



COURSE REVIEW

Syllabus Specific Review

Syllabi review for a particular course will be conducted as needed with the focus being adjunct and new instructors.

Course: _____ Date: _____ Reviewed By: _____

Requirement	P o o r	F a i r	G o o d	E x c e l l e n t
Course Information: <ul style="list-style-type: none"> Identifies the course, course number, title of course, credit hours, semester/days/times (e.g., Fall, 2005, T/Th 5-7:30 PM) Identifies instructor's name, title and contact information (e.g., phone/email/office hours/location) 				
Comments:				
Materials / Texts: Includes texts that are REQUIRED for the course with all information about title, author, and student ISBN #X				
Comments:				
Course Description: <ul style="list-style-type: none"> Provides paragraph narrative overview using official course description Describes pre-requisites Includes category fulfillment information 				

Comments:								
Learning Objectives/Outcomes:								
<ul style="list-style-type: none"> • Lists precisely what the students will learn by taking this course • Includes elements which express how students will acquire content knowledge, as well as comprehend, apply, analyze, synthesize and evaluate material (Bloom's Taxonomy) Includes at least two of each • <i>E-portfolio artifacts are listed and described along with the appropriate Goal Area/ Program Outcome.</i> 								
Comments:								
Assignment Detail:								
<ul style="list-style-type: none"> • Provides an assignment name and description for each assignment allocated points in the course • If required to complete research project/paper, includes information about page numbers, number of citations, citation style, key questions, etc. • Provides rubric for assignment assessment 								
Comments:								
Evaluation / Grading:								
<ul style="list-style-type: none"> • Describes in detail how students are to be graded • Lists each assignment with the allotted points and percentage of total grade (e.g., research paper: 50 points (30%); journal entries: 25 points (15%), tests: 20 points (30%); etc.) • Notes the percentage or point system used to weigh the final grade (A, B, C, and F) 								
Comments:								
Rubrics:								
<ul style="list-style-type: none"> • Assessment/evaluation techniques are clearly defined • An example rubric for each assignment is included in the syllabus (or indicates that rubrics will be provided when the assignment is distributed, such as midterm and final exams) • The rubric clearly conveys expectations of the assignment and possible points for each expectation 								
Comments:								
Course Calendar / Course Format:								
<ul style="list-style-type: none"> • Lists the instructional methods/techniques used during the course • Lists chronologically the topics to be covered during each course meeting • Provides reading assignments (text, page numbers) and due dates for those assignments, where applicable • Clearly states dates when activities/assignments are due • Provides clear explanation of what dates on the calendar refer to (i.e. Are the required readings listed on a specific day going to be discussed that day or are they required readings homework to do after that class?) 								

Comments:				
Contingency Plan: <ul style="list-style-type: none"> Includes a plan regarding what students can expect in the event of an instructor absence Clearly states policy regarding class cancellation 				
Comments:				
Course Design/Canvas Online <ul style="list-style-type: none"> If instructor indicates elements of Canvas Online, this information matches what is on the student navigation If there is indication in the syllabus that assignments are available on the student navigation, these assignments can be easily located and understood 				
Comments:				
Credit hours <ul style="list-style-type: none"> 2 credit class = 30 3 credit class = 45 4 credit class - 60 				
Comments:				
Other: <ul style="list-style-type: none"> Clearly states policy regarding late assignments Clearly states policy regarding exam schedule (if applicable) Clearly states policy regarding attendance, with expectations and consequences Clearly states policy regarding student tardiness Syllabus is free of spelling and grammatical errors Syllabus sets a positive and respectful tone for the course 				
Comments:				

Course Specific Review

Courses will be reviewed on a cycle by the instructor and at least two members from the Curriculum Committee.

GENERAL

I. PREREQUISITE

1. List any prerequisites. Describe recommended changes.	
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II. COREQUISITE

1. List any co-requisites. Describe recommended changes.	
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III. COURSE DESCRIPTION

1. Describe recommended changes to ensure the content is adequately described.	
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IV. COURSE OFFERING

1. Based on past and future course calendars, should this course be deactivated?	Reason: YES <input type="checkbox"/>	Reason: NO <input type="checkbox"/>
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V. RESOURCE FEASIBILITY

1. Are specific resources required to teach this course effectively?	
2. Is this course cost-effective? Please refer to budget provided.	

VI. OUTCOMES

1. Do the course outcomes relate to course description?	
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VII. TECHNOLOGY, TOOLS and LEARNER SUPPORT

1. Technical skills for activities are scaffolded in a timely manner.	
2. Design factors reflect universal accessibility (color, text size, audio, etc.)	

INSTRUCTION

Please refer to provided samples to answer the following.

I. METHODS

1. Describe which methods of instruction are used. A sample should be provided for each method.				
2. Questioning techniques: How does the sample provided illustrate the manner in which students are guided into higher level responses?				
3. How are students required to utilize critical thinking? Please refer to samples.				
4. Evaluate the possibility of this course being offered via Distance Education and/or as a hybrid?	<p style="text-align: center;">It has been offered Online or Hybrid and should continue to be.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;">It has not been offered Online or Hybrid and could be done well via Distance Education.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;">It has been offered Online or Hybrid, but it should not be taught this way again.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;">It has not been offered Online or Hybrid should not be done via Distance Education.</p> <p style="text-align: center;"><input type="checkbox"/></p>

5. If this class has been taught via Distance Education, how is quality ensured to be consistent with the face-to-face version?	
6. What types of support are offered to students to engage all learning styles and levels?	

II. CONTENT

1. Does the content align with course outcomes?	
2. Does the content align with other courses in sequence?	
3. Explain how the student work-load correlates to credit hours.	
4. Describe the activities that emulate real world applications. (experiential learning, case studies, and problem-based activities)	
5. Are OER, free, or low cost materials being used where available?	
6. Copyright and licensing status is clearly stated on course materials where applicable.	

III. INTERACTION

<p>1. Faculty-student interactions are regular and substantive including:</p> <ul style="list-style-type: none"> ● direct instruction ● assessment and feedback of student work ● facilitation of group discussion 	
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<p>2. Faculty interaction is timely, frequent and consistent.</p> <ul style="list-style-type: none"> ● Instructor posts/comments a minimum of 3 days per week ● Instructor responds to student questions within 48 hours ● Feedback provided on assignments within 7 days of due date ● Grades posted within 12 days of due date ● Faculty log into classes every 1-2 days 	
<p>3. Interactions are based on course content and subject area.</p>	
<p>4. Students have opportunities to share resources and information with each other through discussion posts, projects, and other class activities.</p>	

ASSESSMENT

Please refer to provided samples to answer the following.

<p>1. Describe which methods of assessment are used to ensure outcomes are being met. A sample should be listed for each method.</p>	
<p>2. Are these methods appropriate and authentic?</p>	



3. Describe the frequency in which students are assessed.	
4. Criteria for graded assignments are clearly articulated through rubrics, examples, directions, etc.	
5. Describe how student engagement is measured.	
6. Do the methods of assessment compare with other courses at the same level?	

PROGRAM GOALS

I. GENERAL

1. How does this course help meet the needs of the college mission and values?	
2. Which program goal(s) or certification(s) does this course fulfill?	

II. COMPLIANCE

1. Is this course assigned to the appropriate discipline(s) and/or program(s)?	
2. In what ways does this course meet specific licensing or accreditation standards?	



Course Review

Instructors: Please provide the following samples to the Curriculum Committee upon request when your course is up for review. The Curriculum Committee Chair will make copies and assign them to reviewers.

GENERAL

- Course Syllabus
- Budget

INSTRUCTION

- Sample for each method of instruction used (Lecture, Lab, Class activities, Demonstrations, Discussion, etc.)
- A sample discussion, quiz, test, or assignment question that illustrates elevated/higher level responses
- A sample assignment or activity displaying critical thinking

ASSESSMENT

- Sample for each method of assessment used (Rubrics, Quizzes, Observation, Portfolios, etc.)

Course Review-Faculty Budget

ONE-TIME EXPENSES

Item	Cost	Purchase Date	Timeframe for Replacement	Benefit to Course
Example: Graphing Calculators	20 x \$100 = \$2,000	Spring 2017	4-8 years	Saves students from making purchase. Need for advancing course content.

ANNUAL EXPENSES

Item	Cost	Benefit to Course
Example: Dry-Erase Markers (12 pack)	3 x \$7 = \$21	General Course Operation

If you need additional space, please make additional copies.



COURSE REVIEW

Syllabus Specific Review

Syllabi review for a particular course will be conducted as needed with the focus being adjunct and new instructors.

Course: GEOG 2100-A

Date: 07/16/24

Reviewed By: Tami Nendick, Steve Watkins-Melgarejo, Sarah Barott

Requirement	P o o r	F a i r	G o o d	E x c e l l e n t
Course Information: <ul style="list-style-type: none"> Identifies the course, course number, title of course, credit hours, semester/days/times (e.g., Fall, 2005, T/Th 5-7:30 PM) Identifies instructor's name, title and contact information (e.g., phone/email/office hours/location) 				X
Comments:				
Materials / Texts: Includes texts that are REQUIRED for the course with all information about title, author, and student ISBN #X				X
Comments:				
Course Description: <ul style="list-style-type: none"> Provides paragraph narrative overview using official course description Describes pre-requisites Includes category fulfillment information 				X
Comments:				
Learning Objectives/Outcomes: <ul style="list-style-type: none"> Lists precisely what the students will learn by taking this course Includes elements which express how students will acquire content knowledge, as well as comprehend, apply, analyze, synthesize and evaluate material (Bloom's Taxonomy) Includes at least two of each <i>E-portfolio artifacts are listed and described along with the appropriate Goal Area/ Program Outcome.</i> 				X
Comments:				

Assignment Detail: <ul style="list-style-type: none"> Provides an assignment name and description for each assignment allocated points in the course If required to complete a research project/paper, includes information about page numbers, number of citations, citation style, key questions, etc. Provides rubric for assignment assessment 			X	
Comments:				
Evaluation / Grading: <ul style="list-style-type: none"> Describes in detail how students are to be graded Lists each assignment with the allotted points and percentage of total grade (e.g., research paper: 50 points (30%); journal entries: 25 points (15%), tests: 20 points (30%); etc.) Notes the percentage or point system used to weigh the final grade (A, B, C, and F) 				X
Comments:				
Rubrics: <ul style="list-style-type: none"> Assessment/evaluation techniques are clearly defined An example rubric for each assignment is included in the syllabus (or indicates that rubrics will be provided when the assignment is distributed, such as midterm and final exams) The rubric clearly conveys expectations of the assignment and possible points for each expectation 			X	
Comments: One rubric present and more linked in Canvas assignments.				
Course Calendar / Course Format: <ul style="list-style-type: none"> Lists the instructional methods/techniques used during the course Lists chronologically the topics to be covered during each course meeting Provides reading assignments (text, page numbers) and due dates for those assignments, where applicable Clearly states dates when activities/assignments are due Provides clear explanation of what dates on the calendar refer to (i.e. Are the required readings listed on a specific day going to be discussed that day or are they required readings homework to do after that class?) 				X
Comments:				
Contingency Plan: <ul style="list-style-type: none"> Includes a plan regarding what students can expect in the event of an instructor absence Clearly states policy regarding class cancellation 	X			
Comments: There is no contingency plan listed.				
Course Design/Canvas Online <ul style="list-style-type: none"> If instructor indicates elements of Canvas Online, this information matches what is on the student navigation If there is indication in the syllabus that assignments are available on the student navigation, these assignments can be easily located and understood 				X
Comments:				
Credit hours <ul style="list-style-type: none"> 2 credit class = 30 3 credit class = 45 4 credit class = 60 				X

Comments:				
Other: <ul style="list-style-type: none"> Clearly states policy regarding late assignments Clearly states policy regarding exam schedule (if applicable) Clearly states policy regarding attendance, with expectations and consequences Clearly states policy regarding student tardiness Syllabus is free of spelling and grammatical errors Syllabus sets a positive and respectful tone for the course 				X
	Comments:			

Course Specific Review

Courses will be reviewed on the program review cycle by at least two members from the Curriculum Committee.

GENERAL

I. PREREQUISITE

1. List any prerequisites. Describe recommended changes.	None
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II. COREQUISITE

1. List any co-requisites. Describe recommended changes.	None
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III. COURSE DESCRIPTION

1. Describe recommended changes to ensure the content is adequately described.	None
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IV. COURSE OFFERING

1. Based on past and future course calendars, should this course be deactivated?	YES <input type="checkbox"/> Reason:	NO <input checked="" type="checkbox"/> Reason: Popular and required class.
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V. RESOURCE FEASIBILITY

1. Are specific resources required to teach this course effectively?	Yes
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2. Is this course cost-effective? Please refer to budget provided.	Yes
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VI. OUTCOMES

1. Do the course outcomes relate to course description?	Yes
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VII. TECHNOLOGY, TOOLS and LEARNER SUPPORT

1. Technical skills for activities are scaffolded in a timely manner.	Yes, but the materials should be switched to Google Workspace for students to access them free of cost.
2. Design factors reflect universal accessibility (color, text size, audio, etc.)	Design factors could be stronger, with more breaks in pages/presentations

INSTRUCTION

Please refer to provided samples to answer the following.

I. METHODS

1. Describe which methods of instruction are used. A sample should be provided for each method.	<p>Teaching Methods A variety of teaching methods are used including PowerPoints, videos, lecture, guided reading questions, quizzes, weekly readings, and other assignments.</p> <p>PowerPoints/Lectures/Videos Description: Much of the information in this course will be presented in PowerPoints that will then be made available to you in the Module to study. The instructor will lecture and guide discussions while using the PowerPoint as the structure for each class. Within the PowerPoint there will be short videos that will elaborate the themes being explored for each class session.</p> <p>Quizzes Description: We will have 9 quizzes this semester. Each quiz will evaluate your comprehension of the information presented on one weekly topic via PowerPoint presentations and readings.</p> <p>In the News Description: There will be a total of 5 "In the News" assignments during the course of the semester. Each of these assignments helps students make connections between course materials and current events in the news.</p> <p>Comprehension Questions (CQs) Description: During the course of the semester, students will be responding to questions posed by the instructor in regards to weekly readings, videos, or PowerPoint presentations.</p> <p>Assignments Description: During the semester students will complete 4 "Assignments" that are specifically designed to address each of the four Course Learning Outcomes (CLOs). Details regarding these outcomes can be found in the Course Learning Outcomes section above.</p> <p>Earth Day PowerPoint Description: In conjunction with RINC's Annual Earth Day festivities students will be creating a 10-slide PowerPoint presentation. More detailed directions on this project will be provided by the instructor later in the semester.</p> <p>Participation Description: Each day that you come to class (online or in-person) and actively participate when called on you will receive a maximum of 2 pts. If you are late to class, you will receive 1 pts. If you are not in class you will not receive any participation points. A "card method" will be used to encourage active participation. Names of students present in class will be randomly selected to answer prompts from the</p>	Yes, examples provided.
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<p>2. Questioning techniques: How does the sample provided illustrate the manner in which students are guided into higher level responses?</p>	<p>GEOG 2100 CULTURAL GEOGRAPHY</p> <p>ASSIGNMENT #1 - (25pts.) (This is a paper, not a PowerPoint)</p> <p>Purpose: The purpose of this assignment is to explore a specific Indigenous cultural group, other than Red Lake Nation.</p> <p><i>*Make sure that the website you use is produced by the tribe itself, and not by an individual who stating they represent the tribe.</i></p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Explore the websites of different tribes and decide on one that you would like to highlight. 2. Put the name of your group at the top of the paper and underneath include the URL you got the information from. For example if your paper was about Red Lake Nation you would put www.redlakenation.org/ under it. (Remember you can't do Red Lake Nation) 3. Copy and paste <u>3 photos</u> from their website into your assignment. 4. Find a <u>map</u>, either from their website or from another site, that shows the geographic location of your group in the United States or Canada. 5. In the next part of your paper you should have two sections titled: <ol style="list-style-type: none"> 1. Material Culture: Here you will provide at least 3 examples of material culture. You may include photos of these physical objects, but you must also label them and explain what their purpose was/is. 2. Nonmaterial Culture: Here you will provide at least 2 examples of tales, songs, lore, beliefs, and explain why they are significant for this particular group. 6. This next part should be labeled <u>Mobility</u> and you should use your own words to explain where this particular group says it came from and the basics of their creation story. 7. In the next section titled, Pop Culture, I want you to answer in at least 1 paragraph an issue the group is having with the dominant culture in the US. I am looking for an area of conflict-- If you can't find it in their website, look for news articles about the tribe. 8. Finally, in a section titled, Final Impression, I want you to think about how this group represented itself in their website. In at least a paragraph, I want you to think about how they organized and represented themselves in this website, and explain to me what you think it says about them. (For example---If their website was mainly devoted to business developments the tribe was working on---what would this say about them? or if a lot of their website <p>This assignment guides students to higher responses by giving them definitions to use and refer to. In addition, students are encouraged to think critically back on the assignment in prompt 8.</p>			
<p>3. How are students required to utilize critical thinking? Please refer to samples.</p>	<p>See Above^^</p>			
<p>4. Evaluate the possibility of this course being offered via Distance Education and/or as a hybrid?</p>	<p>It has been offered Online or Hybrid and should continue to be.</p> <p style="text-align: center;">X</p>	<p>It has not been offered Online or Hybrid and could be done well via Distance Education.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>It has been offered Online or Hybrid, but it should not be taught this way again.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>It has not been offered Online or Hybrid should not be done via Distance Education.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>5. If this class has been taught via Distance Education, how is quality ensured to be consistent with the face-to-face version?</p>	<p>Students can access class recordings, students are required to participate online and classes are online synchronous.</p>			
<p>6. What types of support are offered to students to engage all learning styles and levels?</p>	<p>Tutor me, tutors in English, Canvas support line, RLNC IT, Student Services.</p>			

II. CONTENT

1. Does the content align with course outcomes?	Yes
2. Does the content align with other courses in a sequence?	Yes
3. Explain how the student work-load correlates to credit hours.	Students are required to do research/watch/read outside of class.
4. Describe the activities that emulate real world applications. (experiential learning, case studies, and problem-based activities)	Population experiments, looking at Tribal Websites for information and etc.
5. Are OER, free, or low cost materials being used where available?	Yes.
6. Copyright and licensing status is clearly stated on course materials where applicable.	Yes.

III. INTERACTION

1. Faculty-student interactions are regular and substantive including: <ul style="list-style-type: none">● direct instruction● assessment and feedback of student work● facilitation of group discussion	Yes
2. Faculty interaction is timely, frequent and consistent. <ul style="list-style-type: none">● Instructor posts/comments a minimum of 3 days per week● Instructor responds to student questions within 48 hours● Feedback provided on assignments within 7 days of due date● Grades posted within 12 days of due date● Faculty log into classes every 1-2 days	Yes

3. Interactions are based on course content and subject area.	Yes
4. Students have opportunities to share resources and information with each other through discussion posts, projects, and other class activities.	Yes

ASSESSMENT

Please refer to provided samples to answer the following.

<p>1. Describe which methods of assessment are used to ensure outcomes are being met. A sample should be listed for each method.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="7">Grading Scale</th> </tr> <tr> <th>Grade</th> <th colspan="3">Percentage</th> <th colspan="3">Total Points Earned</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>90.0%</td> <td>T_0</td> <td>100.0%</td> <td>612</td> <td>T_0</td> <td>680</td> </tr> <tr> <td>B</td> <td>80.0%</td> <td>T_0</td> <td>89.9%</td> <td>544</td> <td>T_0</td> <td>611</td> </tr> <tr> <td>C</td> <td>70.0%</td> <td>T_0</td> <td>79.9%</td> <td>476</td> <td>T_0</td> <td>543</td> </tr> <tr> <td>D</td> <td>60.0%</td> <td>T_0</td> <td>69.9%</td> <td>408</td> <td>T_0</td> <td>475</td> </tr> <tr> <td>F</td> <td></td> <td><</td> <td>60.0%</td> <td></td> <td><</td> <td>408</td> </tr> </tbody> </table> <p># Important Note: The instructor reserves the right to change teaching methods, assignments, and grading format as needed during the course of the semester.</p> <p>#: For all assignments either rubrics will be provided or the scoring criteria will be provided for each specific assignment at the time it is given.</p> <p style="text-align: center;"><u>In the News Grading Rubric</u></p> <p>*Students will locate a current News article for the assigned topic. The paper must be at least 1-page to receive full credit. The first half of the paper will summarize what you think were some of the main points, and the second half will constitute your reaction to some specific information in the article. The summary needs to be in your own words (not copied and pasted). For the reaction it would be best to try to relate the information to information</p> <p style="text-align: center;">Page 6</p>	Grading Scale							Grade	Percentage			Total Points Earned			A	90.0%	T_0	100.0%	612	T_0	680	B	80.0%	T_0	89.9%	544	T_0	611	C	70.0%	T_0	79.9%	476	T_0	543	D	60.0%	T_0	69.9%	408	T_0	475	F		<	60.0%		<	408
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Grade	Percentage			Total Points Earned																																														
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D	60.0%	T_0	69.9%	408	T_0	475																																												
F		<	60.0%		<	408																																												
<p>2. Are these methods appropriate and authentic?</p>	<p>Yes</p>																																																	
<p>3. Describe the frequency in which students are assessed.</p>	<p>Weekly or more</p>																																																	
<p>4. Criteria for graded assignments are clearly articulated through rubrics, examples, directions, etc.</p>	<p>Yes</p>																																																	

5. Describe how student engagement is measured.	Daily Participation, assignments completed and etc.
6. Do the methods of assessment compare with other courses at the same level?	Yes.

PROGRAM GOALS

I. GENERAL

1. How does this course help meet the needs of the college mission and values?	Focus on Native American students
2. Which program goal(s) or certification(s) does this course fulfill?	8 and 10

II. COMPLIANCE

1. Is this course assigned to the appropriate discipline(s) and/or program(s)?	Yes
2. In what ways does this course meet specific licensing or accreditation standards?	Yes, Tom Hokanson has gone through curriculum and credentialing committee to ensure these courses are HLC set.



Course Review

Instructors: Please provide the following samples to the Curriculum Committee upon request when your course is up for review. The Curriculum Committee Chair will make copies and assign them to reviewers.

GENERAL

- Course Syllabus
- Budget

INSTRUCTION

- Sample for each method of instruction used (Lecture, Lab, Class activities, Demonstrations, Discussion, etc.)
- A sample discussion, quiz, test, or assignment question that illustrates elevated/higher level responses
- A sample assignment or activity displaying critical thinking

ASSESSMENT

- Sample for each method of assessment used (Rubrics, Quizzes, Observation, Portfolios, etc.)



Course Review-Faculty Budget

ONE-TIME EXPENSES

Item	Cost	Purchase Date	Timeframe for Replacement	Benefit to Course
Example: Graphing Calculators	$20 \times \$100 = \$2,000$	Spring 2017	4-8 years	Saves students from making purchase. Need for advancing course content.

ANNUAL EXPENSES

Item	Cost	Benefit to Course
Example: Dry-Erase Markers (12 pack)	$3 \times \$7 = \21	General Course Operation

If you need additional space, please make additional copies.

