

Graduate Council New Course Proposal Evaluation Checklist

Submitted by: _____ (Dept.) Proposer: _____ Date _____ Reviewer _____

No.	Part III: Key Factors in Developing an Online and/or Blended Course	Reviewer's Comments
1.	Is this course entirely online or is it blended? If it is blended, what percentage of the course will be offered online?	
2.	Are the planned modes of instruction appropriate to an online approach?	
3.	Does the proposal demonstrate, through course assignments and activities, an understanding that the expectations of students taking an online course general differ from those of students taking a conventional course?	
4.	Are the requirements for evaluating this online course at a distance addressed?	
5.	Does the proposal demonstrate an understanding that monitoring and assessing students' participation in e-discussions differs from evaluating student participation in face-to-face discussions?	
6.	What strategies will be employed to foster an online classroom community?	

Criteria for Evaluation of New Course Proposals:

1. There are no interdepartmental conflicts involved in the course.
2. There are adequate faculty and library resources available to support the course.
3. Course texts and materials are appropriate and current.
4. Course goals are comprehensive and make sense. They are logically organized and include goals in at least two areas: content and skills. The course design reflects higher levels of cognition, including analytic and critical thinking.
5. Assignments are consistent with the expressed teaching methods included in the overview.
6. Bibliography of books and materials used to develop the course is attached.
7. Methods of evaluation and grading are clear and allow for assessing an online course at a distance (if applicable).
8. The planned modes of instruction are appropriate to an online approach. (if applicable)
9. Demonstrated understanding that expectations of students taking an online course differ from students taking a conventional course. (if applicable)
10. Demonstrated understanding that monitoring and assessing students' participation differs in online vs. seated course formats. (if applicable)
11. There are strategies the faculty member may use to develop an online learning community. (if applicable)