

SYNCHRONOUS ONLINE COURSE STANDARDS	ODEESIT REVIEW
<b>I. The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.</b>	
An introduction to the course and to the synchronous online mode of the learning is provided for students in Blackboard. This should include a detailed description of how (web-conferencing tool) and when synchronous meetings will be held. <i>Synchronous Online courses are required to meet every class session as scheduled in Banner. (This should be located in the content area not solely as an announcement.)</i>	
Learning content is presented in distinct learning modules or units.	
Minimum technology requirements, such as web camera, adequate internet access, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.	
<b>II. Appropriate assessment strategies are reflected in the course.</b>	
Course content reflects assignments and assessments that generate the required carnegie units of 2 hours of outside work <i>per credit hour, per week</i> for 15 weeks. <i>For example, course assignments, activities and/or assessments in a 3 credit hour course will require at least 6 hours of student time per week.</i>	
Assessment and measurement strategies prompt instructor feedback to the student.	
The types of assessments selected and the methods used for submitting assessments are appropriate for the distance learning environment.	
<b>Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields.</b>	
The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.	
Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student.	
<b>The course communicates the expectations for interaction between instructor and students.</b>	
Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)	

The requirements for participation <i>during</i> synchronous class meetings are clearly articulated. Reference the Online Course Code of Conduct in from Academic Affairs Policy & Procedure Manual	
<b>Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.</b>	
The course instructions articulate or link to a clear description of the technical support offered.	
Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.	
Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided.	
Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology etc.	
<b>The course is accessible to all students.</b>	
The course acknowledges the importance of ADA requirements.	
Web pages provide equivalent alternatives to auditory and visual content and has links that are self-describing and meaningful.	
The course demonstrates sensitivity to readability issues.	