Regis Characteristics of High-Quality Online Courses
Course Review Tool

Revising an existing course? Creating a new course? These characteristics of high-quality courses here at Regis, can guide you as you determine what to revise or how to design your new course. These are recommendations that can be implemented across variety of teaching approaches. A course with all these characteristics is aspirational, not required.

Terms and Definitions
- Placeholder = Descriptive text (often in blue) that indicates the content that will be added by individual instructors
- HTML = Hypertext markup language = webpages with text, hyperlinks, images, videos, etc.
- WC = WorldClass = Regis' Learning Management System (LMS) which is called BrightSpace from the company Desire 2 Learn (D2L)

Getting Started
- Enter the date and course name in the next section.
- Check the box by each characteristic you observe in your course.
- Click in the empty yellow box make notes that will help you in future revisions to the course
- Save this review. You can use this same review document after you make revisions and reteach the course.
- Note: You may consider asking a colleague to review your course with you. There is a lot of truth to the old adage "two heads are better than one."

Characteristic Categories
1. **Learning Objectives** - *Well-written measurable learning objectives*.
2. **Syllabus, Course Overview and Introduction** - *Students are provided with clear information about the course, the instructor, and expectations.*
3. **Navigation/Structure** - *Students are provided with clear information about how to navigate the course structure. The course components (structure) are organized in a logical order.*
4. **Instructional Material** - *Contemporary materials foster student engagement and learning.*
5. **Learner Interaction and Engagement** - *Course activities foster student interaction and active learning with clearly describe expectations for interaction.*
6. **Assignments/Assessment** - *Assignments vary in nature and are clearly defined with instructions that are easy to understand*.
7. **Feedback** - *Opportunities for faculty and peer feedback are provided.*
8. **Student Feedback/Course Evaluation** - *Students are provided the opportunity to provide feedback on the course design and teaching during the course and at the end of the course.*
9. **Regis Specific** - *The Jesuit Values, Regis Mission, and Ignatian Pedagogy, are evident within the course.*
10. **Use of Technology** - *The technology tools foster student engagement.*
11. **Accessibility and Usability** - *All course materials meet accessibility requirements.*
12. **Learner Support** - *Information and resources for students regarding the types of support available and how to access it.*
13. **Technical Functionality** - *All technical elements should function as expected.*

Support and Recognition

1 **Learning Objectives -** *Well-written measurable learning objectives*

1.1 Consistent Terminology (Outcomes vs Objectives)

1.2 Measurable with attention to *Bloom's Taxonomy of Levels of Learning*

1.3 Student-centered language

1.4 Consistent placement within course shell

1.5 Alignment of objectives, assessments and learning activities

1.6 Aligned to state/national/professional standards and program outcomes (if applicable)

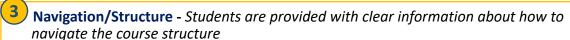1.7 Course objectives have corresponding module/weekly learning objectives

Consider This...

- Ensure your objectives address a range of learning levels - Resource
- Integrating Technology with Bloom's Taxonomy
- Writing high quality learning objectives

Notes

② **Syllabus, Course Overview and Introduction** -*Students are provided with clear information about the course, the instructor, and expectations*

2.1 Updated syllabus is included which includes the course description along with other required components

2.2 Placeholder for an instructor welcome (e.g., video or text in an announcement or content section) is provided

2.3 Placeholder for the Instructor contact information is provided

2.4 Course objectives are provided

2.5 Reference to course objectives' alignment to program outcomes

2.6 Where to start in the course is clearly indicated

2.7 An instructor self-introduction is provided

2.8 Netiquette is addressed

2.9 A statement that an instructor may change the course, as necessary

Consider This...
- Does your syllabus share all the important information students need to be successful in your course?
- Consider adding "tips for success."
- [Tips for composing a welcome message](#)
- Ideas for what to include when you address Netiquette - [Resource](#)

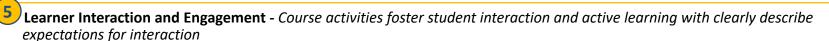**3** **Navigation/Structure** - *Students are provided with clear information about how to navigate the course structure*

3.1 The course components (structure) are organized in a logical order.

3.2 It is made clear where students go first within the course

3.3 A course overview section/module is present in the content area (see #2)

3.4 The module structure of WorldClass is used to organize content by topic or week

3.5 Navigation of the course elements (e.g., modules, tabs, etc.) is made explicit

3.6 A Zoom recording section/module is present in the left side navigation (if appropriate)

Consider This...

- Use the same structure as the other courses in your program (if applicable).
- Post an Announcement that tells students where to start.
- Schedule Zoom sessions from within WorldClass so the inks are in the course calendar.

4 **Instructional Material** - *Contemporary materials foster student engagement and learning*

4.1 Content is provided using html pages and other accessible formats (e.g., PowerPoints with alternative image text and PDFs saved with accessibility features enabled)

4.2 Learning materials include a variety of medium such as: text, imagery, audio, video, and interactives

4.3 Copyright laws are observed for all learning materials

4.4 These are located in modules in the WC Content tab

4.5 All materials support the course objectives

4.6 Includes current theory and practice

4.7 Course offers a variety of engaging resources that support learning and engagement

4.8 Images are used to enhance/support content and convey information related to the content

4.9 Interactive learning objects are included to enhance the learning experience

Consider This...

- Have you run the Accessibility Checker within PowerPoint?
- Create video lectures rather so that synchronous sessions can be used for active learning.
- Updating your copyright knowledge
- Review this accessibility matrix for strategies for making your content accessible.

5 **Learner Interaction and Engagement -** *Course activities foster student interaction and active learning with clearly describe expectations for interaction*

5.1 Students have opportunities to actively engage with the content, each other and the instructor (see RUAC expectations)

5.2 Multiple opportunities for student-student interaction which encourage community building and collaboration

5.3 Uses a variety of individual and group communication strategies and tools

5.4 Students are consumers and contributors of content

5.5 Encourage engagement from all students

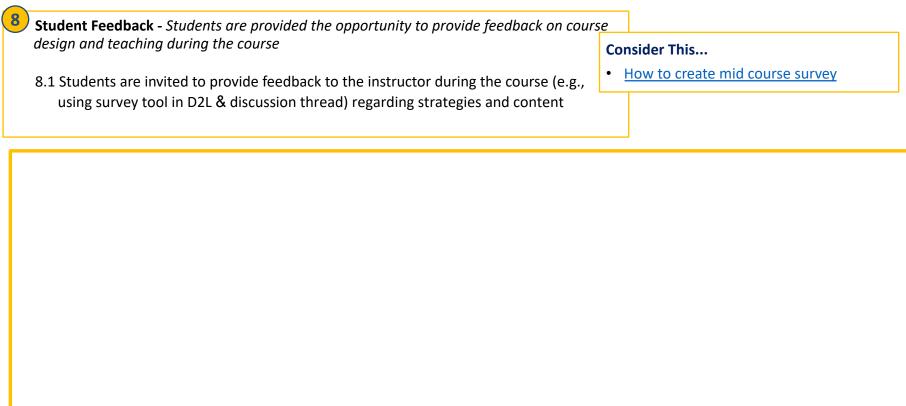5.6 A student and faculty introduction activity is included in the first week of the course

Consider This...
- Community of Inquiry and Presence and Engagement
- Faculty Generated Engagement and Presence Strategies

6 **Assignments/Evaluation -** *Assignments vary in nature and are clearly defined with instructions that are easy to understand*

6.1 Clear instructions are provided for all assignments

6.2 Tools used for evaluation (e.g., rubrics, checklist, etc) are provided to students prior to the assignment due date and are clearly worded

6.3 If used, rubrics are well designed, provided to the student before the assignment is due, and are well explained.

6.4 All assignments are submitted via WorldClass

6.5 Assignments and tests assess the course objectives

6.6 Support real life applications of the discipline

Consider This...

- What are the differences between Assessment and Evaluation

- Develop authentic assessments that have many of the characteristics identified by Grant Wiggins - Resource

7 **Feedback -** *Opportunities for faculty and peer feedback are provided*

7.1 A placeholder is provided for communicating to students how and when the instructor will provide feedback

7.2 The gradebook is set-up within WorldClass so that individual feedback can be provided for each assignment and discussion forum grade

7.3 An opportunity for peer feedback is provided (e.g., teamwork, group work, rubric-based formative feedback, peer editing, peer review, etc)

Consider This...
- Tips for providing feedback
- Best practices for virtual office hours

8 **Student Feedback -** *Students are provided the opportunity to provide feedback on course design and teaching during the course*

8.1 Students are invited to provide feedback to the instructor during the course (e.g., using survey tool in D2L & discussion thread) regarding strategies and content

9 **Regis Specific -** *The Jesuit Values, Regis Mission, and Ignatian Pedagogy, are evident within the course*

9.1 Opportunities for reflection and self-assessment are provided

9.2 Should be evident in content / background and rationale

9.3 Opportunities in course to demonstrate specific Jesuit Values are

9.4 Definitions and/or related examples of Jesuit Values are provided in content

9.5 Local and global connections are emphasized

9.6 Opportunities for critical thinking surrounding Jesuit Values are provided

Consider This...

- If you would like assistance in connecting your course with any of these Regis specific elements, set up a **consultation** with an Instructional Designer in ID+T.
- Article called *Reflection in Action: A Signature Ignatian Pedagogy for the 21st Century*
- Ignatian Pedagogy Paradigm
- Critical Thinking Wheel

10 **Use of Technology -** *The technology tools foster student engagement*

10.1 If a tool is required during the course, a link to how-to resources is provided

10.2 Explanation of program level tool use and/or mapping of tools across a program is provided

10.3 Tools are accessibility compliant (Note: If approved by Regis they are.)

10.4 Technology use supports the learning objectives

10.5 Technology promotes learner engagement, active learning, and motivation

Consider this...

- When using technology start small and collect feedback about the student experience to confirm it is helping.

- Whenever possible try to practice and immerse yourself in the same technology experience that you are asking of your students.

- Article from Science Daily - Technology in higher education: learning with it instead of from it

- If you need help choosing the right tool for your idea/assignment, reach out to ID&T for consultation.

11 **Accessibility and Usability -** *All course materials meet accessibility requirements*

11.1 All content is screen reader friendly and ADA compliant (e.g., ordered headings are used and alternative text is provided for images in WorldClass]

11.2 All Regis produced videos are closed captioned

11.3 External videos should be closed captioned if at all possible

11.4 Transcripts are posted for audio files (e.g., narrated ppt and podcasts) and videos

11.5 Links connect to accessible content

11.6 Zoom class sessions - not assessments which require a student's video and audio to be on or virtual office hours - are recorded and available within WorldClass.

Consider This...

- Videos hosted in MediaSpace will be automatically closed captioned. You can edit the closed captions easily.
- FERPA compliance when recording Zoom sessions – Resource
- Review this accessibility matrix for strategies for making your content accessible.
- Regis' Policy for Electronic and Information Technology Accessibility

12 **Learner Support -** *Information and resources for students regarding the types of support available and how to access it*

12.1 Student Resource Module is included

12.2 University Student Resource page is included

12.3 College/program specific resource page is included

12.4 There is a placeholder for instructions to fill in on which tools will be used for communication and for response time expectations

12.5 The appropriate Dayton Memorial Library Research guide(s) is/are included

Consider This...

- Encourage students to use University Student Resource page to access student resources available across the University.

- Add additional resources as it relates to the course if appropriate.

13 **Technical Functionality** - *All technical elements function as expected*

13.1 All links are functional

13.2 The banner image and heading structure is up-to-date and is consistently applied in the course

Consider This...

- Sometimes external links get broken randomly and unexpectedly. Go through your course and check your links before students can access the course section.

- Contact IDT if you are unsure of what this is or what the latest version looks like.

Support

- You can find the online version of Regis Characteristics of High-Quality Online Courses with up-to-date resources on the ID&T Website.

- If you would like to speak with an instructional designer or technologist regarding your course, please contact the ID&T Team idt@regis.edu.

- ID&T offers Virtual Drop-In Hours M-F 10am - Noon and 1pm - 3pm during which an Instructional Designer or Technologist is online ready to assist you.

- Professional Learning Opportunities facilitated by Instructional Design and Technology team members are available throughout the month via Zoom.

- Want to collaborate with ID&T on your course revision or a new course design? Please complete our ID&T Collaboration Request.

Recognition

The Regis Characteristics of High-Quality Online Courses Working Group collaborated in researching, writing, vetting and editing of these Characteristics. It is with great appreciation of their time and talent that we thank the following for their service: Alex Benedict, Heidi Blair, Denise Copeland, Denise Duncan, Crystal Evans, Kari Goerke, Carl Kinney, Don Lindley, Paul Mascarenas, Andrea Niemier, Jenny Nordman, Ling Thompson and Joie Williams.