

Online / Hybrid Course Review Form

Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CRN:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scoring:

(4) Exceptional

(3) Highly Effective

(2) Effective

(1) Inconsistent

(0) Unsatisfactory

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| 1. Instructional Design | | |
| 1. Course Information | | |
|  | 1. Official Northshore Syllabus with updated information is located on the Syllabus tab and includes instructor information / contact information, up-to-date textbook information, faculty specific policies, and institutional policies. | |
|  | 1. Information about special hardware and/or software requirements is provided as needed. (Anything beyond the minimum expectations for online learning) – including Academic Integrity and Remote Proctoring information | |
| Comments for Course Information: | | |
| 1. Course Design | | |
|  | 1. Course site includes information and instructions on how to get started (may be a home page, may be an announcement, may be a welcome video, etc.) with Instructor information | |
|  | 1. Content is structured and sequenced in an organized, logical format using Modules. (Note: Modules may be divided as needed – weekly, by unit, by chapter, by skill, etc.) | |
|  | 1. Course Content aligns with Student Learning Outcomes as outlined in the Master Syllabus for the course. | |
|  | 1. Instructional delivery methods accommodate a diverse student population to support equitable learning. | |
|  | 1. Course Navigation Menu shows a limited number of links for ease of navigation. Navigation links that are unused are hidden from student view (i.e. Files and Pages should always be hidden from students and should be accessed through modules) | |
|  | 1. Modules are published or availability dates set (may set pre-requisites to move through modules). | |
|  | 1. External links within course work (i.e. videos, websites, pages, etc.) (Run Link Validation). | |
|  | 1. Font type, size, and color are readable. (WCAG standards) | |
|  | 1. Course abides by copyright and fair use laws. | |
|  | 1. Course design indicates an effort to comply with or exceed accessibility standards. (WCAG standards) – (Use YuJa Panorama and UDOIT for help) | |
| Comments for Course Design: | | |
| 1. Regular and Substantive Interaction (RSI) | | |
|  | | 1. Instructor contact and availability information is clear and easy to find. (Best practices: should be repeated within course site not just on the syllabus) |
|  | | 1. Instructor’s preferred communication modes are noted and response timelines mentioned. |
|  | | 1. Students and Instructors have opportunities to introduce themselves to each other & build community within the class through interaction. (ex: Discussions, group projects, video assignments, etc.) |
|  | | 1. The instructor demonstrates a regular “presence” in the class. (Can be demonstrated through interaction, communication, grading, feedback, discussion responses). |
|  | | 1. The course meets minimum RSI standards and could not be classified as a Correspondence course. |
| Comments for RSI: | | |
| 1. Student Evaluation and Assessment | | |
| 1. Assessment Measures | | |
|  | | 1. Assessments are aligned with course goals, conducted throughout the semester, and use multiple methods to assess learning. Assessments do not rely solely on external platforms with auto-graded assignments only. |
|  | | 1. Clear instructions and due dates are provided for each assessment. (including time limits on quizzes, number of attempts, use of Proctoring software) |
|  | | 1. Assessments are designed and administered to uphold academic integrity. |
| 1. Feedback and Grading | | |
|  | | 1. The grading policy for the course (weighted or points) is provided and the Canvas gradebook settings match the provided grading policy. |
|  | | 1. Grades are maintained in the Canvas gradebook, visible to students, and provided in a timely manner. |
|  | | 1. Feedback is provided to students in a variety of ways, does not rely exclusively on auto-grading and automated feedback, and is provided in a timely manner. |
|  | | 1. Discussion of grades and feedback with students complies with FERPA rules and regulations. |
|  | | 1. Any Penalties assessed for late, missing, incorrectly submitted, or unacceptable work are explained and communicated to the student(s) |
| Comments for Feedback and Grading: | | |

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| Overall Comments and Suggestions: |

Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ out of 100 points

\*Note: Must score at least at least 80 points (80%) to earn Certification. Courses scoring below 80 will have an opportunity to remediate.

Course Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Purpose of Review: Online Certification  Online Re-certification

Course Review Cycle  Review Requested by Instructor