



# Northwest- Shoals Community College Distance Course Standards

**Note:** Successful completion of course evaluation requires that all 3-point standards with a total of 58 points.

| Standards  |     |  | Points |
|--|-----|--|--------|
| <b>Course Overview &amp; Introduction</b>            | 1.1 | A course orientation is provided which introduces students to the instructor and the format, purpose, and structure of the course including any on-campus or in-person requirements. | 3      |
|  | 1.2 | Students are required to complete a content-related assignment during the first week of class.   | 3      |
|  | 1.3 | Communication expectations for discussions, email, and other forms of interaction are clearly stated.  | 2      |
|  | 1.4 | Course and institutional policies with which the learner is expected to comply are clearly stated within the course or syllabus, or a link to current policies is provided.          | 2      |
|  | 1.5 | Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.  | 2      |
|  | 1.6 | Computer skills and digital information literacy skills expected of the learner are clearly stated.  | 1      |
|  | 1.7 | Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.   | 1      |
|  | 1.8 | The self-introduction by the instructor is professional and is available online.   | 3      |
|  | 1.9 | Learners are asked to introduce themselves to the class.   | 3      |
| <b>Learning Objectives</b>                           | 2.1 | The course learning objectives, or course/program competencies, describe outcomes that are measurable.   | 3      |
|  | 2.2 | The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.                     | 3      |
| <b>Assessment &amp; Measurement</b>                  | 3.1 | The course grading policy is stated clearly at the beginning of the course.  | 3      |
|  | 3.2 | Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.                         | 3      |
| <b>Instructional Materials</b>                       | 4.1 | The instructional materials represent up-to-date theory and practice in the discipline.  | 2      |
|  | 4.2 | A variety of instructional material is used in the course.   | 2      |
| <b>Learning Activities &amp; Learner Interaction</b> | 5.1 | Learning activities provide opportunities for interaction that support active learning.  | 3      |
|  | 5.2 | The instructor's plan for interacting with learners during the course is clearly stated.   | 3      |
|  | 5.3 | The requirements for learner interaction are clearly stated.   | 2      |
| <b>Learner Support</b>                               | 6.1 | Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.                                    | 2      |
|  | 6.2 | Course instructions articulate or link to the institution's technical & student services and resources that can help learners succeed.   | 1      |
| <b>Accessibility and Usability</b>                   | 7.1 | Course navigation facilitates ease of use.   | 3      |
|  | 7.2 | Course design facilitates readability.   | 3      |
| <b>Course Delivery</b>                               | 8.1 | The instructor posts a minimum of 1 announcement regarding course requirements and deadlines each week.  | 3      |
|  | 8.2 | The instructor integrates opportunities to provide the student with personalized and detailed feedback   | 3      |
|  | 8.3 | The instructor responds to all introduction posts and there is evidence of student-instructor engagement throughout the course.  | 3      |
|  | 8.4 | The course contains multiple videos (instructional or otherwise) created by the instructor.  | 2      |
|  | 8.5 | The instructor hosts virtual office hours weekly.  | 2      |
|  | 8.6 | The instructor provides a minimum of 3 opportunities for synchronous interaction (outside of office hours) with students.  | 2      |
|  | 8.7 | The course provides opportunities for students to engage with reflective and metacognitive strategies.   | 1      |