

The Instructional Services Web-Centered Readiness Review provides a means for deans and faculty to review all Web-based courses for compliance with SCC and SACS COC requirements.

Category	Criteria	Annotations
<b>Course Organization and Design</b>		
Organization	<ul style="list-style-type: none"> <li>Course is organized and easy to navigate. Key components and structure of the course are clear.</li> </ul>	In general, you will want your course to be navigable by a student - even those new to online learning or your instructional area. To meet this expectation, we will test to ensure that the reviewer can find all items included on the syllabus and course schedule in 10 minutes or less. We will apply this standard to the first 3 weeks of the course (or to the equivalent content if your course is set up using Learning Modules / Topics instead of weeks).
	<ul style="list-style-type: none"> <li>A course schedule (list of weeks/units/modules and activities) is provided.</li> </ul>	This can be included as a link in the course menu, a file or page in your course, a web link to an external document or a calendar (for example, in a 3rd party tool). Alternatively, module folders labeled with dates also suffice if students are able to view all dates/folders for the semester. The schedule must, however, be able to be located within 10 minutes by a student / reviewer. To facilitate this, direction about where students can find schedule information should be included in the syllabus.
Design	<ul style="list-style-type: none"> <li>Relevant items on Course Menu</li> </ul>	Course contains information and/or links for online learner support and links to campus resources such as the library and Learning Assistance Center. A link to Online Tutoring and SCC Resources is required.
	<ul style="list-style-type: none"> <li>Similar content pages and/or folders in the course have a visually consistent layout.</li> </ul>	To meet this expectation, content areas of the course (whether folders, pages or learning modules) should have a consistent layout and flow. Each area need not contain exactly the same information, however students (and the reviewer) should be able to find information within the 10-minute search guideline.
	<ul style="list-style-type: none"> <li>Accessibility/UDP               <ul style="list-style-type: none"> <li>Font (consistency, legibility, accessibility)</li> <li>Course Menu color (legibility)</li> <li>File type (PDF, Mp4, Mp3, other when appropriate)</li> <li>Organization of content (Weeks, Units, Modules, etc.)</li> </ul> </li> </ul>	Examples of formatting that meets and does not meet expectations of this standard are included in the CRC Resource Course.
<b>Course Overview and Introduction</b>		
General	<ul style="list-style-type: none"> <li>Course starts with clear instructions on how to get started and navigate the course. <b>(Required In Announcements).</b></li> </ul>	
	<ul style="list-style-type: none"> <li>There is a recorded activity by which the instructor can determine that a student has checked in by the 10% date of the course that appears in the Grade Center (i.e., Census Activity).</li> </ul>	Students in all courses must show participation within the first 10% or what is commonly known as the Census Period of the course. For the purpose of census reports, viewing is not considered participation but rather students have to actively participate in the class. To meet this expectation, you must include an activity which shows active student participation, which is required to be completed by the census date. There is no requirement on which type of activity you choose, but it does, however, need to appear in your Blackboard Grade Center.
	<ul style="list-style-type: none"> <li>Course includes faculty contact information including office</li> </ul>	Best practice is to locate this information in a Course Menu Item, or within the Instructions / Welcome announcement. If you prefer to

	location (if on campus), SCC email address, telephone number, and office hours (whether physical or virtual).	include this information elsewhere in the course, the 10 minute search rule (a student or reviewer will need to be able to find the information within 10 minutes) will apply.
	<ul style="list-style-type: none"> <li>• Instructor states response time for communication and grading.</li> </ul>	To meet this expectation, the course must provide a clear statement of expected turnaround time for communication (both general e-mail and grading). The length of response time can vary based on the type of communication, and is left to the discretion of the instructor, program coordinator and Dean. This information can be contained anywhere within the course, but best practice is to include in in your Instructor Information, Syllabus or Instructions / Welcome Announcement. Other locations will be subject to the 10-minute search rule.
Syllabus	<ul style="list-style-type: none"> <li>▪ Instructor’s Name</li> <li>▪ Term &amp; Year - example: (Fall 2016)</li> <li>▪ Course Number and Course Title</li> <li>▪ Catalog Course Description—to include prerequisites and/or co-requisites</li> <li>▪ Textbook Information—required and/or recommended—to ensure students purchase correct textbooks, you should provide an ISBN number.</li> <li>▪ Materials—example: disks, tools, etc.</li> <li>▪ Course Objectives or Competencies (can be included in the Course Description if labeled as “Course Description and Objectives”)</li> <li>▪ Grading Policy and Grading Scale</li> <li>• Method of Evaluation (tests, papers, etc.) to include the % or weights for assignments/activities</li> <li>▪ Attendance/Participation Policy (must be clear, specific and reasonable—this should include requirements, consequences, and make-up work procedures)</li> <li>▪ Planned Schedule (or information about how to access this information in the online course shell)</li> <li>▪ Withdrawal Date and Procedure</li> <li>▪ Academic Integrity Statement—should be clear and specific and the consequences should be appropriate</li> <li>▪ Availability of Instructor</li> <li>• Contact Information such as office location, hours, e-mail, phone, URL</li> <li>• Disability Services Statement</li> </ul>	
<b>Instructional Design and Delivery</b>		
	<ul style="list-style-type: none"> <li>• Each assignment’s requirements are clearly stated including instructions for submission.</li> </ul>	To meet this expectation, instructors can choose to follow different paths. This information can be contained in the syllabus, or directly in the assignments / tests throughout the course. Similar to the course organization expectation, we will test to ensure that the reviewer can find all items included on the syllabus, course schedule or in the course in 10 minutes or less. We will apply this standard to the first 3 weeks of the course (or to the equivalent content if your course is set up using Learning Modules / Topics instead of weeks).
	<ul style="list-style-type: none"> <li>• Discussions (if appropriate) are organized clearly.</li> </ul>	Discussion forums (if included) should be organized in a way that students can easily navigate and complete the required information. Instructors can choose any organization structure they link - however the structure will need to be explained to fully to students. To meet this expectation, we will test to ensure that the reviewer can find all locate all discussion forums 10 minutes or less. We will apply this standard to the first 3 weeks of the course (or to the equivalent content if your course is set up using Learning Modules / Topics instead of weeks).
<b>Learning Objectives</b>		
	<ul style="list-style-type: none"> <li>• The course and module learning objectives are present</li> </ul>	Course level learning objectives need to be present in the course syllabus. (Also evaluated in the Syllabus section.) Module level learning objectives must be present in the course. (Generally these are contained in the Module or weekly folders throughout the course.) Course objectives may be listed under the Course Description if the heading is titled “Course Description and Objectives.”
	<ul style="list-style-type: none"> <li>• The course and module learning</li> </ul>	To meet this expectation, learning outcomes need to be deemed

	objectives describe measurable outcomes	measurable by the reviewer. (This item will be used to collect data only. As a result of this collection, you may be asked to work with your Dean, faculty within the department or a member of the e-learning department throughout the semester to develop measurable course and module learning objectives.)
<b>Assessment of Learning/ Performance</b>		
	<ul style="list-style-type: none"> <li>• Explicit information on how an assignment or assessment will be graded is provided.</li> </ul>	This information could include a rubric for assignments, examples of the level of work expected, and/or specific grading information (including whether partial credit is available, grammar requirements, etc.)
	<ul style="list-style-type: none"> <li>• Grade Center matches syllabus grading information, and Aviso Column is included.</li> </ul>	Grade Center reflects syllabus grading information and includes a column that properly reports to Aviso (marked as the external grade column and set to display as a percentage)
<b>Technology</b>		
	<ul style="list-style-type: none"> <li>• Course uses technology tools to facilitate communication, active learning, or achievement of learning objectives.</li> </ul>	<p>To meet this expectation, the course should include an active participation tools to engage students in the process of learning, and / or facilitate communication. To evaluate this standard, reviewers will look for one of the following tools (or something similar which we have not yet thought of) within the course:</p> <ul style="list-style-type: none"> <li>• Discussion Board - Discussion boards can be used to facilitate class discussion of issues, provide an area for students to ask question or clarify content or to allow students to interact with one another</li> <li>• Blog</li> <li>• Wiki</li> <li>• Exam</li> <li>• Google Plus</li> <li>• Google Drive (Interactive documents)</li> </ul> <p>There may be cases where interaction amongst students presents a barrier to achievement of student learning outcomes. If this is the case in your course, please contact E-Learning to discuss exemption for this standard.</p>
	<ul style="list-style-type: none"> <li>• Course provides links to tutorials on the use of tools when needed.</li> </ul>	In the case where technology tools are incorporated, instructions are provided to students on the use of these tools. This can be done in the syllabus, course activities, assignments, or content areas.