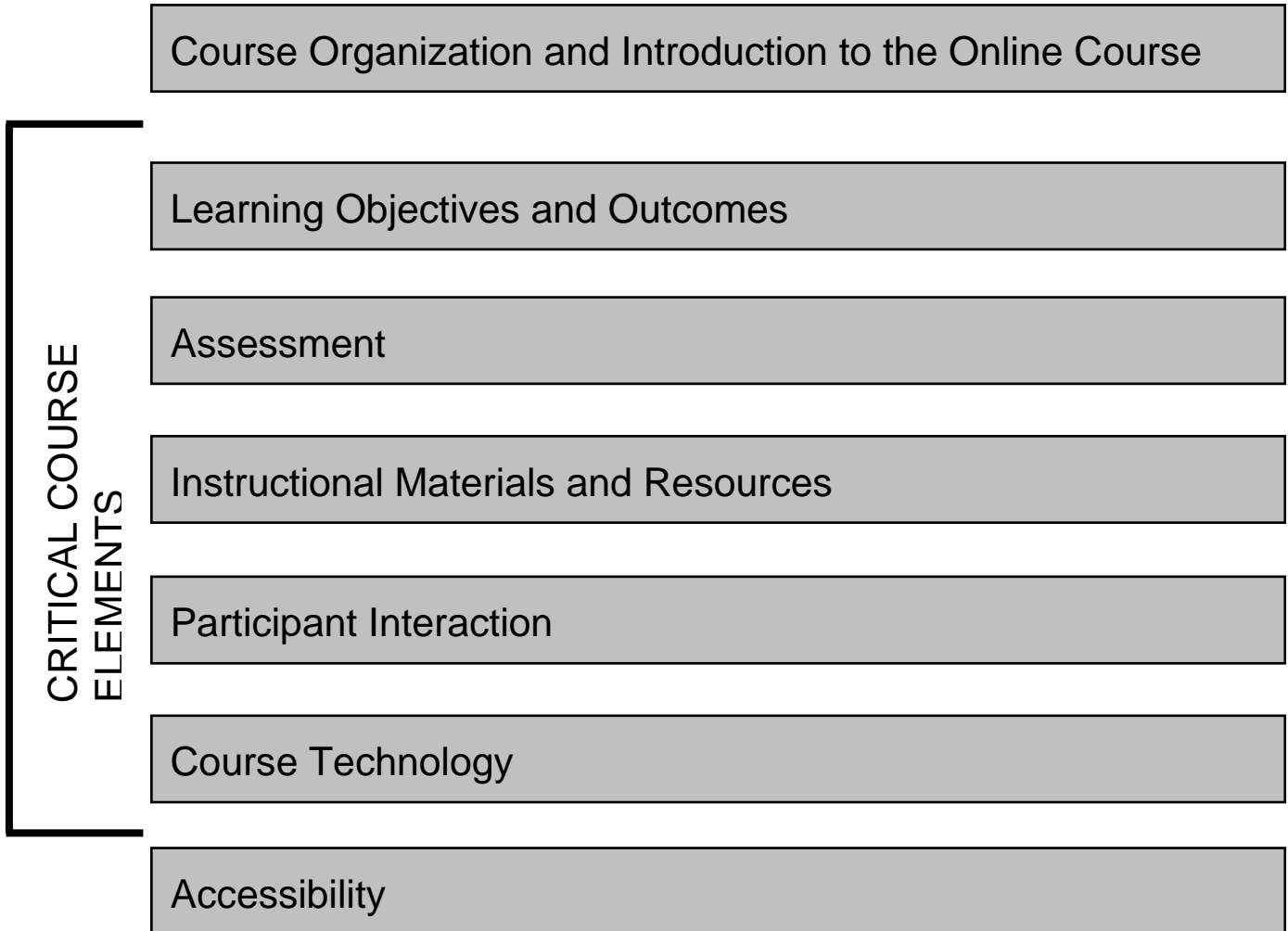


University of Texas School of Nursing\*\*  
**ONLINE COURSE REVIEW GUIDE**



**Critical Course Element Alignment:**

**Critical course elements work together to ensure that students achieve the desired learning outcomes.**

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**Section I. Course Organization and Introduction to the Online Course**

Overall presentation of the course is well organized, consistent, aesthetically pleasing, and offers as much technical transparency as possible from the beginning of the course. Navigational information, learner support resources, and general course information (such as the syllabus) are readily available.

Essential Elements	Yes	Notes
Navigational instructions or layout of the course make the organization of the course easy to understand. Instructional materials are easy to find.		J
A course description introduces the student to the course and to the course requirements.		
Course completion requirements are readily available.		
Minimum technology requirements, minimum student skills, and, if applicable, prerequisite technology knowledge, and knowledge in the discipline, are clearly stated.		J
Spelling and grammar are consistent and accurate.		
Course schedule with topic sequence and key dates.		
Highly Recommended Elements		
The instructor provides a self-introduction.		
Tips for succeeding as an online student or online learning skills self-assessment		J
Tutorial or FAQs for using the Blackboard tools.		c
Contact information for technical support/troubleshooting as in requesting assistance in levels: (1) Instructor; (2) Help Desk. <b>(At this time, the School of Nursing does not have this resource)</b>		
Estimated time needed for completing requirements.		J
Define academically inappropriate behavior (e.g., link to academic honesty policy).		
Faculty expectations are clearly defined, for example: late work or policy on missed exams.		
Enhancements		
Links to Bookstore(s) or ordering information for textbooks or other instructional materials.		
FAQ on course-related information.		
Glossary of terms to definitions of new vocabulary.		
Students have an opportunity to provide feedback during the course.		
Link to relevant library resources is provided		
Supporting resources for class assignments, as relevant (e.g., instructions on writing a research paper, guidelines for APA format of papers, how to evaluate bias and integrity of web sites, suggestions for using search engines, etc.)		
Include an "Honor Statement" for acknowledgement of acceptable behavior.		
Course schedule is available in printer-friendly format.		

## Section II. Learning Objectives and Outcomes

Learning goals, objectives, and outcomes are clearly defined.

Essential Elements	Yes	Notes
Learning objectives describe measurable outcomes.		
Learning objectives address content mastery level, critical thinking, and core learning skills.		
Learning objectives are stated in understandable terms.		
Learning outcomes are closely correlated with real world performance expectations.		
Highly Recommended Elements		
Learning objectives are specified at the lesson/unit level.		
Enhancements		

## III. Assessment

Strategies for effective measuring of student learning and assigning grades.

Essential Elements	Yes	Notes
The grading policy is transparent and easy to understand for the course as a whole as well as individual assessments.		
Selected assessments measure defined learning objectives and are consistent with course activities and resources.		
Assessment strategies result in feedback to students to guide their learning.		
Instructions for completing assignments, including how and when to submit the assignment for evaluation, are unambiguous.		
Assignments assess performance in authentic contexts.		
Materials accommodate multiple learning styles.		
Highly Recommended Elements		
Types of assessments and methods used for submitting them for evaluation are appropriate for the online classroom.		J
Practice exercises or quizzes are available for self-assessment.		
Scaffolding activities promote higher cognitive development.		
Policies and procedures ensure integrity of student's work (ie. utilizing plagiarism tools or timed exams, etc).		
Multiple assessments and assessment types create a variety of opportunities to gauge student learning.		
Assessments are distributed throughout the course.		
Enhancements		
Assignments encourage critical thinking strategies.		
Examples of assignments communicate expectations.		
Peer reviews or assessments are incorporated when possible.		

## IV. Instructional Materials and Resources

Course content is sufficiently comprehensive and organized to support students in meeting the course objectives.

Essential Elements	Yes	Notes
The instructional materials have sufficient breadth and depth for the student to meet the learning objectives.		
Course content, including supporting materials (e.g., manuals, videos, CD ROMs, software), is organized in a consistent and logical format.		J
Course content is "chunked" into topics for manageable learning. Topics are clearly identified and subtopics are related to topics.		J
Instructional materials are presented in a format appropriate to the online environment, with usability in mind.		J
Resources used are appropriately cited.		
Presentation of content fosters active learning.		
Links to WWW resources are accurate and up-to-date.		
Highly Recommended Elements		
Appropriate images supporting course content add visual interest or serve an instructional purpose.		
Summary provided frequently, particularly with each topic to reinforce learning.		
Pace of delivery of course content is managed so students aren't overwhelmed or bored.		J
The purpose of course elements is evident.		
The use of third party tools and supplementary resources are relevant to learning outcomes.		J
Relevant WWW resources support course content.		J
Written materials provided by the instructor are concise, friendly, and supportive.		
Enhancements		
Resources are separated into "required" and "optional" categories.		
Sequential topics or modules are annotated with dates; synchronous activities are given specific times.		
Top level links have no Files that increase load time (e.g., audio files or animations).		J
Typeface choice and contrast between text and background enhances readability.		J
Design keeps course pages to a comfortable length with sufficient white space to enhance readability.		J

## V. Participant Interaction

Interaction between the student and the instructor, as well as among students, distinguishes the modern online course from correspondence courses of the past where student interaction is with only the instructional materials. Such varied interaction is essential for a vibrant learning community leading to intellectual growth, commitment, and personal development.

Essential Elements	Yes	Notes
The learning activities promote the achievement of stated objectives and learning outcomes.		J
Balanced learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.		J
Clear standards are set for instructor response, availability (turn-around time for email, grades posted etc.) and virtual office hours.		
The guidelines for student interaction are clearly articulated, including netiquette requirements.		J
Students are requested to introduce themselves to the class or there is a "Getting to Know You" Icebreaker activity.		
The instructor provides contact information, including preferred communication method.		
Students have opportunities to provide feedback on the course, the instructional materials and/or assignments (course evaluation).		
Faculty expectations are clearly defined.		
Highly Recommended Elements		
"Ice Breaker" activity contributes to building community.		
Students are required to respond to classmates' posts and/or assignments.		
Guidance on successful group work in the online classroom is provided, if applicable.		
A variety of participant interactions is incorporated into the course design.		
Enhancements		
Provides a virtual meeting place for off-topic discussions.		J
Assign a "study buddy" as a learning support partner.		
Instructional materials are presented in a variety of formats.		

## VI. Course Technology

Technology must enrich and not impede the learning experience.

Essential Elements	Yes	Notes
The tools and media enhance student interactivity and guide the student to become a more active learner.		J
The tools and media are compatible with existing standards of delivery modes.		J
Instructions on how to use technology are clear.		J
Image, audio, video clips or PowerPoint file sizes do not increase the time required for file download (Contact CEIR as needed for assistance in formatting or compressing file size).		J
Highly Recommended Elements		
Software required for this course is either provided or easily downloadable.		J
Enhancements		
Information on sources for purchasing required software.		C

## VII. Accessibility

Course materials are accessible to all students.

Essential Elements	Yes	Notes
Students are informed about university HOOP policy for disability accommodation (provide link to HOOP policy).		
Equivalent text is provided for all non-text elements.		C
Color is not used to convey meaning.		C
Links are self-describing and meaningful.		J
Blinking elements are not used.		
Highly Recommended Elements		
The course demonstrates sensitivity to readability issues.		C
Enhancements		
Audio or video components are available for portable playing devices.		C

\*\*Adapted from the Humboldt State University Online Course Review Guide by Joan Van Duzer and Riley Quarles. Used by Permission.

## References

- Rubric for Online Instruction, CSU Chico <http://www.csuchico.edu/celt/roi/>  
 Instructional Design Tips for Online Instruction, Joan Van Duzer  
<http://www.humboldt.edu/~jdv1/InstructionalDesignTips.pdf>  
 Inter-Institutional Quality Assurance in Online Learning Peer Course Review Rubric, Quality Matters  
<http://www.esac.org/fdi/rubric/finalsurvey/demorubric.asp>  
 Greenhouse Exemplary Course Evaluation Template, Blackboard, Inc.  
 Online Course Development Guidelines and Rubric, Michigan Community College Virtual Learning Collaborative  
<http://www.mccvlc.org/~staff/Course-Guidelines-Rubric-v1.2.html>