# EXAMPLE - Online Course Design Quality Self-Review

*Instructions*: Please answer each question by indicating "**Yes**" if your course meets the standard or "**No**" if your course does not meet the standard. If you select "**Yes**," please provide evidence for how the standard was met. Evidence may be provided as a brief description or a direct link to the course that demonstrates how the quality standard was fulfilled.

Faculty Reviewer Name: **Dr. John Smith**      Date: **11/17/2020**

Course Prefix & Number: **IDSXXXX**         Course Title: **Introduction to Your Course**

## General Standard 1: Course Overview and Introduction

**Question 1** - Have you made it clear where students should get started in the course, providing information about the instructor and the overall purpose of the course?

General Standard Met        ☒ Yes        ☐ No

| Evidence for This Standard is Met in My Canvas Course | The home page shows the instructor and purpose of the course. <br><br> The bio information page has information about my academic credentials and a relevant summation of my experiences for the course. The syllabus in the Course Description clearly indicates the overall purpose of the course. Module 0 also provides information on the course. |
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**Question 2** – Have you made it clear where students should communicate their questions, as well as provide opportunities to introduce themselves to you and their classmates?

General Standard Met        ☒ Yes        ☐ No

| Evidence for This Standard is Met in My Canvas Course | The syllabus lists both my email and office telephone number. In the Introductory assignment during the first week, students introduce themselves to each other by listing their name, major, academic classification, intended health profession, and specialty.  This helps to create collegiality since this is an online course. With every assignment, students are told to email the instructor if they have any questions related to the assignment. |
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## General Standard 2: Learning Objectives (Competencies)

**Question 3** – Do your objectives materials, and assignments all align with your course and module level learning outcomes?

| General Standard Met | ☒ Yes | ☐ No |

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| Evidence for This Standard is Met in My Canvas Course | - Syllabus<br>- Course Overview on landing page<br><br>See alignment of course objectives and module level learning outcomes on Course Overview page<br>https://usflearn.instructure.com/courses/1582272/pages/course-overview?module_item_id=19537111<br><br>***NOTE – The above link is an example.  You will not have access to view this Canvas page.*** |

**Question 4** – Are your learning objectives suited to the level of the course?

| General Standard Met | ☒ Yes | ☐ No |

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| Evidence for This Standard is Met in My Canvas Course | This is a 4000-level course.  The learning objectives that students are required to meet throughout this course, match the high degree of rigor expected at the senior level of our program.<br><br>In the syllabus, we have students engage in a systemic and systematic approach.<br><br>This course is designed to enable students to function at the metacognitive level, as they develop a portfolio and reflect on the various competencies they have accumulated as an individual. The course engages students in critical thinking, scientific inquiry, written communication and assesses social skills and cultural competence. |

## General Standard 3: Assessment and Measurement

**Question 5** – Do your assessments measure the learning objectives that you have set for the course and modules, including criteria for how students will be assessed and when they can expect feedback on their work?

General Standard Met     ☒ Yes          ☐ No

| Evidence for This Standard is Met in My Canvas Course | Every module provides a description and learning outcomes.  In the module About page we specifically list which outcomes, handouts and URLs align with each assessment.  Rubrics are provided to give clear grading expectations as well as demonstrate the alignment between each assessment and the student learning outcomes.<br><br>In the syllabus, we state that students can expect graded feedback on assignments within two weeks of the submission date. |
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**Question 6** – Are your assessments sequenced and varied to to provide students with multiple opportunities to track their learning progress in the course?

General Standard Met     ☒ Yes          ☐ No

| Evidence for This Standard is Met in My Canvas Course | Sequence of building application and portfolio assignments.<br><br>Students put together a compilation for their application and portfolio from all assignments at the beginning of the course.<br><br>Throughout the course, students are given multiple projects and thoughtful feedback is provided so that that students can address any necessary corrections. Via projects build upon one another, culminating in the final portfolio project. |
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## General Standard 4: Instructional Materials

**Question 7** – Have you provided students with materials that contribute to the overall learning objectives and competencies that are required to successfully complete this course?

General Standard Met        ☒ Yes        ☐ No

| Evidence for This Standard is Met in My Canvas Course | Students are provided with a wide variety of content materials that prepare them to be successfully with student learning objectives:<br>• Lecture presentations<br>• Supplement external/third-party videos<br>• Readings<br><br>Materials and course resources can be found here:<br>https://usflearn.instructure.com/courses/1582272/pages/course-materials-and-resources?module_item_id=19537739<br><br>***NOTE – The above link is an example. You will not have access to view this Canvas page.*** |
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**Question 8** – Have you given your students the opportunity to engage with content that reflects current ideas and practices in your field, additionally is there a variety of content used to build the course modules?

General Standard Met        ☒ Yes        ☐ No

| Evidence for This Standard is Met in My Canvas Course | We provide students with what they need to be successful by providing them with up-to-date information about what it means to be competitive in our field. For example:<br>• Discussions<br>• Interactive scenarios<br>• Case study |
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## General Standard 5: Learning Activities and Learner Interaction

**Question 9** – Have you provided students with learning activities that contribute to the overall learning objectives and competencies that are required to successfully complete this course?

General Standard Met          ☒ Yes                    ☐ No

| Evidence for This Standard is Met in My Canvas Course | Students build resumes in the Resume Activity. https://usflearn.instructure.com/courses/1582272/assignments/9412281?module_item_id=19537971<br><br>Students also learn how to approach letter writers, what to convey, and what documents to bring to a letter writer when requesting a letter of recommendation. https://usflearn.instructure.com/courses/1582272/pages/guidelines-for-writing-a-letter-of-evaluation?module_item_id=19537953<br><br>Both of the examples listed above demonstrate the alignment to the overall course objectives and the practical nature of the course activities.<br><br>***NOTE – The above link is an example. You will not have access to view this Canvas page.*** |
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**Question 10** – Are there opportunities in the course to engage with the instructor, with other students, and directions on how those interactions should be handled?

General Standard Met          ☒ Yes                    ☐ No

| Evidence for This Standard is Met in My Canvas Course | There are a few asynchronous discussion posts where students are required to respond to at least one other student's post. When reviewing, I will also engage with the students and provide a weekly summary of their responses. Additionally, we hold collaborative synchronous session through Microsoft Teams where students and I can engage with one another.<br><br>Students can engage with me by email, telephone by appointment or virtual office hours. Information about contact procedures and ongoing netiquette guides is provided in the syllabus. |
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## General Standard 6: Course Technology

**Question 11** – Have you used any technologies to support the students' learning outcomes and have you provided guidance and support in how to use these tools and where to go if they need help?

General
Standard Met

☒ Yes          ☐ No

| Evidence for This Standard is Met in My Canvas Course | In addition to the built-in Canvas technologies, we've also included video presentations and resume builder software to support student learning outcomes. <br><br> The course includes information regarding how to use Canvas and how to contact IT if there are any issues. <br><br> https://usflearn.instructure.com/courses/1484260/pages/student-support?module_item_id=15220093 <br><br> ***NOTE – The above link is an example.  You will not have access to view this Canvas page.*** |
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## General Standard 7: Learning Support

**Question 12** – Have you provided information on where students can locate support if they are having trouble with the course materials or techical problems?

General
Standard Met                 ☒ Yes                 ☐ No

| Evidence for This Standard is Met in My Canvas Course | On the home page under Student Support, information is given on ways of locating support.  There are no outside learning support systems utilized for the course.<br><br>Students can find help with Canvas, accommodations, technical problems, and the library.  https://usflearn.instructure.com/courses/1484260/pages/student-support?module_item_id=15220093<br><br>***NOTE – The above link is an example.  You will not have access to view this Canvas page.*** |
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**Question 13** – Have you included links to institutional accessibility policies and services and instructions on how obtain academic support or resources to help students succeed in the course?

General
Standard Met                 ☒ Yes                 ☐ No

| Evidence for This Standard is Met in My Canvas Course | Information on Academic Dishonesty & Class Disruption, Student Academic Grievance Procedures, Student with Disabilities, Religious Preference Absence Policy is enclosed in the syllabus, along with the appropriate URLs.<br><br>For the Personal Statement Assignment, students are provided with information on how to get additional support through the USF Writing Studio. |
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## General Standard 8: Accessibility and Usage

**Question 14** – Is your course organized with a clear structure and easy to navigate?

General
Standard Met

☒ Yes          ☐ No

| Evidence for This Standard is Met in My Canvas Course | Each module is clearly organized and easy to navigate. There is an introduction to each module which provides a summary of the module and the module's learning outcomes.  The structure of every modules follows the following sequence:<br>• Readings<br>• Handouts<br>• Video lecture with transcription<br>• Activities, assignments and/or discussions |
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**Question 15** – Are all of your course materials, assignments, and activities accessible to all students?

General
Standard Met

☒ Yes          ☐ No

| Evidence for This Standard is Met in My Canvas Course | All videos include closed-captioning and transcription.  All PDF readings are accessible.  All pages are designed to facilitate readability with consistent headings/text styles and similar types of objects being grouped together. |
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