SOUTHERN STATE
COMMUNITY COLLEGE

Distance Learning Score Sheet
for Self-Review and Quality Assurance

The Southern State Community College Instructional Technology Committee has developed standards for online course quality. The standards provide a framework for the development, self-review, and peer-review of distance learning courses. The standards are regularly updated to reflect changes and improvements in distance learning.

The Distance Learning Scoring Sheet has five areas in which quality design is reviewed and they include: Course Information and Syllabus, Course Structure, Organization, and Accessibility, Instructional Design, and Instructor Presence, Interaction, and Communication.

Section 1: All components must be present for course approval.

	Course Information and Syllabus	Present?	
1.1	Course syllabus	Y	N
1.2	Course objectives or intended learning outcomes	Y	N
1.3	Instructor contact information, availability, and timing of instructor response	Y	N
1.4	List of textbooks and required materials	Y	N
1.5	Specific course requirements and policies	Y	N
1.6	Grading procedure and scale	Y	N
1.7	Class participation and attendance policy	Y	N
1.8	Instructional material	Y	N
1.9	Assessments	Y	N
1.10	Gradebook	Y	N

Section 2 Course Structure, Organization, and Accessibility: Section 2 has a combined maximum of 7 points. A total score of 3, and minimum of 1 in each sub-section, is required for approval.

	Structure, Organization, and Accessibility	Score	Requirements and Best Practices	Rubric
2.1	Course resources are accessible for all students.		• Text-based resources are provided in a format that allows for screen-reading technology. • Alt-text is provided on all image resources. • Captions are provided on video resources. • Transcripts are provided for audio resources.	0 – None of the resources meet accessibility requirements. 1 – Some of the resources meet applicable. accessibility requirements 2 – All of the resources meet applicable accessibility requirements.
2.2	Course materials are organized by modules.		• Course materials are organized by modules and use appropriate delivery formats. • Each module contains learning objectives describing measurable outcomes that are consistent with the course-level objectives. • Text color, font size, and type are readable and consistent throughout the course, with proper headings and formats. Topics, discussions, assessments, and folders are named consistently within each tool.	0 – The course is not organized by modules. 1 – One of the requirements is met. 2 – Two of the requirements are met. 3 – All of the requirements are met.
2.3	Necessary external resources are available.		• Resources are provided for any plug-ins, software, players, etc. necessary for accessing external content. • All hyperlinks are valid.	0 – None of the applicable requirements are met. 1 – Some of the applicable requirements are met. 2 – All of the applicable requirements are met.
	Section Score Total			

Section 3 – Instructional Design: Section 3 has a combined maximum of 4 points. A total score of 2, and minimum of 1 in each sub-section, is required for approval.

	Instructional Design	Score	Requirements and Best Practices	Rubric
3.1	The purpose of all instructional material is clear.		• The purpose of instructional materials to be used for learning activities is clearly explained. • How the instructional materials are used for learning activities is clearly explained.	0 – None of the requirements are met. 1 – One of the requirements is met. 2 – Both of the requirements are met.
3.2	Course design uses appropriate tools and media.		• Instructional materials and learning activities such as news items, discussions, assessments, checklists, rubrics, etc., are used appropriately to support the course objectives. • Instructional materials and learning activities contribute to the achievement of the stated course and module learning objectives.	0 – None of the instructional materials or learning activities meet the requirements. 1 – Some of the instructional materials or learning activities meet the requirements. 2 – All of the instructional materials or learning activities meet the requirements.
	Section Score Total			

Section 4 – Instructor Presence, Interaction, and Communication: Section 4 has a combined maximum of 4 points. A total score of 2, and minimum of 1 in each sub-section, is required for approval.

	Instructor Presence, Interaction, and Communication	Score	Requirements and Best Practices	Rubric
4.1	Course includes an introduction and welcome announcement.		• An announcement welcomes students to the course. • Students are provided clear direction to the course introduction and syllabus.	0 – None of the requirements are met. 1 – One of the requirements is met. 2 – Both of the requirements are met.
4.2	Course fosters student/content, student/student and student/instructor interaction.		• Learning activities foster student/content, student/student and student/instructor interaction.	0 – None of the applicable requirements are met. 1 – Some of the applicable requirements are met. 2 – All of the applicable requirements are met.
	Section Score Total			

Section 5 – Assessment and Evaluation: Section 5 has a combined maximum of 5 points. A total score of 3, and minimum of 1 in each sub-section, is required for approval.

	Assessment and Evaluation of Student Learning	Score	Requirements and Best Practices	Rubric
5.1	Course assessments provide multiple opportunities for students to measure their progress.		• Learning outcomes are assessed on a continuous basis. • Course includes a clear and detailed statement regarding the method, timing, and tools used by the instructor to provide feedback on assignments and activities. • Assessments and activities help measure the student's degree of competency relative to the course objectives.	0 – None of the applicable requirements are met. 1 – Some of the applicable requirements are met. 2 – All of the applicable requirements are met.
5.2	Assignment expectations are explicitly communicated, including detailed submission directions.		• Course includes a clear and detailed statement regarding the method and tools used by students to submit assignments, including location of assignment submission, file type requirements, etc.	0 – No assignment expectations are not clearly stated with appropriate detail. 1 – Assignment expectations are clearly stated with appropriate detail.
5.3	Course gradebook is easy to access and provides up-to-date information.		• Students have easy access to the gradebook housed in the course Canvas site. • The gradebook is configured correctly to include all graded assignments from the course.	0 – None of the applicable requirements are met. 1 – Some of the applicable requirements are met. 2 – All of the applicable requirements are met.
	Section Score Total			

Section Totals:

Section 1 Criterion meet: ☐ Yes   ☐ No

Section 2 – 5: a total of 20 points possible. A minimum score of 10 must be meet for course approval.

Section 2 minimum score of 3 for approval	
Section 3 minimum score of 2 for approval	
Section 4 minimum score of 2 for approval	
Section 5 minimum score of 3 for approval	
Total Points (must equal 10 for course approval)	