Does the syllabus provide links to clear descriptions of student support services provided by the university?*(For course share courses, are student support services identified for all campuses?)
   - Exceeds Expectations
   - Meets Expectations
   - Does Not Meet Expectations
   Comments:

3. Is the course syllabus available as a PDF or Word file (or pasted into Canvas) in the Syllabus button or Canvas module?*
   - Exceeds Expectations
   - Meets Expectations
   - Does Not Meet Expectations
   Comments:

4. Does the syllabus include an UM Bulletin course description with necessary prerequisites/co-requisites?*
   - Exceeds Expectations
   - Meets Expectations
   - Does Not Meet Expectations
   Comments:

5. Are there overall course goals clearly outlined in the syllabus and written in measurable terms that address achievable and specific student outcomes?*
   - Exceeds Expectations
   - Meets Expectations
   - Does Not Meet Expectations
   Comments:

6. Are grading criteria clearly outlined in the syllabus?*
   - Exceeds Expectations
   - Meets Expectations
   - Does Not Meet Expectations
   Comments:

7. Does the Grades area reflect the same point totals found in the syllabus and modules?*
   - Exceeds Expectations
   - Meets Expectations
   - Does Not Meet Expectations
   Comments:

* Required elements to meet minimum quality guidelines.
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8. Does the syllabus include clearly defined participation policies and expectations (for blended courses this should include policies for both face-to-face and online components)?*  
   - [ ] Exceeds Expectations  
   - [ ] Meets Expectations  
   - [ ] Does Not Meet Expectations  
   Comments:  

9. Are netiquette/civility expectations in discussion, email and other forms of communication with the instructor and classmates clearly stated?*  
   - [ ] Exceeds Expectations  
   - [ ] Meets Expectations  
   - [ ] Does Not Meet Expectations  
   Comments:  

10. Does the syllabus outline the policy for academic honesty?*  
    - [ ] Exceeds Expectations  
    - [ ] Meets Expectations  
    - [ ] Does Not Meet Expectations  
    Comments:  

11. Does the syllabus outline preferred citation format?  
    - [ ] Exceeds Expectations  
    - [ ] Meets Expectations  
    - [ ] Does Not Meet Expectations  
    Comments:  

12. Is there a clearly communicated timeline and method for returning graded work and providing feedback on assignments?*  
    - [ ] Exceeds Expectations  
    - [ ] Meets Expectations  
    - [ ] Does Not Meet Expectations  
    Comments:  

13. Does the instructor welcome students to the course?*  
    - [ ] Exceeds Expectations  
    - [ ] Meets Expectations  
    - [ ] Does Not Meet Expectations  
    Comments:  

14. Does the instructor provide instructions on how to get started and navigate the course?*  
    - [ ] Exceeds Expectations  
    - [ ] Meets Expectations  
    - [ ] Does Not Meet Expectations  
    Comments:  

15. Is there a link to the Online Student Overview Canvas site in an introductory module (or other applicable resource to acclimate students to Canvas)?  
    - [ ] Exceeds Expectations  
    - [ ] Meets Expectations  
    - [ ] Does Not Meet Expectations  
    Comments:  

16. Does the syllabus provide information about the amount of work per week in hours, required by students to dedicate, in order to meet per credit hour requirement?  
    - [ ] Exceeds Expectations  
    - [ ] Meets Expectations  
    - [ ] Does Not Meet Expectations  
    Comments:  

* Required elements to meet minimum quality guidelines.
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Note, for syllabus requirements, it is Ok to have outside of the syllabus as long as it is located early in the course and in a location obvious to students (e.g. the “Start Here” module).

Pillar 1 Comments:

Pillar 2: Interaction and Engagement

The course design includes frequent, meaningful, and relevant opportunities for students to interact with the instructor, the content and one another. The syllabus specifies a realistic timeline for instructor response to messages and feedback on assignments.

17. Does the course include faculty biography/background information and a faculty photo?
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

18. Does the instructor provide adequate contact information via virtual office hours or other suitable communication medium?*
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

19. Does the instructor create video lectures or module introduction recordings?
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

20. Does the instructor use Affordable or Open Educational Resources?
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

21. If applicable, are library resources (PDFs, articles, ebooks, etc) permalinked in the course site?
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

22. Are students given the opportunity to introduce themselves to each other?*
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

23. Does the instructor have a social presence for interacting with students in the course?
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

24. Are there opportunities to build learning community in this course to foster student interaction throughout?*
   • Group workspace identified and explained
   • Clear directions about project phases
   • Structure to support group communication

* Required elements to meet minimum quality guidelines.
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- Group member roles defined
- Peer evaluation
- Evaluation criteria defined

☐ Exceeds Expectations
☐ Meets Expectations
☐ Does Not Meet Expectations
Comments:

Pillar 2 Comments:

Pillar 3: Learning Objectives and Assessment

The syllabus includes the course goal(s) with specific and measurable learning objectives for each content module. The course design includes varied, systematic and regular assessments of learning appropriate for the level of the course that correspond to those objectives.

25. Do all learning modules contain learning objectives?*
   ☐ Exceeds Expectations ☐ Meets Expectations ☐ Does Not Meet Expectations
   Comments:

26. Are learning objectives written in measurable terms that address achievable and specific student outcomes?*
   ☐ Exceeds Expectations ☐ Meets Expectations ☐ Does Not Meet Expectations
   Comments:

27. Do all of the activities accurately measure student performance of the stated learning objectives for that learning module/unit? (Are all assignments in a module connected to a learning objective?)*
   ☐ Exceeds Expectations ☐ Meets Expectations ☐ Does Not Meet Expectations
   Comments:

28. Do learning activities have clearly articulated start dates and deadlines for completion (using the Canvas due date feature) or interim/staggered deadlines for more involved projects (as applicable)?
   ☐ Exceeds Expectations ☐ Meets Expectations ☐ Does Not Meet Expectations
   Comments:

29. Do learning activities have clear instructions for completion?*
   ☐ Exceeds Expectations ☐ Meets Expectations ☐ Does Not Meet Expectations
   Comments:

30. Are expectations for course activities clearly communicated via a rubric or suitable alternative?
   ☐ Exceeds Expectations ☐ Meets Expectations...☐ Does Not Meet Expectations
   Comments:

31. Do discussion assignments include a rationale and incentive for re-visiting after first contribution?

* Required elements to meet minimum quality guidelines.
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- Exceeds Expectations
- Meets Expectations
- Does Not Meet Expectations

Comments:

32. Does the course contain sufficient formative assessments to allow students to assess their progress, and for instructors to monitor student learning throughout the term?*

- Exceeds Expectations
- Meets Expectations
- Does Not Meet Expectations

Comments:

33. Is learning evaluated through summative assessments at intervals which allow evaluation of student progress toward course goals (and learning objectives)?*

- Exceeds Expectations
- Meets Expectations
- Does Not Meet Expectations

Comments:

Pillar 3 Comments:

Pillar 4: Technology, Student Support, and Accessibility

The course materials, activities, and assessments are varied and relevant to the course, clearly explained, and accessible to all students. The course includes current links to necessary student supports and policies.

34. Does the instructor provide resources for students to use all tools within the course? (Tools in which students have to create their own accounts should go through a UM security audit before using.)

- Exceeds Expectations
- Meets Expectations
- Does Not Meet Expectations

Comments:

35. Does the use of technology support the learning goals, unit objectives and competencies?

- Exceeds Expectations
- Meets Expectations
- Does Not Meet Expectations

Comments:

36. If students are asked to create their own accounts to complete assignments for pedagogical reasons, does the syllabus specify the tool, its purpose, and link to the privacy policy in an introductory Module?

- Exceeds Expectations
- Meets Expectations
- Does Not Meet Expectations

Comments:

37. Do videos contained in the course have a script or closed captions provided?

- Exceeds Expectations
- Meets Expectations
- Does Not Meet Expectations

Comments:

38. Do all images in the course contain alternate text?

- Exceeds Expectations
- Meets Expectations
- Does Not Meet Expectations

Comments:

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39. Are all documents in the course (Word, PowerPoint, PDF, etc.) created with accessibility in mind? (i.e. Does each document pass the accessibility checker built into each product?)
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

40. Is the course and all components therein using color combinations that are high contrast (avoid bad color combinations that may present an issue for color blind students such as red/green, green/brown, green/blue, blue/gray, blue/purple, green/grey, and green/black)?
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

41. Are course links descriptive, i.e. are hyperlinks just pasted or are they descriptive (e.g. “Bulletin” vs “for Bulletin click here”)?
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

42. Does the instructor know what to do or where to go to accommodate a student with a documented accessibility need from Disability Access Services?* (To be discussed at review meeting).
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

Pillar 4 Comments:

Pillar 5: Course Structure
The course design is organized in time-based or thematic modules with clear instructions about how to navigate the course. Each module includes a timespan for completion and a checklist of deadlines and point values. The Grade Center is organized and reflects the grading criteria and structure specified in the syllabus.

43. Do all visible navigation menu items serve a necessary purpose?
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

44. Is there an overview of all course activities (and corresponding deadlines) that contribute to the students' grade?
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

45. Is there a repeating pattern or rhythm to the course activity deadlines?
   ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
   Comments:

46. Is the course organized in a logical structure using modules?*

* Required elements to meet minimum quality guidelines.
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☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
Comments:

47. Does each module/unit have a start/stop date specified?*
☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
Comments:

48. Does each content area/learning module have a relevant title?*
☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
Comments:

49. Does each learning module/unit contain an agenda of activities to be completed or are activities with due dates added to the module?*
☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Does Not Meet Expectations
Comments:

Pillar 5 Comments:

Reminders, Continuous Improvement and Feedback

Remember to consider including:

- Link to Mid-semester Feedback Survey (administered by ITS through email sent after semester start)
- Link to End of semester Course Evaluation System
- Instructor folder with instructions about how to teach this course in Canvas, including reminders about tasks to complete after students are added to the course.

☐ I have run the Link Validator in your course. Please review the results and resolve any issues by opening the course in Canvas and going to Settings/Validate Links in Content.

Module-by-module recommendations
Syllabus:

Start Here:

Module 1:

Module 2:

Module 3:

* Required elements to meet minimum quality guidelines.
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Module 4:

Module 5:

Module 6:

Module 7:

Module 8:

* Required elements to meet minimum quality guidelines.
QUALITY ASSURANCE SUMMARY

NOTE: This page is ONLY to be completed by the Instructional Designer and will be separated from the remainder of the review form and provided to the Department Chair after the review meeting.

Course Information

- Instructor:
- Course number/title:
- Semester offered:
- Number of credits:
- If blended (BL) or partial online (PO), what is the Meeting Pattern: N/A
- If course share, list campuses: N/A

Reviewer:       Date of Course Review Meeting:

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>☐</td>
<td>This course meets UMSL’s guidelines* for online course development. No revisions required.</td>
</tr>
<tr>
<td>☐</td>
<td>This course meets UMSL’s guidelines* for online course development. Minor revisions required.</td>
</tr>
<tr>
<td>☐</td>
<td>This course will meet UMSL’s guidelines* for online course development following critical revisions outlined below.</td>
</tr>
</tbody>
</table>

*UMSL uses an adapted version of the Quality Matters Rubric, a nationally recognized faculty-centered course review process designed to certify the quality of online and blended courses.

Critical recommendations:
- Missing:
- Revisions:
- Other:

Minor revisions:

Additional Suggestions:

Note: This QA Summary will be submitted to your department chair. You have 7 days from the date of the review meeting to make revisions if you would like the review status revised prior to this submission.