

Appendix 4

Quality Assurance Review and Approval Workflow Form

Adapted for Motlow State Community College. The Quality Assurance Review form is based upon the OLC Quality Scorecard Suite: OSCQR 4.0. The OSCQR Rubric is made available by the Online Learning Consortium, Inc. under the Creative Commons Attribution 4.0 International License (CC By 4.0).

Purpose and Scope

This form serves as the official mechanism for initiating, documenting, and completing the multi-step quality assurance review required of Work Made for Hire Agreements, ensuring that course design and delivery meet institutional standards for academic quality, technological functionality, and pedagogical integrity. The rubric is aligned with Appendix 3 of the Distance Education Policy (2:05:00:00) [add link] and/or recommendations from the Distance Education Committee.

General Instructions (see Motlow Policy 02:05:00:00)

The Developer, Redeveloper, or Maintainer (hereafter referred to as the Author) initiates the quality assurance review. The review then proceeds sequentially through the designated reviewers: the Department Lead, the Executive Director of Academic Technology, Department Lead and the Department Dean. Each reviewer must complete their section using the rubric checklist, providing constructive feedback where needed.

During the review process, the Executive Director of Academic Technology may select “Not Approved” to end the review and return the form to the Author for revisions. Similarly, the Department Dean may end the review if items in Sections 3 and/or 4 require the Author’s attention. In either case, previously completed sections will be preserved and locked. Once the Author has revised the course in response to the feedback, the form will resume with the reviewer who ended the review, without requiring repetition of prior approvals. Upon successful completion of all required sections and approvals, the form will route to the Office of Academic Affairs to initiate payment.

Master copies should be reviewed once per associated Work Made for Hire Agreement (WMHA). If the course has already undergone review using this rubric within the past two years—or if other special circumstances apply—the Department Dean may waive the review. If waived, the Dean will notify the Author, the Department Lead, and the Executive Director of Academic Technology before the review process begins. Once the Department Dean selects the "Waived" option in Section 4, the form will route to the Office of Academic Affairs for payment processing.

Whether waived or fully approved, completion of this form confirms that the course meets all applicable institutional standards and has satisfied the review requirements associated with the current WMHA.

SECTION 1: AUTHOR INITIATION

Course Prefix and Number: _____

Course Title: _____

Course Enrollment Limit _____

Author Name: _____ Email: _____

Department Dean: _____ Email: _____

Department Lead: _____ Email: _____

Delivery Method and/or Defining Characteristic (Check all that apply):

☐ Online

☐ Hybrid

☐ On-ground

☐ OER

☐ Accelerated

☐ Other Explain: _____

WMHA Features:

Start date _____

End date _____

☐ Developer ☐ Redevloper ☐ Maintainer

Training:

☐ The Author has completed Developer or Refresher training within the past two years

Review Status:

☐ The course is complete and ready for review (Form is routed to the Executive Director of Academic Technology)

☐ The review is being waived by the Department Dean (Form is routed to the Department Dean)

Author Signature: _____ Date: _____

SECTION 2: EXECUTIVE DIRECTOR OF ACADEMIC TECHNOLOGY REVIEW

Instructions for Executive Director of Academic Technology: Using the rubric below, evaluate the course's alignment with Motlow's "Guidelines for Online and Hybrid Courses" and technical and academic standards.

☐ The Author has completed Developer or Refresher training within the past two years

Date of last Developer or Refresher training _____

1. The course design is consistent with the Motlow Common Course Design (see Distance Education Policy Appendix 3) ☐ Yes ☐ Partially ☐ No Comments: _____

2. The course information states whether the course is fully online, hybrid, or web-enhanced ☐ Yes ☐ Partially ☐ No Comments: _____

3. The course includes a Welcome Announcement that provides links to the Getting Started module and other necessary modules/assessments for Week 1 ☐ Yes ☐ Partially ☐ No Comments: _____

4. Learners have easy access to a well-designed and up-to-date gradebook. ☐ Yes ☐ Partially ☐ No Comments: _____

5. Instructor expectations are clearly stated via rubrics and/or other criteria for evaluations of major assessments, projects, discussions, etc. and are clearly articulated and consistently interlinked ☐ Yes ☐ Partially ☐ No Comments: _____

6. The course is easy to navigate (related content organized together, self-evident titles, etc.). ☐ Yes ☐ Partially ☐ No Comments: _____

7. Within each module, all relevant course materials and assessments—including readings, assignments, quizzes, rubrics, and instructional content—are interlinked to facilitate seamless student navigation. ☐ Yes ☐ Partially ☐ No Comments: _____

8. The course is free of grammatical and spelling errors, and typography is consistent ☐ Yes ☐ Partially ☐ No Comments: _____

9. Web pages and documents are formatted to meet web accessibility standards with titles, headings, and other styles to enhance readability and improve the structure of the document. (Course accessibility score is at least 90%.) ☐ Yes ☐ Partially ☐ No Comments: _____

10. A sans-serif font with a standard size of at least 10 pt. is used. Flashing and blinking text are avoided. ☐ Yes ☐ Partially ☐ No Comments: _____

11. A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.), and audio description is provided for video-only content. ☐ Yes ☐ Partially ☐ No Comments: _____

13. When possible, information is displayed in a linear format instead of as a table. When present, tables are correctly formatted with titles, header rows and columns. ☐ Yes ☐ Partially ☐ No
Comments: _____

14. Hyperlink text is descriptive and makes sense when out of context (avoid using 'click here'). ☐ Yes ☐ Partially ☐ No Comments: _____

15. Alignment between activities, assessments, learning outcomes and objectives is articulated clearly. ☐ Yes ☐ Partially ☐ No Comments: _____

16. The course provides discussion boards and other activities intended to build a sense of class community, support open communication, and promote regular and substantive interaction. ☐ Yes ☐ Partially ☐ No Comments: _____

17. The course offers opportunities for substantive interaction with the instructor ☐ Yes ☐ Partially ☐ No Comments: _____

18. Expectations for all course interactions (instructor-to-student, student-to-student, student-to-instructor) are clearly stated and modeled in all course interaction/communication channels. ☐ Yes ☐ Partially ☐ No Comments: _____

19. Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable. ☐ Yes ☐ Partially ☐ No Comments: _____

20. A course schedule is provided that includes links to course materials/assessments. Ideally, the schedule should be constructed so that links can be copied/pasted into regular announcements. ☐ Yes ☐ Partially ☐ No Comments: _____

☐ **Approved** (Form routes to the Department Lead for Review)

☐ **Not Approved** (form routes to the Author)

Comments: _____

Executive Director of Academic Technology Signature: _____

Date: _____

SECTION 3: Department Lead Review

Instructions for Department Lead: The Department Lead reviews the course on behalf of the department faculty. Before completing the rubric, the Lead will gather input from faculty who have also reviewed the course using the same rubric. In completing their section, the Department Dean will take into account any “No” responses when determining final approval.

Using the rubric below, evaluate the course’s alignment with Motlow’s “Guidelines for Online and Hybrid Courses” and general departmental and academic standards.

1. The department’s master syllabi Student Learning Outcomes and Objectives are clearly stated, are prominently located, and are effectively and consistently aligned to learning activities and assessments. ☐ Yes ☐ Partially ☐ No Comments: _____

2. The assignments and overall workload reflect the department’s Course Objectives and other expectations/norms regarding the number, nature, and variety of major assignments, readings, writing, projects, etc. ☐ Yes ☐ Partially ☐ No Comments: _____

3. Textbook/Publisher/OER materials reflect departmental norms ☐ Yes ☐ Partially ☐ No
Comments: _____

4. The course design is consistent with the Motlow Common Course Design (see Distance Education Policy Appendix 3) ☐ Yes ☐ Partially ☐ No Comments: _____

5. The course Welcome Announcement provides the necessary links for the Getting Started and modules/assessments for Week 1 ☐ Yes ☐ Partially ☐ No Comments: _____

6. The hidden Instructors Start Here module includes the necessary overview, guidelines, and pre-course instructions for teaching the course ☐ Yes ☐ Partially ☐ No Comments: _____

7. Content is organized into a series of sequential modules that reflect departmental norms for organization ☐ Yes ☐ Partially ☐ No Comments: _____

8. Within each module, all relevant course materials and assessments are interlinked to facilitate seamless student navigation. ☐ Yes ☐ Partially ☐ No Comments: _____

9. Course learning materials have sufficient depth and relevancy to support student learning of the subject matter. ☐ Yes ☐ Partially ☐ No Comments: _____

10. The course provides activities for learners to develop higher order thinking and problem-solving skills, such as critical reflection and analysis, and does so in a way that reflects departmental norms and expectations ☐ Yes ☐ Partially ☐ No Comments: _____

11. The course provides activities that promote active learning and/or emulate real world applications of the discipline such as experiential learning, peer review, case studies, and problem-based activities. ☐ Yes ☐ Partially ☐ No Comments: _____

12. The course provides discussion boards and other activities intended to build a sense of class community, support open communication, and promote regular and substantive interaction. ☐ Yes ☐ Partially ☐ No Comments: _____

13. Course provides links to departmentally appropriate Motlow services such as Tutoring and the Libraries. ☐ Yes ☐ Partially ☐ No Comments: _____

14. Sufficient opportunities for frequent and appropriate feedback are provided. ☐ Yes ☐ Partially ☐ No Comments: _____

15. Activities and assessments clearly align with learning outcomes and objectives. ☐ Yes ☐ Partially ☐ No Comments: _____

16. Instructor expectations are clearly stated via rubrics and/or other criteria for evaluations of major assessments, projects, discussions, etc. and are clearly articulated and consistently interlinked ☐ Yes ☐ Partially ☐ No Comments: _____

17. Samples of successful assignment responses are provided where appropriate ☐ Yes ☐ Partially ☐ No Comments: _____

18. The course enrollment limit is set appropriately (see p. 2) ☐ Yes ☐ Partially ☐ No Comments: _____

Department Lead Signature _____ Date _____

SECTION 4: DEPARTMENT DEAN REVIEW

Instructions for Department Dean: Using the rubric below, evaluate the course's alignment with Motlow's "Guidelines for Online and Hybrid Courses" and departmental, technological, and academic standards.

Dates of current WMHA:

Start _____ End _____

1. The course design is consistent with the Motlow Common Course Design (see Distance Education Policy Appendix 3) ☐ Yes ☐ Partially ☐ No Comments: _____

2. The Course Syllabus reflects Motlow's Master Syllabus Policy [add link] ☐ Yes ☐ Partially ☐ No Comments: _____

3. Course Policies are consistent with the Motlow State Course Guidelines ☐ Yes ☐ Partially ☐ No Comments: _____

4. The department's master syllabi Student Learning Outcomes and Objectives are clearly stated, are prominently located, and are effectively and consistently aligned to learning activities and assessments. ☐ Yes ☐ Partially ☐ No Comments: _____

7. The assignments and overall workload reflect the department's Course Objectives and other expectations/norms regarding the number, nature, and variety of major assignments, readings, writing, projects, etc. ☐ Yes ☐ Partially ☐ No Comments: _____

8. Textbook/Publisher/OER materials reflect departmental norms ☐ Yes ☐ Partially ☐ No Comments: _____

9. The course includes a Welcome Announcement that provides links to the Getting Started module and other necessary modules/assessments for Week 1 ☐ Yes ☐ Partially ☐ No Comments: _____

10. The course provides links to appropriate Motlow services such as Tutoring and the Libraries. ☐ Yes ☐ Partially ☐ No Comments: _____

11. Content is organized into a series of sequential modules that reflect departmental norms for organization (Units, Major Assignments, Chapters, etc.) ☐ Yes ☐ Partially ☐ No Comments: _____

12. Within each module, all relevant course materials and assessments—including readings, assignments, quizzes, rubrics, and instructional content—are interlinked to facilitate seamless student navigation. ☐ Yes ☐ Partially ☐ No Comments: _____

13. The course offers access to a variety of engaging resources to present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor. ☐ Yes ☐ Partially ☐ No Comments: _____

14. The course provides discussion boards and other activities intended to build a sense of class community, support open communication, and promote regular and substantive interaction. ☐ Yes ☐ Partially ☐ No Comments: _____

15. Samples of successful assignment responses are provided where appropriate ☐ Yes ☐ Partially ☐ No Comments: _____

16. Sufficient opportunities for frequent and appropriate feedback reflecting departmental norms are provided ☐ Yes ☐ Partially ☐ No Comments: _____

17. Activities and assessments clearly align with learning outcomes and objectives. ☐ Yes ☐ Partially ☐ No Comments: _____

18. Instructor expectations are clearly stated via rubrics and/or other criteria for evaluations of major assessments, projects, discussions, etc. and are clearly articulated and consistently interlinked ☐ Yes ☐ Partially ☐ No Comments: _____

☐ **Approved** (Form routes to the Office of Academic Affairs to initiate payment)

☐ **Waived** (Form routes to the Office of Academic Affairs to initiate payment)

☐ **Not Approved** (form returns to the Author)

Comments: _____

Department Dean Signature: _____ Date: _____