

Instructor Name _____ Course Name _____ Date _____ Reviewer _____

Score _____ out of 60 possible points; **Must be 48 points or higher for approval. Any item with an * by the score is MANDATORY.**

I. SYLLABUS, COURSE OVERVIEW, AND INTRODUCTION

General Review Standard: The overall design of the course, navigational information, technological requirements, as well as course, instructor and student information are made transparent to the student at the beginning of the course in the Syllabus and introductory section of the course.

Specific Review Standards:	Details	Points	Yes	No	Notes
I.1 Etiquette expectations with regard to discussions and email communication are clearly stated.	Syllabus	2			
I.2 Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.	Syllabus -- SACS-COC Best Practices Suggestion 4b	3*			
I.3 The learning objectives of the course describe outcomes that are measurable.	Master template/Syllabus - SACS-COC Best Practices Suggestion 5a	3*			
I.4 The learning objectives address content mastery, critical thinking skills, and core learning skills.	Master template/Syllabus	2			
I.5 The learning objectives of the course are clearly stated and understandable to the student.	Master template/Syllabus - SACS-COC Best Practices Suggestion 4b	3*			
I.6 The course evaluation (grading policy) is clearly stated.	Syllabus	3*			
I.7 The types of assessments selected and the methods used for submitting assessments are appropriate for the distance learning environment.	INCLUDING 2 MONITORED EXAMS (needs to be stated in Syllabus) -- SACS-COC Best Practices Suggestion 5b // Distance Education Policy E1i	3*			
I.8 The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject. Any third party site keys or ancillary materials students must purchase must be listed in the Syllabus.	Master template/ Syllabus, in compliance with dept. textbook selection	3			
I.9 Clear standards are set for instructor response and availability (turn-around time for email, office hours, etc.)	Syllabus -- Distance Education Policy E1c	3*			
I.10 The requirements for course attendance are clearly articulated.	Syllabus	2			

I.11 Course instructions provide sufficient information about (or links to) the institution's academic support system and student support services, as well as tutorials and resources that answer basic questions related to research, writing, technology, etc.	Portal Welcome, Syllabus, Help desk info, library link, database instruction handouts, Writing Center information -- SACS-COC Best Practices Suggestion 4b	3*			
I.12 The course acknowledges the importance of ADA requirements.	Master template/Syllabus - -- SACS-COC Best Practices Suggestion 1j	3*			
I.13 Permanent navigational instructions make the organization of the course easy to understand.	Must include a welcome page on Portal and LMS in use for course so that	3			
I.14 A statement introduces the student to the course and to the structure of the student learning.	Must include a welcome page on Portal and LMS in use for course	3			
I.15 The self-introduction by the instructor is appropriate.	Profile, video intro, forum post	1			
I.16 Students are requested to introduce themselves to the class.	Within course, e.g. forum post	1			

II. LEARNING OBJECTIVES (COMPETENCIES)

General Review Standard: Learning objectives are clearly defined and explained. They assist the student to focus learning activities.

Specific Review Standards:	Details	Points	Yes	No	Notes
II.1 Instructions to students on how to meet the learning objectives are adequate and easy to understand.	Within assignments, rubrics	2			
II.2 The learning objectives of the course are articulated and specified on the module/unit level or in the required materials.	Each unit	2			

III. ASSESSMENT AND MEASUREMENT

General Review Standard: Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.

Specific Review Standards:	Details	Points	Yes	No	Notes
III.1 Assessment and measurement strategies provide feedback to the student.	Grades/scores so students know standing in course	3			
III.2 "Self-check" or practice types of assignments are provided for quick student feedback.	Assignments for practice before exams	1			

IV. RESOURCES AND MATERIALS

General Review Standard: Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields.

Specific Review Standards:	Details	Points	Yes	No	Notes
IV.1 Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student without additional monetary cost to the student beyond the required materials listed on the Syllabus.	Additional course materials not listed on Syllabus are embedded in course for free student access	3			

V. LEARNER INTERACTION

General Review Standard: The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment and personal development.

Specific Review Standards:	Details	Points	Yes	No	Notes
V.1 Learning activities foster instructor-student, content- student, and if appropriate to this course, student-student interaction.	Look for differentiated instruction here Instructor-student, e.g. grade feedback, email // Content -student, e.g. reading assignment// student-student, e.g. forum // -- SACS-COC Best Practices Suggestion 2e	3*			
V.2 The course design prompts the instructor to be present, active, and engaged with the students.	e.g. Announcements, class questions forum, feedback	2			
V.3 Contact hours for this online course are equivalent to contact hours for a traditional course.	e.g. Contact hours in an online course measure the time a student interacts with the course content, including instructor-student interaction (e.g. instructional videos, announcements, PowerPoints, quizzes, grade feedback, email); content - student interaction (e.g. reading assignment); and student-student interaction (e.g. forum).	3*			