<p style="text-align:center">***DRAFT: April 30, 2012***
DEAC-COOL Recommendation</p>

Guidelines for Administrator and Peer Review of Online Courses

These Guidelines are meant to be used **in addition** to the evidence typically used for review of on-campus courses, **not** as a replacement.

1. Administrator and peer reviewers of online course faculty should have minimal competency in distance learning delivery as evidenced by at least one of the following: a) teaching an online or hybrid course; b) completing an online course as a student (either for credit or audit); c) attend an Etudes orientation session; d) other appropriate experience.

2. Instructor should be given the opportunity to provide written guidance to the reviewer about how the online course is organized, what course site content being covered at the time of the review, where to start, required computer settings, required plugins, etc.

3. Reviewers should have two hours of online access to the course site. Reviewers and course faculty members under review should determine if more than one site visit is necessary. The site visit should take place after census date.

4. If assessments are not available for viewing at the time of the review session, instructor should give the reviewer special access to at least one assessment or a printed version of the assessment.

Appendix J1, Section II: Job Performance Criteria: Administrative and Peer Evaluation Form for Faculty (Article 6 and 6A)	Suggested Evidence: Consideration of Satisfactory Rating
A.1. Uses current materials and theories.	• Same as on-campus course
A.2. Employs multiple teaching approaches when applicable.	• Same as on-campus course
A.3. Uses materials pertinent to the course outline.	• Same as on-campus course
A.4. Teaches at an appropriate level for the course.	• Same as on-campus course
A.5. Communicates ideas clearly, concisely, and effectively.	• Course site offers instructor with opportunities for interaction and communication with students. • Instructor uses technology tools to facilitate communication and learning appropriately. • All webpages are visually and functionally consistent throughout the course site. • Instructor provides regular and effective contact per DE Approval Form (see attached for details).

A.6. Paces classes according to the level and material presented.	• Instructor releases course content in a manner to focus student attention and/or to scaffold instruction as necessary.
A.7. Maintains student-faculty relationship conducive to learning.	• Instructor states and follows policies about frequency and tone of communications.
A.8 Demonstrates sensitivity to differing student learning styles.	• Same as on-campus course
A.9. Stimulates student interest in the material presented.	• Same as on-campus course
A.10. Tests student performance in fair and valid ways.	• Same as on-campus course
A.11. Uses class time efficiently.	• Course site design presents and communicates course information clearly throughout the course site. • Instructor provides whatever guidance is necessary for students to find specific course content and/or tools easily.
A.12. Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information.	• Instructor provides clear explanation about a measurable definition of attendance in terms of dropping students for non-attendance before Census Certification date. • Instructor provides clear explanation about a measurable definition of attendance in terms of dropping students for non-progress.
A.13. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities	• Accessibility issues are addressed in assessments and throughout the course site in compliance with ADA Section 508. • Captioning and/or transcripts provided for audio and video content. • Only culturally appropriate images and language are used in the course site.