| Southern Crescent Technical College**Distance Ed Course Evaluation/Review** |
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| **Term: Course: CRN: Type: O, K1, K2, V Review Date:** |
| **Item** | **Criteria (Score Legend: 2=Meets Criteria, 1=Partially Meets Criteria, 0=Does NOT Meet Criteria, N/A = Not Applicable)** | **Score****Legend** |
| **Course Content** |
| 1 | The course goals and objectives are measurable and clearly state what the student will know or should be able to do atthe end of the course. |  |
| 2 | The course content and assignments are aligned with TCSG curriculum standards and 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 identifiedstudent learning outcomes. |  |
| 4 | Assessment and assignment feedback procedures are provided. |  |
| 5 | A clear, complete course overview, syllabus and schedule are included in the course. |  |
| 6 | Issues associated with the use of copyrighted materials are addressed. |  |
| 7 | Academic integrity items including plagiarism are clearly addressed. |  |
| 8 | Information is provided to students on how to communicate with the online instructor, including information on the process for these communications. |  |
| 9 | Guidelines and information are provided to students concerning netiquette expectations regarding lesson activities, discussions, e-mail communications. |  |
| 10 | Sufficient learning resources and materials to increase student success are available. |  |
| 11 | Access to academic support services specifically related to distance education is provided. |  |
| **Instructional Design** |
| 12 | The course is organized into study units to effectively allow students to complete their assignments/course in a timelymanner. |  |
| 13 | Study units include an overview of learning outcomes, content and activities, assignment and assessments. |  |
| 14 | The course design includes activities that engage students in active learning that address a variety of learning styles and preferences, and provide multi-level opportunities for students to master content. |  |
| 15 | The course provides opportunities for students to engage in higher-order thinking, critical reasoning activities and thinking in increasingly complex ways. |  |
| 16 | The course design reflects diversity and is free of bias. **At this time, please enter N/A in the score.** | N/A |
| 17 | The course design meets Universal Design principles, Section 508 standards and W3C guidelines allowing instructor adaptability as required accommodating students’ needs. |  |
| 18 | The course design reflects applicable levels of math, reading, and language skills. |  |
| 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. |  |
| 20 | Students have access to library and other learning resources that enrich the course content. |  |
| **Learner Assessment** |
| 21 | If required, proctored exams and/or on-campus attendance is identified. |  |
| 22 | Grading rubrics and models of partially to fully completed assignments are provided to the student. |  |
| 23 | Assessment materials provide the flexibility to assess students in a variety of ways. |  |
| 24 | The grading policy and practices are easy to understand. |  |
| 25 | Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content. |  |
| **Technology** |
| 26 | Major course navigation reflects consistency with local college and/or program model. |  |
| 27 | Course makes use of technology that enhances student learning and expectations concerning the use of such technology are clearly communicated to students.. |  |
| 28 | Course specific software and/or hardware requirements are specified. |  |
| 29 | The course utilizes the appropriate content-specific tools, software, labs, and equipment. |  |
| 301 | 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. |  |

Reviewer Comments:

# Southern Crescent Technical College

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Instructor Comments:

Reviewer Signature: Date:

Instructor Signature: Date: