

AIAS Self-Assessment of Online Course Readiness

NOTE: This form consists of a list of suggested criteria that can be used by course developers to assess the readiness of their courses for online offering. These criteria are to be taken as a general suggestion and not as a rule for every online course.

Rating: A – Satisfactory **B** – Fair **C** – Needs Improvement **D** – Not existent **NA** – Not Applicable

Criteria	Main Point	Rating
A. Mission and Objectives		
The written objectives of the course are consistent with the mission of AIAS and the Seventh-day Adventist Church as a whole.	Objective-mission consistency	
The course objectives reflect a high degree of scholarship in its field of study.	Course objectives	
The course objectives reflect high levels of student outcomes.	Student outcomes	
There is a clear perspective and focus of the course.	Clarity of focus	
B. Course Content		
Course materials and documents are appropriate, reasonable and complete.	Content quality	
The information on the web site matches the requirements of the course.	Match between content and student requirements	
The information is consistent with the Departmental course requirements.	Match between content and department requirements	
The information provided has sufficient scope to adequately cover the topic for the intended audience.	Content coverage	
There is a meaningful progression of topics within the site and the primary outside links.	Progression of topics	
All External Links are functional, properly referenced, and appropriate for the course.	Functional and appropriate links	
Class discussion topics, projects/activities, and assignments are posted and ready for student viewing.	Student activities communicated	
The ultimate responsibility for the accuracy of the content of the materials is made clear.	Accuracy of content	
The information is error free -- correct use of grammar, spelling, sentence structure, and free from other typographical errors.	Content structure	
The contents of the course are up to date.	Current content	
The course content is socially, economically and culturally balanced.	Balanced content	
Written permission has been obtained from all authors of copyright material used within the course.	Copyright	
The sources for factual information are clearly listed so that the information can be verified.	Verifiable content	
C. Instructional Design		
A variety of instructional strategies are used to cater to different types of learners.	Instructional strategies and learning styles	
A variety of instructional media are utilized to make the course more interactive, motivating and rich.	Instructional media	
The course encourages extensive teacher-student and student-student interaction.	Class interaction	
The course integrates biblical principles appropriately.	Biblical principles	
The activities and requirements of the course are consistent with course goals and objectives.	Objective-requirement consistency	
The course coverage, experiences, activities, assignments, and learner expectations of this course are clearly described and communicated.	Communication tools	

The course is student-centered rather than content or instructor-centered.	Student-centered	
The course is logically organized.	Course organization	
The course design promotes a sense of community for the participants making them feel safe in the learning environment.	Sense of community	
The course is visually interesting and attractive.	Appearance	
The general instructional design is appropriate for online learning environment.	Online delivery	
D. Assessment		
A variety of assessment procedures is prepared for the whole duration of the course.	Varied assessment procedures	
Consistency on the objectives and assessment procedures is evident.	Objective-assessment consistency	
Learners are given access to their own records of academic performance throughout the duration of the course.	Accessibility of student records	
The course grading system and the grade distribution guidelines are clear and communicated to students.	Grading system	
The course provides an ongoing feedback from learners at regular intervals during the course duration to determine learning and possible course adjustments.	Learner feedback	
Mechanisms are in place to allow for the instructor to track the students progress and the instructor has planned intervention strategies in the event of a student failing to progress in the course.	Tracking student progress and problem intervention strategies	
There is a proctored assessment component of at least 40 percent.	Proctored assessment	
Course activities are designed to encourage self-reflection.	Self-reflection	
Activities are contextualized within authentic, real-life experiences.	Contextualized activities	
The instructor's academic integrity/dishonesty policy is clearly communicated.	Instructor's academic integrity	
Assessments primarily use higher-order thinking skills.	Higher-order thinking skills	
Longer papers/projects have intermediate steps to monitor progression.	Monitoring system	
E. Technicality		
Course materials are accessible (e.g. file size and format) to all students.	Course accessibility	
Presentation of course materials is possible regardless of the type of hardware and software.	Platform independent	
Users can move from page to page, link to link, item to item with ease, without getting lost or confused.	User friendly course navigation	
Multimedia, if used, are appropriate to the level of the technological savvy of prospective students, their network bandwidth, and reinforces course content rather than distracting from it.	Multimedia appropriateness	
Evidence of student skills with the course delivery technologies (i.e. email, threaded discussions, etc.) has been established before advanced instruction.	Student skills try-out	
Students are provided with a clear set of instructions for completing all course activities, i.e. turning in homework, developing a homepage, finding auxiliary materials and completing assignments, as well as downloading or printing course materials.	Availability of technical support	
The course uses a variety of technology tools (e.g. email, chats, discussion boards) that are appropriate and effective for facilitating communication and learning.	Variety of technology tools	