

**INTRODUCING THE AUSOM TEACHING AND FACILITATING REVIEW TOOL**

This course review tool is modeled national standards in online teaching and learning and has been adapted to fit online course delivery at Anderson University. There are 19 quality indicators, and each can be marked as Fully Met, Partially Met, or Not.

These requirements are covered in the AUSOM Teaching and Facilitating training. This review is used to find ways to enhance online teaching and learning at AU.

Standards	Status
<b>1. Course Overview and Introduction</b>	
1.1. Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.	Fully Met (2 points) Partially Met (1 point) Not Met
1.2. Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information, and brief biographical information.	Fully Met (2 points) Partially Met (1 point) Not Met
1.3. Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.	Fully Met (2 points) Partially Met (1 point) Not Met
1.4 Instructor provides clear information regarding access to the technology and related resources (e.g., publisher resources) required in the course	Fully Met (2 points) Partially Met (1 point) Not Met
<b>Summative Notes on Course Overview and Introduction:</b>	
<b>2. Assessment of Student Learning</b>	
2.1. All course goals and module objectives are specific, well-defined, and measurable	Fully Met (2 points) Partially Met (1 point) Not Met

<p>2.2. Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p>2.3. The learning activities (including graded assignments as well as ungraded activities) promote the achievement of the course goals and module objectives</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p>2.4. The assessment instruments (e.g., rubrics) are detailed and appropriate to the student work and respective goals/objectives being assessed. This includes assessing modes of online participation and contributions.</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p>2.5. Throughout the semester, instructor provides multiple opportunities to give feedback on student learning, as well as helping students "self-check" their learning</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p><b>Summative Notes on Assessment of Student Learning:</b></p>	
<p><b>3. Instructional Materials and Resources</b></p>	
<p>3.1 The instructional materials contributed to the achievement of the course goals and module objectives.</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p>3.2. Instructor articulates the purpose of each instructional material and how it is related to the course, activities, learning objectives, and success of the student</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p>3.3. There are a variety of instructional material types and perspectives, while not overly relying on one content type such as text.</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p>3.4. Course materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>

<p>3.5. Modeling academic integrity, instructor appropriately cites all resources and materials used throughout the course.</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p><b>Summative Notes on Instructional Materials and Resources:</b></p>	
<p><b>4. Interaction and Engagement</b></p>	
<p>4.1. Expectations for regular feedback and responses from the instructor are clearly stated.</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p>4.2. Instructor provides feedback in a timely, specific, and targeted manner.</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p>4.3. Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement.</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p>4.4. Instructor reminds students of due dates and duration of respective modules, as well as other instructions to keep students on task</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p>4.5. Instructor actively strives to keep course participants engaged and participating in productive dialogue.</p>	<p>Fully Met (2 points)          Partially Met (1 point)          Not Met</p>
<p><b>Summative Notes on Interaction and Engagement:</b></p>	