

SVCC Exemplary Online Course Checklist

Section 1: Course Design

Course Design addresses elements of instructional design in an online course. Course design includes such elements as the structure of the course, learning objectives, and instructional strategies. In a well designed course:

Course Design

The SVCC online course syllabus template is used. (Links to institutional policies and procedures are included in the syllabus template.)	
Course Goals and Objectives/Outcomes are present and explicitly stated to the learner.	
Module Objectives / Outcomes are clearly presented to the learner and are aligned with the larger course objectives.	
Content is easily navigated and is organized in a manner that enables learners to achieve the stated goals. (Information is "chunked" or grouped to help students learn the content.)	
Students are given an opportunity to provide feedback about this course.	
A variety of instructional delivery methods accommodating multiple learning styles are available throughout the course.	
Course abides by copyright and fair use laws.	
Multimedia is used to encourage student engagement.	
Multimedia files have a specific purpose and are appropriate to the content.	
Multimedia files meet the following minimum standards: - Quality is clear - Audio/video file length is adequate to meet the goals of the activity without being too long and too large for users to download. - A written transcript is provided for audio/video files. - Images are resized smaller for efficient loading.	
Course has no broken links.	
Course design indicates a conscious effort to comply with or exceed Level 1 of Accessibility standards._____	
Student connectivity issues are considered: content (i.e., HTML, .pdf, .doc files) and media files are available in a variety of formats (e.g., video/audio transcripts); and/or content/media are available on CD-ROM or similar format.	

Section 2: Interaction & Collaboration

Interaction and Collaboration can take many forms. This checklist places emphasis on the type and amount of interaction and collaboration within an online environment. In exemplary courses, learner-to-learner, learner-to-content, and learner-to-instructor interaction and collaboration are exemplified through the following:

Interaction and Collaboration

Clearly stated expectations defining or explaining required levels of student participation are provided. (This is part of the SVCC online course syllabus template.)	
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Communication tools for students to publicly and privately ask questions to the instructor or to other students about course content are provided.	
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There is a deliberate attempt to create a learning community through the use of asynchronous tools such as discussions and email.	
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There is a deliberate attempt to create a learning community through frequent instances where the instructor takes an active role in moderating discussions, providing feedback, and participating in other interactive components.	
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Course offers separate forums for Community, Course Questions, and Content.	
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There are clearly defined statements to inform students what to expect in terms of instructor response time to interactive components (discussion postings, email, assignments, quizzes, etc.). (This is part of the SVCC online course syllabus template.)	
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When appropriate and available real-time tools such as chat rooms, whiteboards, videoconferencing, etc. are used in the course.	
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If group work is incorporated, a statement of the group's overall task is provided with clear and concise outcomes that are appropriate, reasonable, and achievable. A statement of how, when, and where the final product will be delivered is provided.	
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If group work is incorporated, rules for forming groups and assigning roles within each are clearly stated. Benchmarks and expectations of group participation are clearly stated.	
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Section 3: Assessment

Assessment focuses on the evaluation of student work toward the achievement of course goals and learning outcomes. This section addresses the quality and type of student assessments within the course, placing particular emphasis on the following:

Assessment

Assignments and other assessments are aligned with stated objectives/learning outcomes.	
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Expectations and instructions for completion and submission of assignments and assessments are provided. (Rubrics/Performance criteria are made available to students.)	
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If applicable, a grading scale that defines letter grades and/or weights, penalties assessed to the grade, the opportunity for earning extra credit, and a statement indicating whether or not the assessment can be retaken are provided.	
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If there are proctored examinations, students are notified at the beginning of the semester.	
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In order to encourage the use of critical thinking skills, assessments and evaluations use multiple methods, such as quizzes, tests, discussion, essay, projects, surveys, self-assessments, and other practice opportunities.	
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Assessments and evaluations are conducted on an ongoing basis throughout the course.	
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A date/time when the assessment will be available, a deadline for each activity, and a statement of time allocated for each assessment, are provided.	
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A grade book is available for checking progress.	
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A statement explaining how and when students will receive feedback is provided.	
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