

Online Course Review TEMPLATE

* Required

Instructor Information

1. **Instructor Name ***

2. **Full Time ***

Mark only one oval.

Yes

No

3. **Phone ***

4. **College ***

5. **Department ***

Course Information

6. CRN and Semester *Example ABus 4311 Sp13

7. Course Title *

8. Course First Developed *

9. **Mark only one oval.*

- Completely Online (301)
- Primarily Online (201)
- Partially Online (101)
- In-Person Term Based (001)

Review Information

10. CCE Review Team *

11. Date

12. Additional Course Information

Reason for review, information from the review request, etc.

Learning Design: Outcomes

General Standard: Learning Outcomes are clearly stated and measurable. They assist students in focusing their efforts in the course.

13.

*

Mark only one oval per row.

	Yes	No	N/A
1.1 The course-level outcomes describe outcomes that are measurable. (QM 2.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 The module-level outcomes are measurable and consistent with the course-level outcomes (QM 2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 All learning outcomes are stated clearly and written from the learner's perspective. (QM 2.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 The relationship between outcomes and assessment measures is clearly stated in the syllabus. (QM 2.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5 The learning outcomes are suited to the level of the course. (QM 2.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. 21st Century Skills *

Select all that apply.
Check all that apply.

- A1: Creativity and Innovation
- A2: Critical Thinking and Problem Solving
- A3: Communication
- A4: Collaboration
- B1: Information Literacy
- B2: Media Literacy
- B3: ICT Literacy
- C1: Global Awareness
- C2: Financial, Economic, Business, Entrepreneurial Literacy (FEBE)
- C3: Civic Literacy
- C4: Health Literacy
- C5: Environmental Literacy
- D1: Flexibility and Adaptability
- D2: Initiative and Self-direction
- D3: Social and Cross-Cultural Skills
- D4: Productivity and Accountability
- D5: Leadership and Responsibility
- None

15. **Outcomes Comments**

Learning Design: Activities and Assessments

General Standard: Learning activities and assessments support, align, and measure the stated learning outcomes through activities that foster active learning, intellectual commitment, and personal development to the largest extent possible.

16. *

Mark only one oval per row.

	Yes	No	N/A
2.1 Learning activities and assessments promote and measure the achievement of stated learning outcomes (QM 3.1, QM 5.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Specific and descriptive criteria, such as grading rubrics, are provided for the evaluation of students' work and participation. (QM 3.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 The assessment instruments selected are sequenced, varied, and appropriate for the work being assessed. (QM 3.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 For high-stake assessments, every measure should be taken to assure the integrity of student work, such as verifying student identity, using proctored test centers, and setting time limits. (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5 The requirements for learner interaction are clearly stated. (qm 5.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.6 Articulation: Learning activities require students to discuss and articulate beliefs and growing understanding. (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Activities and Assessments Comments

Learning Design: Authenticity

Learning researchers have distilled the essence of authentic learning tasks down to a few design elements, providing educators with a useful checklist that can be adapted to any subject matter domain.

18. **2.7 Personal relevance: Learning activities provide the learner with choice, foster contribution of their prior knowledge or experience, and personal connections to the curriculum. Learning rises to the level of authenticity when it creates a narrative between the curriculum and the student's life.(cce) ***

Mark only one oval.

0	1	2	3		
Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maximized

19. **2.8 Coaching and scaffolding: More knowledgeable students are able to assist with coaching when appropriate. (cce) ***

Mark only one oval.

0	1	2	3		
Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maximized

20. **2.9 Real-world relevance: Learning activities match the real-world tasks of professionals in practice as nearly as possible. Learning rises to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic— and highly social—context mimicking the ordinary practices of the disciplinary culture. (al) ***

Mark only one oval.

0	1	2	3		
Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maximized

21. **2.10 Ill-defined problem: Learning activities cannot be solved easily by the application of an existing algorithm; instead, are relatively undefined and open to multiple interpretations, requiring students to identify for themselves the tasks and subtasks needed to complete the major task. (al) ***

Mark only one oval.

0	1	2	3		
Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maximized

22. **2.11 Sustained investigation: Learning activities cannot be solved in a matter of minutes or even hours but comprise complex tasks to be investigated by students over a sustained period of time, requiring significant investment of time and intellectual resources. (al) ***

Mark only one oval.

0	1	2	3		
Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maximized

23. **2.12 Interdisciplinary perspective: Relevance is not confined to a single domain or subject matter specialization. Instead, learning activities have consequences that extend beyond a particular discipline, encouraging students to adopt diverse roles and think in interdisciplinary terms. (al) ***

Mark only one oval.

0	1	2	3		
Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maximized

24. **2.13 Collaborative construction of knowledge: Success is not achievable by an individual learner working alone. Learner interaction is promoted through the task design as well as reflected in grades given for group effort, rather than the individual effort. (al) ***

Mark only one oval.

0	1	2	3		
Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maximized

25. **2.14 Reflection / self-assessment (metacognition): Learning activities enable learners to reflect on their learning, both individually and as a team or community. (al) ***

Mark only one oval.

0	1	2	3		
Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maximized

26. **2.15 Integrated assessment: Assessment is not merely summative but offers formative feedback and is woven seamlessly into the major learning tasks in a manner that reflects real-world evaluation processes. (al) ***

Mark only one oval.

0	1	2	3		
Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maximized

27. **2.16 Polished products: Conclusions are not merely exercises or substeps in preparation for something else but culminate in the creation of a whole product, valuable in its own right. (al) ***

Mark only one oval.

0	1	2	3		
Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maximized

28. **2.17 Multiple interpretations and outcomes: Rather than yielding a single correct answer obtained by the application of rules and procedures, assessments allow for diverse interpretations and competing solutions. (a1) ***

Mark only one oval.

0	1	2	3		
Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maximized

29. **2.18 Multiple sources and perspectives: Learning resources provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a variety of sources and require students to distinguish relevant from irrelevant information in the process. (a1) ***

Mark only one oval.

0	1	2	3		
Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maximized

30. **Authenticity Score Comments**

Syllabus?

31. **3.1 The course syllabus uses the current CCE syllabus template or includes all the components as listed in the CCE syllabus table of contents. (CCE) ***

Mark only one oval.

Yes *Skip to question 34.*

No

Learning Environment: Syllabus

General Standard: The overall design of the course environment is made clear to the student at the beginning of the course and promotes the development of a learning community.

32. Orientation and Introduction to the Course: Syllabus *

Mark only one oval per row.

	Yes	No	N/A
3.2 Syllabus: Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. (qm 1.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 Syllabus: The course grading policy is clearly stated and indicates the value of each graded activity. (QM 3.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4 Syllabus: Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided. (qm 1.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5 Syllabus: Minimum technology requirements are clearly stated and instructions for use provided. (qm 1.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6 Syllabus: Minimum technical skills expected of the learner are clearly stated. (qm 1.7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.7 Syllabus: Clear standards are set for instructor responsiveness and availability (turn-around time for email, feedback, grade postings, etc.). (CCE, QM 5.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8 Syllabus: Course instructions articulate or link to the institution's accessibility policies and services. (QM 7.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Syllabus Comments

Course Template?

34. **3.9 Course Template: The course uses the current CCE course template or includes all the components of the template. (CCE) ***

Mark only one oval.

- Yes *Skip to question 37.*
- No

Learning Environment: Course Template

General Standard: The overall design of the course environment is made clear to the student at the beginning of the course and promotes the development of a learning community.

35. Orientation and Introduction to the Course: Course Template **Mark only one oval per row.*

	Yes	No	N/A
3.9 Course Template: The course uses the current CCE course template or includes all the components of the template. (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.10 Course Template: The learner has flexible and free control over course navigation. (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.11 Course Template: Instructions make clear how to get started and where to find various course components. (QM 1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.12 Course Template: Learners are asked to introduce themselves to the class through a course-specific ice-breaker activity that promotes learner social presence and the development of a learning community (QM 1.9, CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.13 Course Template: Expectations for behavior in online discussions, email, and other forms of communication are clearly stated. (qm 1.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.14 Course Template: The Grade Center in the Learning Management System is made available to students for prompt feedback. (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.15 Course Template: Course instructions articulate or link to a clear description of the technical support offered and how to obtain it. (QM 7.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.16 Course Template: Course instructions articulate or link to an explanation of how the institution's academic support services and resources (tutoring, library, Writing Center, etc.) can help learners succeed in the course and how learners can obtain them. (qm 7.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	N/A
3.17 Course Template: Course instructions articulate or link to an explanation of how the institution's student services (advising, financial aid, etc.) and resources can help learners succeed and how learners can obtain them. (qm 7.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.18 Course Template: Information is provided about the accessibility of all technologies required in the course. (QM 8.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.19 Course Template: Virtual Office Hours are available by appointment using a synchronous video call platform (Google Video Call or WebEx) to promote social presence and the development of a learning community. (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. **Course Template Comments**

Learning Environment: Misc.

37. Orientation and Introduction to the Course *

General Standard: The overall design of the course environment is made clear to the student at the beginning of the course and promotes the development of a learning community.

Mark only one oval per row.

	Yes	No	N/A
3.20 The course meets university effort hours (45 effort hours per credit) and content/effort is distributed over 14 modules. (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.21 The learning environment facilitates ease of use, readability, and follows the Top 5 Universal Design Guidelines. (QM 8.1, QM 8.4, CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38.**Additional Learning Environment Comments**

Learning Resources

General Standard: Learning resources are sufficiently comprehensive to achieve stated course outcomes and are prepared by qualified persons competent in their fields.

39. *

Mark only one oval per row.

	Yes	No	N/A
4.1 The learning resources contribute to the achievement of the stated course and module-level learning outcomes. (QM 4.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 Both the purpose of learning resources and how these resources are to be used for learning activities are clearly explained. (QM 4.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 All resources and materials used in the course are appropriately cited and are free from copyright infringement. (qm 4.3, CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4 The learning resources are current. (qm 4.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5 A variety of learning resources is used in the course. (qm 4.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6 The distinction between required and optional learning resources is clearly explained. (qm 4.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.7 All content pages are compatible with current technical and delivery standards and all links (internal and external) work properly. (qm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.8 The course provides alternative means of access to learning resources in formats that meet the needs of diverse learners. (qm 8.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.9 The course content is presented into web appropriate chunks and sequenced accordingly (weeks, topics, or modules). (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.10 The learning resources are organized and "framed" around a limited number of core ideas, and transferrable processes around which knowledge is examined. (cce)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Learning Resources Comments

Course Tools and Media

General Standard: Course navigation and technology employed in the course foster student engagement, and ensure access to instructional materials and resources.

41. *

Mark only one oval per row.

	Yes	No	N/A
5.1 Course tools and media support the achievement of the stated learning activities and assessments and are appropriately chosen to deliver the course content. (QM 6.1, CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2 Course tools and media support student engagement and guide the student to become an active learner. (QM 6.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3 Course tools and media required in the course are readily obtainable and provide instructions for how to access them, i.e. links to software and plug-ins.(qm 6.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4 The tools and media are current. (qm 6.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5 Links are provided to privacy policies for all external tools required in the course. (qm 6.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.6 Course tools and media facilitate ease of use (platform-agnostic, mobile-ready, plug-ins. (qm 8.5, cce)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.7 Course YouTube channel is used to deliver instructor video content. (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.8 Course tools and media support student collaboration skills and the development of a learning community within the course. (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.9 The tools and media teach students to extend their learning beyond the course.(cce)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Course Tools and Media Comments

Instructor Role

The instructor facilitates learning through developing and maintaining a learning community and actively moderating the course.

43. *

Mark only one oval per row.

	Yes	No	N/A
6.1 The (Flipgrid / Voicethread) instructor self-introduction video is appropriate and is available online. (QM 1.8, CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2 Instructor states Virtual Office Hours are available in the Meet Your Instructor page and the Virtual Office Hours tool is active. (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3 Instructor introduces the purpose and structure of the course in a course tour video. In the case of a blended course, the video clarifies the relationship between the face-to-face and online components. (QM 1.2, CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.4 Instructor establishes instructor social presence and develops community in the course by encouraging and modeling meaningful participation. (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.5 Instructor provides feedback and moderates the course through announcements, weekly videos, responses to forums, and answering questions. (CCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. Yes No N/A

Instructor Role Comments

45. **General Course Review Comments**

