Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CRN:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(+) criterion is met in the LMS course shell (-) criterion requires attention

(x) criterion is NOT met in the LMS course shell (NA) criterion is not applicable to the reviewed course

(NR) not reviewed at this time (reason will be provided)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Instructional Design | | | |
| 1. Course Information | | | |
|  | | A syllabus based on NTCC’s master syllabus is provided and easy to locate in the course. (Master Syllabus should include a. General Information about Course b. Course description c. Prerequisites d. Learning Outcomes e. Assessment Measures f. Required Materials g. Attendance Policy h. Grading Requirements i. College Policies j. Correct Withdrawal Date | |
|  | | Academic integrity expectations are provided as well as information for Respondus® Lockdown and Monitor when necessary. | |
|  | | Information about academic support is visible (Link to Library, Tutoring information, etc.) | |
|  | | Information about special hardware and/or software requirements is provided as needed. (Anything beyond the minimum expectations for online learning) | |
|  | | Requirements for synchronous assignments, meetings, and testing are explained. (ex: Proctored testing, Respondus, etc.) | |
|  | | (If applicable) If information in the Syllabus (i.e. policies, class procedures, contact info) is anywhere else on the LMS, the information matches the syllabus. | |
| Comments for Course Information: | | | |
| 1. Course Design | | | |
|  | Content is structured and sequenced in an organized, logical format using Modules. (Note: Modules may be divided as needed – weekly, by unit, by chapter, by skill, etc.) | | |
|  | Course Content aligns with Student Learning Outcomes as outlined in the Master Syllabus for the course. | | |
|  | Instructional delivery methods accommodate multiple learning styles and a diverse student population. | | |
|  | Course Navigation Menu shows a limited number of links for ease of navigation. Navigation links that are unused are hidden from student view (i.e. Files and Pages should always be hidden from students and should be accessed through modules) | | |
|  | The FILES navigation link is hidden from students. | | |
|  | Modules are published or availability dates set (may set pre-requisites to move through modules). | | |
|  | External links within course work (i.e. videos, websites, pages, etc.) (Run Link Validation). | | |
|  | Font type, size, and color are readable. | | |
|  | Course abides by copyright and fair use laws. | | |
|  | Course design indicates an effort to comply with or exceed accessibility standards. | | |
| Comments for Course Design: | | | |
| 1. Communication, Interaction, and Collaboration | | | |
|  | | | Course site includes information and instructions on how to get started (may be a home page, may be an announcement, may be a welcome video, etc.) |
|  | | | Instructor contact and availability information is clear and easy to find. (Best practices: should be repeated within course site not just on the syllabus) |
|  | | | Instructor’s preferred communication modes are noted and response timelines mentioned. |
|  | | | Netiquette standards are explained (Code of conduct when communicating or interacting with instructors and/or fellow students is provided) |
|  | | | Students and Instructors have opportunities to introduce themselves to each other. (Recommended Discussion Board / other assignments welcome) |
|  | | | There are opportunities for on-line students to build community within the class by interacting. |
|  | | | The Instructor demonstrates a regular “presence” in the class. (Can be demonstrated through interaction, communication, grading, feedback, discussion responses). |
| Comments for Communication, etc.: | | | |
| 1. Student Evaluation and Assessment | | | |
| 1. Assessment Measures | | | |
|  | | | Assessments are aligned with course goals, conducted throughout the semester, and use multiple methods to assess learning. |
|  | | | Clear instructions and due dates are provided for each assessment. |
|  | | | If Rubrics are used, rubrics are clear and easy to understand. |
|  | | | Assessments are designed and administered to uphold academic integrity. |
|  | | | (If applicable) On Quizzes and Tests, time limits and information about single or multiple attempts are explained. |
| 1. Feedback and Grading | | | |
|  | | | The grading policy for the course (weighted or points) is provided. |
|  | | | Grades are maintained in the Canvas gradebook and visible to the students. |
|  | | | How feedback is provided to the students is explained (i.e. automated grading, comments on a rubric, etc.) |
|  | | | Feedback and grades are provided in a timely manner. |
|  | | | Discussion of grades and feedback with students complies with FERPA rules and regulations. |
|  | | | (If applicable) Penalties accessed to grades are outlined and available to the students (i.e. Late or Missing Work penalties, illegible work, etc.) |
|  | | | (If applicable) Extra credit opportunities are described and instructions are provided. |
| Comments for Feedback and Grading: | | | |

|  |
| --- |
| Overall Comments and Suggestions: |

Course Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Purpose of Review: Online Certification  Online Re-certification

Course Review Cycle  Review Requested by Instructor

(+) criterion is met in the LMS course shell (-) criterion requires attention

(x) criterion is NOT met in the LMS course shell (NA) criterion is not applicable to the reviewed course

(NR) not reviewed at this time (reason will be provided)