| Southern Crescent Technical College DE Course Evaluation/Review | | | | |
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| **Term: Course: CRN: Type: O, K1, K2 or V Review Date:** | | | | |
| **Standard 1: Course Content** | | | | |
| **Score Legend: 2=Meets Criteria, 1=Partially Meets Criteria, 0=Does NOT Meet Criteria, N/A = Not Applicable** | | | | |
| **Academic Content Standards and Assessments** | | | | |
| ***Criteria*** | | ***Considerations*** | ***Score*** | ***Comments*** |
| 1 | The course goals and objectives  are measureable and clearly state  what the student will know or be able to do at the end of the course. REF: COC CS 3.3.1.1; COE Objective 11-C-3, Criteria 11-C-6, TCSG 02-05-02 | Course goals and objectives are  measureable and clearly state what  the student should know or should be able to do at the end of the course. |  |  |
| 2 | The course content and  assignments are aligned with TCSG curriculum standards or nationally accepted standards for those courses whose outcomes lead to certification.  REF: TCSG 02-05-01 | The course content and  assignments are aligned with TCSG curriculum standards or nationally accepted standards for those courses whose outcomes lead to certification. |  |  |
| 3 | The course content and  assignments are of sufficient rigor,  depth and breadth to teach the standards and identified student learning outcomes. REF: COC CS  3.3.1.1; COE Objective 11-C-3, Criteria 11-C-6; TCGS 02-05-01,  02-05-02, 02-05-03, 02-05-04, 02-  05-05 | Clear and explicit alignment exists  between objectives, assessments,  instructional strategies, content and technology; and the content, activities and assignments provide multiple learning opportunities to master the standards. |  |  |
| 4 | Assessment and assignment  feedback procedures are  provided. REF: COC CS 3.3.1.1 | Assessment **AND** assignment  feedback procedures are provided:  Checklists, Rubrics, Practice Quizzes |  |  |
| **Course Overview and Introduction** | | | | |
| 5 | A clear, complete course  overview, syllabus, and schedule are included in the course.  REF: COC CS 3.4.10 | A course overview is available. The  course syllabus is accurate, up-to- date and in the college approved  format. A clear course schedule/timeline is available to students. |  |  |
| 6 | Issues associated with the use of  copyrighted materials are  addressed. REF: COC CS 3.2.14 | The instructor has complied with  the provisions of the TEACH Act and  “Fair Use” laws and practices to avoid copyright infringement. |  |  |

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| **Standard 1: Course Content Continued** | | | | |
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| **Communication** | | | | |
|  | |  |  |  |
| ***Criteria*** | | ***Considerations*** | ***Score*** | ***Comments*** |
| 7 | Academic integrity items including  plagiarism are clearly addressed. REF: COC CS 3.2.14, CS 3.4.5; COE Objective 11-A, Criteria 11-A | The course includes guidelines for  students on the use of copyrighted materials, appropriate use of networked resources and academic honesty. |  |  |
| 8 | Information is provided to  students on how to communicate  with the online instructor, including information on the process for these communications.  REF: COC CS 3.4.10 | Examples: A timeframe for  participation; an approximate time  required for individual activities; expectations for communications, such as online discussion, synchronous chats and e-mail; activity and other assignment expectations; and survey and/or exam expectations. |  |  |
| 9 | Guidelines and information are  provided to students concerning  netiquette expectations regarding lesson activities, discussions, e- mail communications.  REF: COC CS 3.4.5 | This could be included in the course  syllabus, in the course materials, or  in the orientation to the course materials. |  |  |
| **Resources and Materials** | | | | |
| 10 | Sufficient learning resources and  materials to increase student success are available. REF: COC CS  3.8.1, 3.8.2; COE Objective 11-E-1, Criteria 11-E-1; TCSG 02-05-09 |  |  |  |
| 11 | Access to academic support  services specifically related to distance education is provided. |  |  |  |

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| **Standard 2: Instructional Design** | | | | |
| **Score Legend: 2=Meets Criteria, 1=Partially Meets Criteria, 0=Does NOT Meet Criteria, N/A = Not Applicable** | | | | |
| **Course Unit and Lesson Design** | | | | |
| ***Criteria*** | | ***Considerations*** | ***Score*** | ***Comments*** |
| 12 | The course is organized into study units  to effectively allow students to complete their assignments/course in a timely manner. | To assist in navigation and flow of  course content the course is organized by modules, units, weeks, sections etc… with associated lessons contained within the identified areas. |  |  |
| 13 | Study units include an overview of  learning outcomes, content and activities, assignment and assessments. | The lesson/unit overview  describes the objectives, activities, assignments, assessments, estimated timeframe, and resources included in the lesson. |  |  |
| **Instructional Strategies and Activities** | | | | |
| 14 | The course design includes activities that  engage students in active learning that address a variety of learning styles and preferences, and provides multi-level opportunities for students to master content. | Learning activities may include:  examples; case studies; simulations; research; a variety of reading and writing activities; visuals and graphics; discussions and labs; podcasts; streaming video; and audio-scripted text. |  |  |
| 15 | The course provides opportunities for  students to engage in higher-order thinking, critical reasoning activities and thinking in increasingly complex ways. | Supporting opinions with  evidence from test and  experience; higher-order thinking inquiries with a variety of questions; interpersonal and self- directional skills; critical and systems thinking (understanding the interconnections among systems); activities that require students to frame, analyze and solve problems, form opinions, and develop mental models. |  |  |
| 16 | The course design reflects diversity and is free of bias. **DO NOT USE AT THIS TIME.** | Images, Language, Content, etc. | N/A |  |
| 17 | The course design meets Universal  Design principles, Section 508 standards and W3C guidelines allowing instructor adaptability as required to accommodate students’ needs. | Students with disabilities |  |  |

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| 18 | The course design reflects applicable levels of math, reading, and language skills. | Sensitivity to readability issues,  written language skills and  mathematical requirements is demonstrated. |  |  |

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| **Communication and Interaction** | | | | |
| ***Criteria*** | | ***Considerations*** | ***Score*** | ***Comments*** |
| 19 | The course design provides  opportunities for appropriate instructor- student and student-student interaction to foster mastery and application of the material and a plan for monitoring that interaction. | Collaborative learning  opportunities are available  through e-mail, discussion strands, oral assessments, synchronous chats, webinars, simulations, lab activities, and/or other group projects. |  |  |
| **Resources and Materials** | | | | |
| 20 | Students have access to library and  other learning resources that enrich the course content. | Materials and/or web links have been  reviewed for appropriateness, currency, and are aligned with course objectives and specifications. |  |  |

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| **Standard 3: Learner Assessment** | | | | |
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| **Assessment Communication** | | | | |
| ***Criteria*** | | ***Considerations*** | ***Score*** | ***Comments*** |
| 21 | If required, proctored exams and/or  on-campus attendance is identified. | Students are made aware of on-  campus attendance and/or proctored exams. |  |  |
| **Assessment Resources and Materials** | | | | |
| 22 | Grading rubrics and models of partially to fully completed assignments are provided to the student. | Grading rubrics specify the criteria  for the assignments, and models  of partially completed assignments  demonstrate the characteristics of quality expected. |  |  |
| 23 | Assessment materials provide the  flexibility to assess students in a variety of ways. | Multiple versions of the same test,  test bank, alternative evaluation  methods included, test questions organized by student learning outcomes. |  |  |
| 24 | The grading policy and practices are  easy to understand. | The grade values given to  assessment and assignments are balanced to reflect their importance in assessing mastery and the importance of the content being assessed. |  |  |
| **Assessment Feedback** | | | | |
| 25 | Assessment strategies and tools make  the student continuously aware of his/her progress in class and mastery of the content. | Use of feedback tools and  procedures built into the course;  students should be able to continuously self-monitor their academic progress. |  |  |

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| **Standard 4: Technology** | | | | |
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| **User Interface** | | | | |
| ***Criteria*** | | ***Considerations*** | ***Score*** | ***Comments*** |
| 26 | Major course navigation reflects  consistency with local college and/or program model. | Consistent and predictable  navigation methods: Students can move logically and easily between areas of the course; color,  graphics and icons are used to guide the student through the  course; and a consistent look and feel exist throughout the course (consistent text, colors, bullets, and heading styles). |  |  |
| 27 | Course makes use of technology that enhances student learning and expectations concerning the use of such technology are clearly communicated to students. | Rich media are provided in  multiple formats for ease of use and accessibility. |  |  |
| **Technology Requirements and Interoperability** | | | | |
| 28 | Course specific software and/or  hardware requirements are specified. | Operating system, processor  speed, utility software,  programming language, plug-ins, etc. |  |  |
| 29 | The course utilizes the appropriate  content-specific tools, software, labs, and equipment. | Graphing calculators, probes,  microscopes, word processing, spreadsheets, presentation software, audio recordings. |  |  |
| **Technical Support** | | | | |
| 30 | Technical support resources are  provided to help students resolve issues. |  |  |  |
| 31 | Resources for orientation on the use of  the learning management system, supporting infrastructure systems, and required software applications are provided. |  |  |  |

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Reviewer Comments:

Instructor Comments:\_

Reviewer Signature:

Instructor Signature:

Date: Date: