



**PEER COURSE REVIEW RUBRIC**  
(FY 06/07)

**I. COURSE OVERVIEW AND INTRODUCTION**

**General Review Standard:** The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
I.1 Navigational instructions make the organization of the course easy to understand.	3			
I.2 A statement introduces the student to the course and to the structure of the student learning and, in the case of a hybrid course, clarifies the relationship between the face-to-face and online components.	3			
I.3 Etiquette expectations with regard to discussions, email, and other forms of communication are stated clearly.	2			
I.4 The self-introduction by the instructor is appropriate and available online.	1			
I.5 Students are requested to introduce themselves to the class.	1			
I.6 Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.	1			

**II. LEARNING OBJECTIVES (COMPETENCIES)**

**General Review Standard:** Learning objectives are clearly defined and explained. They assist the student to focus learning activities.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
II.1 The course learning objectives describe outcomes that are measurable.	3			
II.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3			
II.3 The learning objectives are stated clearly and written from the students' perspective.	2			
II.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.	2			
II.5 The learning objectives address content mastery, critical thinking skills, and core learning skills	2			

### III. ASSESSMENT AND MEASUREMENT

**General Review Standard:** Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3			
III.2 The course grading policy is stated clearly.	3			
III.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation.	3			
III.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.	2			
III.5 "Self-check" or practice types of assignments are provided for timely student feedback.	1			

### IV. RESOURCES AND MATERIALS

**General Review Standard:** Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
IV.1 The instructional materials support the stated learning objectives.	3			
IV.2 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	3			
IV.3 The purpose of each course element is explained.	2			
IV.4 The instructional materials are logically sequenced and integrated.	1			
IV.5 All resources and materials used in the online course are appropriately cited.	1			

### V. LEARNER INTERACTION

**General Review Standard:** The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment and personal development.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
V.1 The learning activities promote the achievement of stated objectives.	3			
V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.	3			
V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)	3			
V.4 The requirements for course interaction are clearly articulated.	2			
V.5 The course design prompts the instructor to be present, active, and engaged with the students.	2			

## VI. COURSE TECHNOLOGY

**General Review Standard:** To enhance student learning, course technology enriches instruction and fosters student interactivity.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
VI.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.	3			
VI.2 The tools and media enhance student interactivity and guide the student to become a more active learner.	2			
VI.3 Technologies required for this course are either provided or easily downloadable.	2			
VI.4 The course components are compatible with existing standards of delivery modes.	1			
VI.5 Instructions on how to access resources at a distance are sufficient and easy to understand.	1			
VI.6 The course design takes full advantage of available tools and media.	1			

## VII. LEARNER SUPPORT

**General Review Standard:** Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
VII.1 The course instructions articulate or link to a clear description of the technical support offered.	2			
VII.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.	2			
VII.3 Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided.	1			
VII.4 Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology etc.	1			

## VIII. ADA COMPLIANCE

**General Review Standard:** The course is accessible to all students.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
VIII.1 The course acknowledges the importance of ADA requirements.	3			
VIII.2 Course pages and course materials provide equivalent alternatives to auditory and visual content.	1			
VIII.3 Course pages have links that are self-describing and meaningful.	1			
VIII.4 The course demonstrates sensitivity to readability issues.	1			