



Provost's Online Course Quality Review Initiative

Frequently Asked Questions

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Why is the University implementing the Online Course Quality Review Initiative?

The [Provost's Online Course Quality Review Initiative](#) is designed to support high-quality online teaching and strengthen the online student learning experience through continuous course improvement.

Why are we starting with 100 and 200 level online courses?

The initiative begins with 100 and 200 level online courses because they often enroll the largest numbers of students and serve as gateway courses. Beginning in 2028, the review process will expand to include 300-500 level online courses. The Online Course Quality Review Initiative is an ongoing process that supports continuous improvement in online teaching and learning across the university.

Does every online course have to be reviewed?

All undergraduate online courses are included in the Online Course Quality Review Initiative. The review process is implemented over multiple years, beginning with 100 and 200 level online courses and expanding to 300-500 level online courses between 2028 and 2030.

Can a course be reviewed even if it is not part of the current implementation timeline?

Faculty and colleges may request [instructional design consultations](#) and course reviews for any online course. The Center for Teaching Excellence (CTE) supports quality online teaching across all online courses, regardless of when they are scheduled to participate in the Online Course Quality Review Initiative.

What is expected of my college?

Each college will partner with the CTE to:

- Review its online course inventory.
- Identify priority courses.
- Develop a multi-year implementation plan.
- Support faculty throughout the review process.

How are courses selected for review?

Each college will work collaboratively with the CTE to identify priority courses. Considerations may include:

- Enrollment
- Gateway or foundational courses
- Program priorities
- Planned course redesigns
- Faculty readiness
- College priorities



Who conducts the reviews?

Implementation varies by college.

Some colleges conduct their own QSOC-aligned review process, while others partner with the Center for Teaching Excellence to complete the review process.

How does the Online Course Quality Review process work?

The review process consists of three phases.

Step 1: Faculty Self Review and Course Development

Faculty complete a [Quality Standards for Online Courses \(QSOC\)](#) self-review using the [Online Course Readiness for Student Success Checklist](#) and work with an instructional designer (or their college's support team) to strengthen the course.

Step 2: Collaborative Feedback and Course Refinement

Faculty continue refining their course in collaboration with an instructional designer. Feedback and consultations help align the course with QSOC standards and course readiness expectations.

Step 3: Final Review

Once the course is ready, it moves to a final review conducted by the Director of Distributed Learning and Innovation or the college's internal review process, depending on the implementation model.

How long does the review process take?

The timeline varies depending on the course and the amount of revision needed. Some courses may require only minor updates, while others may need more extensive revisions. The CTE works collaboratively with faculty to establish realistic timelines that support continuous course improvement.

How often does a course need to be reviewed?

Courses participate in the Online Course Quality Review process every five years. Regular reviews support continuous improvement and help ensure online courses remain aligned with the [Quality Standards for Online Courses \(QSOC\)](#) and current online teaching practices.

Will every course require revisions?

Not necessarily. Many courses already demonstrate strong design. The review process identifies strengths and opportunities for improvement while supporting faculty in making meaningful enhancements where appropriate.

What if a course has already completed another quality review?

Courses that have previously completed another quality review will still participate in the Online Course Quality Review process. Previous reviews often provide a strong foundation, but this initiative is designed to support continuous improvement and ensure courses align with the university's current [Quality Standards for Online Courses \(QSOC\)](#) and course readiness expectations.



What happens if additional improvements are recommended?

Faculty continue working with the CTE or their college's review team to strengthen the course. The emphasis is on collaboration, feedback, and continuous improvement.

Is the Online Course Quality Review process pass/fail?

No. The Online Course Quality Review process is designed to support continuous improvement through collaboration, feedback, and instructional support. The goal is to strengthen online courses while aligning them with the [Quality Standards for Online Courses \(QSOC\)](#).

Can faculty request assistance before the review?

Absolutely. Faculty are encouraged to work with an [instructional designer](#) early in the process. The review process is intended to support course development and continuous improvement throughout course design.

What support does the CTE provide?

The CTE offers a variety of services to support faculty throughout the review process, including:

- [Instructional design consultations](#)
- [Educational media and multimedia support](#)
- [Designing and Delivering Effective Online Courses](#)
- [Foundations of Online Teaching](#)
- [Professional development sessions](#)
- [Midterm Student Feedback](#)
- [Online Course Quality Coach \(Coach Q\)](#)
- [Online Teaching Resources](#)

How will departments be involved?

Each college will determine the communication strategy that works best for its departments and faculty. The CTE will partner with the college throughout implementation and provide support based on the college's priorities.

How often will the CTE meet with our college?

The frequency will depend on the college's implementation plan and needs. The CTE will continue meeting with colleges throughout the initiative to review progress, discuss priorities, and identify additional opportunities to support quality online teaching.

Will this affect faculty evaluation or promotion?

No. The Online Course Quality Review Initiative is intended to support course improvement and high-quality online teaching. It is not part of the faculty evaluation or promotion process.

Questions?

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