

Department Online Course Review Rubric

Course: _____

Shell: _____

Faculty Teaching: _____

This department review evaluates the online course for the use of recognized best practices and department requirements and standards. If the standard is not met, please include the deadline you have established for required revisions.

Area	Standard	Yes	No	Deadline for Revision
Syllabus	<ul style="list-style-type: none">The syllabus effectively conveys department requirements and standards.			
Learning Objectives	<ul style="list-style-type: none">The learning objectives are appropriate for the level of the course.The course/unit/chapter learning objectives describe outcomes that are measureable and consistent with department standards.			
Content	<ul style="list-style-type: none">Course readings and resources reflect current knowledge in the field.Required texts are current and meet department standards.Readings prepare students to meet course and unit/chapter objectives.Students are given authentic content-related problems to solve.Supporting material (simulations, video clips, audio clips, charts, diagrams, etc.) appropriately illustrate concepts.			
Assessment	<ul style="list-style-type: none">Assessments measure the stated learning objectives.Assessments are consistent with the course and learning objectives.Assessment instruments are appropriate to the content being assessed.			

Area	Standard	Yes	No	Deadline for Revision
Strategies for Learning Employed	<ul style="list-style-type: none"> • Conveys high but reasonable expectations of students. • Encourages critical thinking by presenting students with tasks that require analysis, synthesis, and problem solving. • Provides opportunities for learners to present what they have learned or are striving to learn. • Collaboration activities contribute toward student's ability to meet course objectives. • Multiple opportunities for instructor feedback are evident. Feedback is either built into the online materials, or generated by the instructor (e-mail, chat, discussion board, telephone, online office hours, etc.). • Provides opportunities for learners to think aloud and synthesize ideas (writing or audio with tools such as VoiceThread or Yuja). • Provides examples of quality work. • Uses technologies in addition to mail and discussion to engage and interact with students. 			
Seven principles of good practice for undergraduate education	<ul style="list-style-type: none"> • Encourages contact between students and faculty. • Provides opportunities to develop reciprocity and cooperation among and between students. • Encourages active learning. • Provides timeline for instructor response to assignments, student questions, etc. • Provides students with information about the expected time commitment needed to succeed in the course. • Communicates high expectations. • Course activities accommodate diverse talents and ways of learning. 			

Additional Comments: