MTSU Online

COURSE ID & NAME:

MASTER COURSE URL:

COURSE DEVELOPER NAME:

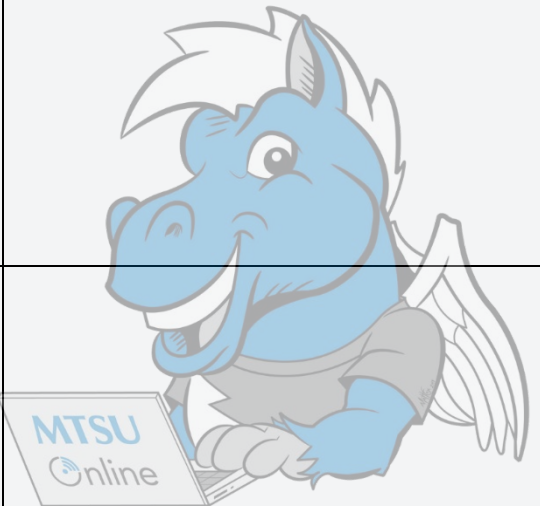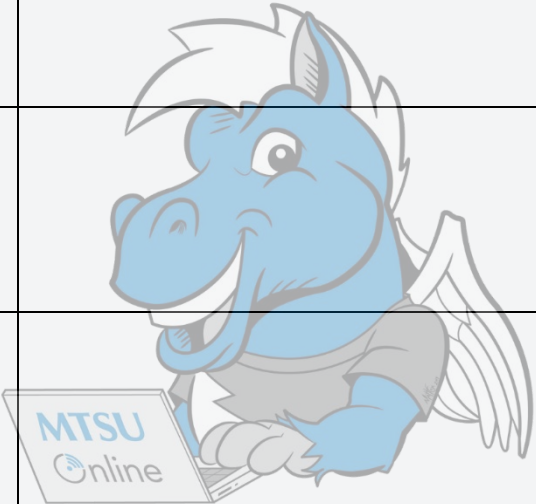**INSTRUCTIONAL DESIGNER:**

SEMESTER OF DELIVERY:

Meet with your MTSU Online Instructional Designer before completing this document

Synch Flex Review Completed by Developer & Instructional Designer (ID)

The purpose of the review is to document evidence of meeting basic quality standards as currently recognized by industry. For each category, the faculty developer should provide a one-sentence justification for how that category is met. The ID substantiates these assurances based upon course map information, consultations with the developer, and Master Course Shell by indicating with a checkmark. If the ID cannot substantiate, an explanation will be given. This form will be forwarded to the Department Chair to support course review and approval.

CATEGORY	Self-Assessment	ID
1. Course Homepage: Include welcome message from the instructor along with links to the syllabus and schedule, textbook(s) with cover image(s), faculty photo, contact information, and availability (student hours) as found in the course map.	**Meet with your MTSU Online Instructional Designer before completing this document**	
2. Course Description & Objectives *Course description and objectives are* easily found in the syllabus and course overview appropriate to the course level, are written without unnecessary jargon, and are measurable.		

MTSU Online

CATEGORY	Self-Assessment	ID
3. Assessment & Measurement The grading policy is clearly written and includes feedback/late policies (usually in syllabus); The D2L gradebook is used for documenting student progress and aligns to course syllabus grading criteria. Descriptions are included for each assessment and are written in plain language.	Meet with your MTSU Online Instructional Designer before completing this document	
4. Instructional Materials Instructional materials provided are for the purpose of achieving stated course objectives and represent a variety of types.		
5. Learning Activities & Interaction Student activities correlate to the course objectives, promote peer-to-peer engagement, and faculty-student interaction; thoughtful consideration to communication plan		
6. Learner Support Consideration given to academic, technical, and student supports to promote inclusivity.		

CATEGORY	Self-Assessment	ID
7. Technology Consideration Thoughtful consideration has been given to the technologies and accessibility needs for delivery in both in-person and online modalities for an inclusive student experience.		
Review Complete Date		

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