

5 Pillars Quality 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 module containing materials needed for online student success.

REQUIRED

1	Does the course utilize the University-approved Learning Management System, Canvas? May be used as a portal to other resources for students.	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
		Recommendations:	
2	Are there accurate links or clear descriptions of student support services (like Student Resources, Technology Support, and Academic Support services) provided by the university? For course share courses, are student support services identified for all campuses?	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
		Recommendations:	



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PILLAR 1: Initial Student Experiences *cont'd*

 **REQUIRED**

<p>3</p>	<p>Is the course syllabus available as a PDF or Word file (or pasted into Canvas) in the Syllabus button or Canvas module?</p>	<p>Meets Expectations <input type="checkbox"/></p>	<p>Does Not Meet Expectations <input type="checkbox"/></p>
<p>Recommendations:</p>		<p>.....</p>	
<p>4</p>	<p>Does the syllabus/course include an institution catalog or bulletin course description with necessary prerequisites/co-requisites and number of credit hours?</p>	<p>Meets Expectations <input type="checkbox"/></p>	<p>Does Not Meet Expectations <input type="checkbox"/></p>
<p>Recommendations:</p>		<p>.....</p>	
<p>5</p>	<p>Are grading criteria (example: grading scale, grading/weight table, etc.) clearly outlined in the syllabus or at the beginning of the course?</p>	<p>Meets Expectations <input type="checkbox"/></p>	<p>Does Not Meet Expectations <input type="checkbox"/></p>
<p>Recommendations:</p>		<p>.....</p>	
<p>6</p>	<p>Are the points/percentages listed consistently throughout the course site?</p>	<p>Meets Expectations <input type="checkbox"/></p>	<p>Does Not Meet Expectations <input type="checkbox"/></p>
<p>Recommendations:</p>		<p>.....</p>	
<p>7</p>	<p>Does the syllabus/course include online participation policies and expectations? For blended courses this should include policies for both face-to-face and online components.</p>	<p>Meets Expectations <input type="checkbox"/></p>	<p>Does Not Meet Expectations <input type="checkbox"/></p>
<p>Recommendations:</p>		<p>.....</p>	

PILLAR 1: Initial Student Experiences *cont'd*

 **REQUIRED**

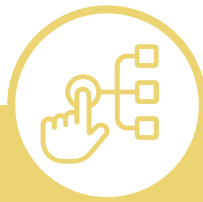
8	Are professional/communication expectations in discussions, email, and other course interactions with instructor and classmates clearly stated?	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
9	Does the syllabus/course include or link to the policy for academic policies?	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
10	Is there a clearly communicated plan for providing feedback on assignments? May include timeline/method.	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
11	Is there evidence that the instructor welcomes students to the course? May occur through an announcement, video, module, discussion, video conference, etc.	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
12	Does the course provide instructions on how to get started and navigate the course?	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>

PILLAR 1: Initial Student Experiences *cont'd*

RECOMMENDED

<p>13</p>	<p>Does the syllabus/course include a preferred citation format?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p>	<p>N/A</p> <p><input type="checkbox"/></p>
<p>14</p> <p>Are students directed to the online student course (or other applicable resource to acclimate students to Canvas) in the syllabus or an introductory module?</p>		<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p>	<p>Recommendations:</p>
<p>15</p>	<p>Does the course provide information about the number of hours per week required for students to meet course expectations?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p>	<p>Recommendations:</p>

PILLAR 1 RECOMMENDATIONS:



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 timeline for instructor response to messages and feedback on assignments.

REQUIRED

<p>16</p>	<p>Does the instructor provide adequate contact information? May include virtual office hours or other suitable communication media.</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
<p>17</p>	<p>Are students given the opportunity to introduce themselves to each other?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
<p>18</p>	<p>Does the instructor have opportunities for interaction and engagement with the students in the course on at least a weekly basis?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>

PILLAR 2: Interaction and Engagement *cont'd*

REQUIRED

19	<p>Are there opportunities to build a learning community in this course to foster student interaction throughout? Examples may include: Replying to peers in discussion, Group workspace identified and explained, Clear directions about project phases, Structure to support group communication, Group member roles defined, Peer evaluation, Evaluation criteria defined, etc.</p>	<p>Meets Expectations</p> <input type="checkbox"/>	<p>Does Not Meet Expectations</p> <input type="checkbox"/>	<p>.....</p> <p>Recommendations:</p>
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RECOMMENDED

20	<p>Does the course include faculty background information and a faculty photo?</p>	<p>Meets Expectations</p> <input type="checkbox"/>	<p>Does Not Meet Expectations</p> <input type="checkbox"/>	<p>.....</p> <p>Recommendations:</p>
21	<p>Does the course include video lectures or module introduction recordings?</p>	<p>Meets Expectations</p> <input type="checkbox"/>	<p>Does Not Meet Expectations</p> <input type="checkbox"/>	<p>N/A</p> <input type="checkbox"/>
<p>.....</p> <p>Recommendations:</p>				

PILLAR 2 RECOMMENDATIONS:



PILLAR 3: Learning Objectives and Assessment

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

★ REQUIRED

<p>22</p>	<p>Are there overall course objectives that are written in measurable terms?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
<p>23</p>	<p>Are module-level learning objectives written in measurable terms that address achievable and specific student outcomes?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
<p>24</p>	<p>Do all module-level learning objectives align with the course-level learning objectives?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>

PILLAR 3: Learning Objectives and Assessment *cont'd*

 **REQUIRED**

<p>25</p>	<p>Do all of the assessments (learning activities and assignments) measure student performance of the stated learning objectives for that learning module/unit?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
<p>26</p>	<p>Do assessments (learning activities and assignments) have clear instructions for completion?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
<p>27</p>	<p>Does the course contain formative assessments (learning activities and assignments) that are sequenced and paced to allow students to assess their progress, and for instructors to monitor student learning throughout the term?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
<p>28</p>	<p>Are formative assessments (learning activities and assignments) scaffolded to prepare students for successful completion of summative assessments?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>

PILLAR 3: Learning Objectives and Assessment *cont'd*

RECOMMENDED

29	Do assessments (learning activities and assignments) 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)?	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> Recommendations:
30	Are expectations for assessments (learning activities and assignments) clearly communicated via a rubric or suitable alternative?	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> Recommendations:
31	Do discussion assignments include a rationale and incentive for re-visiting after the first contribution?	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> Recommendations:

PILLAR 3 RECOMMENDATIONS:



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.

REQUIRED

32	Do the first four weeks of required audio recordings and videos have transcripts and/or captions provided?	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
Recommendations:				
33	Do the first four weeks of all images embedded in course pages and/or faculty-created documents contain alternate text and if not, are they marked as decorative?	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
Recommendations:				
34	Do the first four weeks of all faculty-created documents in the course (Word, PowerPoint, PDF, etc.) pass the accessibility checker built into each product?	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
Recommendations:				

PILLAR 4: Technology, Student Support, and Accessibility *cont'd*

 **REQUIRED**

<p>35</p>	<p>Does the course and all components therein use color combinations that are high contrast? In other words, they 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)?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
<p>36</p>	<p>Are hyperlinks meaningful? For example: "Access UM System Resources for Students" instead of "https://keeplearning.umsystem.edu/students."</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
<p>37</p>	<p>Does the course provide information to students about how to access University Disability Services?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>

PILLAR 4: Technology, Student Support, and Accessibility *cont'd*

RECOMMENDED

<p>38</p>	<p>If students are asked to create separate accounts in order to use a third-party tool, are they provided the following? (Tools in which students have to create their own accounts should go through a UM security audit before using.)</p> <p>Purpose</p> <hr/> <p>Privacy policy</p> <hr/> <p>Support document</p> <hr/> <p>Accessibility documentation</p>	<table border="0"> <tr> <td style="text-align: center;">Meets Expectations</td> <td style="text-align: center;">Does Not Meet Expectations</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr><td colspan="3"><hr/></td></tr> <tr> <td style="text-align: center;">Meets Expectations</td> <td style="text-align: center;">Does Not Meet Expectations</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr><td colspan="3"><hr/></td></tr> <tr> <td style="text-align: center;">Meets Expectations</td> <td style="text-align: center;">Does Not Meet Expectations</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr><td colspan="3"><hr/></td></tr> <tr> <td style="text-align: center;">Meets Expectations</td> <td style="text-align: center;">Does Not Meet Expectations</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Meets Expectations	Does Not Meet Expectations	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>			Meets Expectations	Does Not Meet Expectations	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>			Meets Expectations	Does Not Meet Expectations	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>			Meets Expectations	Does Not Meet Expectations	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>39</p>	<p>Does the instructor provide student-facing instructions for using all required tools not supported by the University?</p>	<table border="0"> <tr> <td style="text-align: center;">Meets Expectations</td> <td style="text-align: center;">Does Not Meet Expectations</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr><td colspan="2"><hr/></td></tr> <tr> <td colspan="2">Recommendations:</td> </tr> </table>	Meets Expectations	Does Not Meet Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>		Recommendations:																										
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<p>40</p>	<p>Does the use of technology support the learning goals, unit objectives, and competencies?</p>	<table border="0"> <tr> <td style="text-align: center;">Meets Expectations</td> <td style="text-align: center;">Does Not Meet Expectations</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr><td colspan="2"><hr/></td></tr> <tr> <td colspan="2">Recommendations:</td> </tr> </table>	Meets Expectations	Does Not Meet Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>		Recommendations:																										
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PILLAR 4: Technology, Student Support, and Accessibility *cont'd*

RECOMMENDED

<p>41</p>	<p>If applicable, are library resources (PDFs, articles, ebooks, etc.) provided using a sustainable method (e.g., permalinked, e-reserves, etc.)?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p>	<p>N/A</p> <p><input type="checkbox"/></p>
<p>42</p> <p>If the course uses Affordable/Open Educational Resources or AutoAccess resources, are students provided access and/or opt-out information?</p>		<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p>	<p>N/A</p> <p><input type="checkbox"/></p>

PILLAR 4 RECOMMENDATIONS:



PILLAR 5: Course Structure

The course design is organized in time-based or thematic modules, and clear instructions about how to navigate the course are present. Each module includes a timespan for completion and a checklist of deadlines and point values. The Grade Book is organized and reflects the grading criteria and structure specified in the syllabus.

★ REQUIRED

<p>43</p>	<p>Is the course organized in a logical and consistent manner?</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
<p>44</p>	<p>Does each content area/learning module have a relevant title? The title should generally reflect the topic covered in the module, or the chronological order of the course.</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>
<p>45</p>	<p>Does each module/unit contain activities with due dates? This may be achieved in multiple ways.</p>	<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Does Not Meet Expectations</p> <p><input type="checkbox"/></p> <p>.....</p> <p>Recommendations:</p>

PILLAR 5: Course Structure *cont'd*

RECOMMENDED

46	Do all visible navigation menu items serve a necessary purpose?	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
		
		Recommendations:	
47	Does the course provide an overview (e.g., a list, table, or schedule, etc.) of all course activities and corresponding deadlines?	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
		
		Recommendations:	
48	Is there a repeating pattern or rhythm to the course activity deadlines?	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
		
		Recommendations:	
49	Does each module/unit have a start/stop date specified?	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
		
		Recommendations:	

PILLAR 5 RECOMMENDATIONS: