

SCC DL Course Development Peer Review Form

All SCC distance learning courses must meet with SACS, regional, and state guidelines. The following form has been developed to assist peer reviewers in assessing new/developing courses for their compliance with those standards.

Instructions:

1. The review coordinator will select the peer review team and complete page 1 of this form. He or she will then provide the course developer with a copy of the DL Course Developer's Checklist (included in this document) and a copy of the SREB Principles of Good Practice (available electronically at http://www.ecinitiatives.org/publications/Principals_2004.pdf).
2. The review coordinator will copy pages 1 and 2 and distribute a copy to each member of the review team along with the page to be completed by each reviewer. (Each reviewer should only complete a single page.)
3. Upon completing the progress review, the reviewers will return their comments to the review coordinator, and the collective comments will then be forwarded to the course developer/s for further development.
4. Once the course developer has made changes and addressed any comments from the review team, the review coordinator will notify the reviewers that it is time to do the final review, and return their comment forms to them for reference.
5. The review committee will verify that their comments have been addressed, sign off on the course to approve it for delivery, and return the signed forms to the review coordinator.
6. The review coordinator will make a copy of the completed review, and return the original form to the DL Department to keep on file.

Course ID:	Course Title:
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Course Description:

WebCT Course Access: If access to a WebCT course site is required, please do not give out the course designer's id. Either shared access or a guest account will be provided by the DL Dept. Please note that publisher e-packs may require an additional access code for student access.

Shared Designer Access requested for the following users:

Guest Student Access Instructions:

Guest id: _____ Guest password: _____

Type of Course:
 Online
 Online/Campus (75% DL & 25% Campus)
 Video
 Video/Web
 Video/Campus (75% DL & 25% Campus)
 ITV

Review Coordinator:	Course Developer/s:
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Peer Reviewer 1:	Peer Reviewer 2:
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Peer Reviewer 3:	DL Representative:
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Progress Review Completion Date: _____ <input type="checkbox"/> approved for delivery <input type="checkbox"/> needs further development Review Coordinator Signature: _____	Final Review Completion Date: _____ <input type="checkbox"/> approved for delivery <input type="checkbox"/> needs further development Review Coordinator Signature: _____
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THIS PAGE TO BE COMPLETED BY THE COURSE DEVELOPER/S

Name:	
Phone:	
Email:	
Web Address: (if applicable)	
Mailing Address:	

COURSE ID AND TITLE: _____

Describe any training and/or experience you have had in preparation for this mode of DL course delivery	
If you are using pre-developed courseware or other online or video content from a publisher or faculty member, please describe.	
Describe the methods of student testing/assessment you plan to utilize in the course and your reasons for choosing those methods.	
Were there any criteria in the "Principles of Good Practice" that you could not apply? If so, please explain.	
Explain why you believe the chosen mode of DL delivery is appropriate for this course.	
Please use this area to include any other comments you would like to add regarding your course.	

THIS PAGE TO BE COMPLETED BY PEER REVIEWER 1 - NAME: _____
Course ID and Title: _____ **Course Developer Name:** _____

Progress Review Date: _____

- approved for delivery
- needs further development

Reviewer Signature: _____

Final Review Date: _____

- approved for delivery
- needs further development

Reviewer Signature: _____

	Progress		Comments (Please use the back of this sheet or attach additional pages if you have additional comments or suggestions for improvement.)	Final
	Yes	No		Yes
1) The instructor is adequately trained and/or experienced in the DL mode of delivery.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2) The instructor has set clearly stated expectations for interaction with the students via email, phone, and/or office hour contact.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
3) The interaction expectations set by the instructor are both reasonable and sufficient.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
4) The assignment due dates and test dates are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
5) The course objectives are in accord with those stated in the official catalog.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
6) The course is sufficiently structured for the chosen DL mode of delivery.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
7) Course content and coverage is equivalent to that in on-campus sections of the same course.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
8) If proctored testing will be required, the instructor has made appropriate provisions with the Testing and Assessment Center for scheduling, and has given students sufficient notice about testing dates/locations.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
9) Course policies, such as penalties for late work, plagiarism, make-up tests, etc. have been clearly outlined in the syllabus.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
10) Assignments/projects/tests are comparable and/or equivalent to those in on-campus sections.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
11) The textbook for the course is the same as, or comparable to that used in on-campus sections.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
12) Students have been provided with sufficient initial direction for beginning the course.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
13) Students have been made aware of the appropriate college student support services and learning resources available.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
14) The instructor's workload is similar to that of on-campus instructors.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
15) The instructor has provided for student evaluation of the course.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

THIS PAGE TO BE COMPLETED BY PEER REVIEWER 2 - NAME: _____
Course ID and Title: _____ **Course Developer Name:** _____

Progress Review Date: _____

- approved for delivery
- needs further development

Reviewer Signature: _____

Final Review Date: _____

- approved for delivery
- needs further development

Reviewer Signature: _____

	Progress		Comments (Please use the back of this sheet or attach additional pages if you have additional comments or suggestions for improvement.)	Final
	Yes	No		Yes
1) The instructor is adequately trained and/or experienced in the DL mode of delivery.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2) The instructor has set clearly stated expectations for interaction with the students via email, phone, and/or office hour contact.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
3) The interaction expectations set by the instructor are both reasonable and sufficient.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
4) The assignment due dates and test dates are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
5) The course objectives are in accord with those stated in the official catalog.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
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12) Students have been provided with sufficient initial direction for beginning the course.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
13) Students have been made aware of the appropriate college student support services and learning resources available.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
14) The instructor's workload is similar to that of on-campus instructors.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
15) The instructor has provided for student evaluation of the course.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

Progress Review Date: _____

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Reviewer Signature: _____

Final Review Date: _____

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Reviewer Signature: _____

	Progress		Comments (Please use the back of this sheet or attach additional pages if you have additional comments or suggestions for improvement.)	Final
	Yes	No		Yes
1) The instructor is adequately trained and/or experienced in the DL mode of delivery.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2) The instructor has set clearly stated expectations for interaction with the students via email, phone, and/or office hour contact.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
3) The interaction expectations set by the instructor are both reasonable and sufficient.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
4) The assignment due dates and test dates are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
5) The course objectives are in accord with those stated in the official catalog.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
6) The course is sufficiently structured for the chosen DL mode of delivery.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
7) Course content and coverage is equivalent to that in on-campus sections of the same course.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
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Progress Review Date: _____

- approved for delivery
- needs further development

Reviewer Signature: _____

Final Review Date: _____

- approved for delivery
- needs further development

Reviewer Signature: _____

	Progress		Comments (Please use the back of this sheet or attach additional pages if you have additional comments or suggestions for improvement.)	Final
	Yes	No		Yes
1) The items on the "DL Course Developer's Checklist" are in place within the course.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2) The course has been approved for usability and compliance with the SCC online/web page publication standards.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
3) Other Comments	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

SCC DL Course Developer's Checklist

This checklist has been developed by the SCC DL Advisory Committee in cooperation with several distance learning instructors. It is designed to provide faculty with a general guide for course preparation and transition of material to a DL mode of delivery. (Some of the items may not be applicable depending upon the mix of delivery media being used for a given course.)

General Preparations

Review the established course documentation (outline, learning outcomes, etc.).

Please ensure that:

- Course content/coverage is sufficient to achieve stated course objectives.
- Course content and supplementary materials do not contain errors, misleading, or out-of-date information, concepts, or strategies.

Select supplemental materials and assignments.

Please ensure that the course material:

- Is designed for a specific and clearly stated level of learner support and that opportunities for support are built into material where appropriate.
- Is structured to facilitate individual study and the development of study skills.
- Is well-paced within term time frame.
- Is logically subdivided into units, lessons, modules, etc.
- Includes a variety of approaches including summaries, images, and examples as appropriate.
- Contains regular opportunities for self-assessment.
- Provides clear, detailed instructions to guide the learner.
- Provides clear due dates for all assignments, tests, and/or projects.

Establish assessment strategies suitable for distance learning students.

If proctored testing will be required for the course:

- Make appropriate arrangements with Testing and Assessment for testing times, dates, and locations.
- Inform students of the dates, times, and locations scheduled for testing, as well as the proper procedure for making test time appointments and/or procedures for utilizing alternate DL proctors at a remote site.

Develop course syllabus.

Things to include:

- Course number, title, description, and objectives
- List any prerequisites for the course.
- Instructor contact info (phone, fax, email, and/or office hours) and best method and time to contact you
- Set clear expectations for the amount of interaction required/expected from the student via phone, email, postal mail, etc.
- Identify when and how quickly students can expect the instructor to respond to their questions (i.e. within 24 hours Mon.-Thurs., within 2 working days, etc.).
- List any required on-campus meeting times and dates.
- Specify whether the testing is online or on-campus.
- Textbook information (Don't forget to mention that students can order books online at <http://www.scc.bkstr.com>.)
- List any specific hardware or software requirements for the course.
- Identify the online course management tool used (i.e. WebCT) if applicable.
- Plagiarism statement
- SCC emergency numbers
- Information for students with disability
- Grading policy
- Late work and/or make-up testing policy

Develop course web site (if applicable).

Online course web sites should include all of the following elements. (Course web sites used as a supplement to on-campus or video instruction may include some or all of the following.)

- Link to Admissions web page
- Link to Counseling web page
- Link to Distance Learning web site
- Links to Distance Learning Welcome and Exit Surveys
- Link to LRC/Library web site
- Link to SCC Bookstore web page
- Link to SCC online student services system (S-PASS)
- SCC Copyright statement
- Disclaimer if links to outside sites are included within the course

These items as well as other student support services/tools are all linked on the DL Student Support web page.

<http://www.scc-fl.edu/dl/students>

Submit the modified curriculum package to the appropriate supervisor and peer review committee for review and approval.

Material Distribution/Availability

❑ **Orientation material:**

Your orientation should include the following:

- ❑ Welcome students to the course.
- ❑ Introduce the instructor/s.
- ❑ Briefly discuss differences between DL courses and on-campus courses.
- ❑ Present an overview of the course, identifying important content issues and dues dates in the syllabus.
- ❑ Describe course goals, course policies, and evaluation methods.
- ❑ Let students know how to reach you and encourage them to be in touch.

Orientation material should be available in one or more of the following formats:

- ❑ A print information packet to be picked up at a designated time and location on campus
- ❑ A videotaped orientation session to be duplicated and included with the term loan videos
- ❑ A digital video orientation session to be duplicated on CD-ROM and distributed either for purchase at the SCC bookstore, or for term loan at the LRC/Library
- ❑ An online orientation available at the course web site.
- ❑ A scheduled on-campus orientation meeting at a designated location.

❑ **Prepare welcome letter and post online via SCC Syllabus and Welcome Letter Portal. (All DL students will receive welcome postcards from DL Dept. directing them to the web page where we have provided general information for distance learners, as well as links to instructor welcome letters if available.)**

Instructor welcome letters should include:

- ❑ Section Number
- ❑ Course ID and Title
- ❑ Textbook info
- ❑ Instructor contact info (phone, fax, email, and/or office hours)
- ❑ Any specific hardware or software requirements for the course
- ❑ Date, time, and location of orientation meeting (if applicable)
- ❑ Course web site address and brief instructions for locating the site and getting started (if applicable)

❑ **Inform LRC/Library Reference Desk of any special items needed for duplication or reserve.**

Be sure to do the following:

- ❑ Obtain "Video Course-in-a-Box" due date sheets from LRC (if applicable)
- ❑ Pick up LRC/Library orientation materials for distribution to the class (if applicable)

❑ **Special considerations**

Online Courses

- ❑ Delete old student accounts at the end of each semester to prepare for a new set of students.
- ❑ Activate new student WebCT accounts at the beginning of the term and update throughout add-drop.

Video/Telecourses

- ❑ Request mailing labels by section for sending course assignments to students by postal mail.
- ❑ Obtain "Video Course in a Box" due date sheets from LRC

ITV courses

- ❑ Submit print course materials to the Print Shop for duplication.
- ❑ Arrange for course material to be sent by courier or fax to remote locations.
- ❑ Arrange for a teleclass coordinator to be present to distribute handouts, tests, and other materials at the remote site/s when the instructor is not there in person.