NEW RIVER
Community and Technical College
Central Administration

CRITERIA FOR EVALUATING ONLINE COURSES

Note: This checklist is adapted from information provided by the SREB Evaluation Review Criteria and from the quality standards for online courses from the University of North Carolina at Chapel Hill (links are provided below). And in addition to the following criteria, evaluation of all online courses must also include the criteria for evaluating any Web site: content (accuracy, appropriateness, scope) and technical aspects (navigation, presentation).

Criteria	Status X = no √ = yes
1. Students demonstrate (a) understanding of online learning requirements and (b) mastery of minimum technology competencies by completing an online prerequisite prior to enrolling in first online course.	
2. The instructor is trained in Web-based instruction techniques.	
3. Course syllabus is available online and contains ALL the key elements from the New River Course Syllabus template (materials required, instructor contact information to include phone number, email address, and virtual office hours, assessment criteria and instructor expectations, and a clear schedule for assignments and activities).	
4. Communication is established between instructor and each student during initial few weeks of the course and the course provides appropriate teacher-to-student interaction, including timely, frequent feedback about student progress.	
5. Instructor knows how to access official course roster using Web Self-Service and is able to compare that to ANGEL roster to resolve any enrollment issues.	
6. Access to learning resources (books, periodicals, software, etc.) is available equal to traditionally delivered course.	
7. The course structure includes fair, adequate, and appropriate methods and procedures to assess students' mastery of content.	
8. Course has been previously field-tested and revised if necessary.	
9. Instructor has provided expectations regarding online student communications etiquette.	
10. If any exams are to be proctored, contact information for proctors is	

provided and proctors have been provided a schedule of the exams.	
11. Information for obtaining technical assistance is provided.	
12. Provision is made for students with special needs and the course complies with the requirements of the Americans With Disabilities Act (see requirements http://www.usdoj.gov/crt/508/508home.html).	
13. Quality control and assessment procedures are in place for both student participation/behavior and course delivery/quality.	
14. Course objectives and student learning objectives are clearly identified as part of the course.	
15. The course engages students in learning activities that address various learning styles.	
16. Instructor provides timely, specific, and authentic feedback.	
17. The course includes clear directions.	
18. Course is comparable in rigor, depth, and breadth to traditionally delivered courses.	
19. Course promotes active learning through student interaction with class peers and/or worldwide peers.	
20. The course gives students opportunities to engage in abstract thinking and critical reasoning. Students are challenged and encouraged to predict, summarize, interpret, contrast, and differentiate ideas. The course offers a variety of activities that move students beyond the knowledge level of thinking by engaging them through activities like collaborative learning and group discussions.	
21. The course engages students in learning activities that address various learning styles.	
22. Course is organized in coherent, sequential manner.	

NOTE: This checklist is based loosely on information derived from the following two sites:

http://www.learnnc.org/support/coursestandards-pd
http://www.evalutech.sreb.org/criteria/online.asp