

SPC Course Review Process

SPC's course review process provides a comprehensive assessment of course outlines and content, working with faculty to explore strategies for improving student success. The process is comprised of two phases, which are facilitated by Curriculum & Instruction administrators and Instructional Design team members, with the support of deans and the participation of faculty course coordinators.

Phase 1 of the process is a thorough review of the course outline, and begins with consideration of Major Learning Outcomes (MLOs) and the Learning Objectives associated with them. Faculty consider the appropriateness of the MLOs comprehensively to determine whether modifications are needed in order to cover the critical aspects of instruction. Action verbs are identified, reviewed for measurability, and matched with Bloom's taxonomy levels to confirm appropriateness for the course, leading to successful program completion. Updates to the Approved Course Outline are initiated where required.

Aligned Design

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

Worksheet – add more rows as needed.

Course MLO	Course Objectives	Blooms Level	New?
2. The student will <i>analyze</i> social media's role in marketing by: (analyzing)	a. <i>identifying</i> the role of the social web in each stage of the product life cycle.	Remembering	
	b. <i>describing</i> each of the following types of social media sites, and discussing the importance of each in the marketing role: i. <u>Social</u> networking. ii. Blogs. iii. Chat rooms and message boards. iv. Listservs. v. Wikis. vi. <u>Social bookmarking</u> .	Remembering	

Phase 2 of the process begins by comparing the MLOs with planned instruction, activities and assessments. Instructional Design team members provide professional development to lead faculty through steps for analysis using carefully constructed worksheets.

Worksheet

1. Module Title	2. Activity	3. Objective(s)	4. Aligned, Update, Remove A/U/R	5. Objective's Bloom's Taxonomy Level						6. Activity's Interaction Type				7. Feedback Strategy	8. Proposed Changes	9. Proposed Changes Complete? Y/N	10. Provide a link to the change	11. Peer Review Comments
				Remember	Understand	Apply	Analyze	Evaluate	Create	Learner-to-Learner	Learner-to-Instructor	Instructor-to-Learner	Learner-to-Content					
Course objective(s) without an associated activity:																		

Upon completion of the course alignment review, the next step is to review the course syllabus to confirm that the it contains course details and resources for student success. A Syllabus Checklist (excerpt below) are provided for faculty. The course introduction discussion addresses how to build community and connect students with each other, with the instructor and with course content.

Syllabus

SPC Syllabus Checklist	
Most of the following elements should be located in your course Syllabus, but some of them may be located in another place in your course. Indicate S if it is stated in the syllabus; indicate C if it is located somewhere in the course.	
S/C	Essential Elements
Course Information	
	Course title and number
	Course modality (i.e., Online, Live Online, Blended, Face-to-Face)
	Semester and year (e.g., Fall 2023)
	Credit hours
	Course description, goals, and objectives
	Required pre/corequisites (e.g., labs)
	Any synchronous and/or face-to-face requirements (e.g., virtual meetings, labs, field trips)
	If Live Online, Blended, or Face-to-Face, state the days, hours, location of class meetings
Instructor Information	
	Instructor's name, title, preferred way to be addressed
	Contact information (i.e., email, phone, instructor page link, office location/hours, virtual meeting times/instructions)
	Statement regarding turnaround time for responding to emails and phone calls
	Dean and/or Academic Chair
Course Materials	
	Textbook and/or other reading materials listed and identified as required or recommended

The final meeting concludes with Early Engagement and Feedback. Faculty are coached in best practices for engaging with students, considering ways to meet and exceed their engagement goals.

Faculty and instructional designers discuss strategies for providing feedback that is meaningful and productive, and various feedback tools are suggested.

Feedback

Course Title/Number _____

Original Course Section _____ Updated Course Section(s) (when you know this in the future) _____

As you complete the various parts of your course review, you will be making updates to your course content. You will make these updates to a course review "REV" copy of your course. You will be provided an empty course shell for this purpose. You may copy your original course you identified above into this REV shell or request the copy be done for you. For additional support materials, review the Teaching Resources Repository: [Feedback](#)

Feedback Goal

To meet the goal, complete the following:

Consider your course, in general, and identify which of the following components of feedback you are already utilizing:

<input checked="" type="checkbox"/>	Feedback Strategies (Check all that apply)
	A plan to provide students feedback
	Statement regarding turnaround time for grading assignments (in the Syllabus or elsewhere)
	Clear instructions for all assignments
	Grading criteria/rubric for every manually graded assignment (i.e., Dropbox submissions, Discussion posts, Quiz short answer/essay items)
	An organized Grades area
<input checked="" type="checkbox"/>	Feedback Tools (Check all that apply)
	Written feedback
	Graded rubric
	Dropbox document annotation feature
	Clarifying/guiding Discussion posts
	Video/audio note
	Formative assessment
	Midterm Progress
	One-on-one consultation
	Peer review
	Metacognitive strategies
	Exam reflection
	TurnItIn
	Badging
	Intelligent Agent
	Other

Ultimately, adoption of strategies from this process ultimately yields increased success and satisfaction.