

Curriculum Evaluation Rubric

Course: IEIR 1310

Date:

Motor Controls

July 18 2016

Reviewer: Ronald Foster

Course Description: General principles and fundamentals of electrical controls and control components including starters, troubleshooting techniques, various protective devices, schematics, and diagrams.

The philosophy of the curriculum review process is based on three principles: 1) continuous improvement; 2) professional development; and 3) direct application. There are no pass/fail or minimum scores for a course, provided that all required portfolio components are submitted by the participating college. The focus of the review process is to share best practices and feedback on the work of colleagues.

Instructions: Use one rubric document per course.

Begin by reviewing the Syllabus/Course Outline and complete Sections A through F of the Rubric.

For each item, circle the appropriate rating number and place a tally total in the box indicated for each section. Please take time to identify related Strengths and Suggestions for each section; this is an opportunity for you to give specific feedback to the instructor / curriculum designer. There is also a section at the end of the rubric for General or Summary Comments about the course overall. Tally the 6 sections and record the total at the end of the document in the Total Score box. [If not enough room for your comments in the boxes, please continue typing below the boxes.]

When you complete the rubric, please save it and send it to: Janice M. Johnston at imjohnston31@actx.edu.

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Completed rubrics are due no later than Friday, July 22, 2016. If you have any questions or problems, contact Janice.

A. Syllabus & Course Outline

Scale:
 1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

A1	Syllabus includes basic elements of the course (e.g., course title and number, credits, goals/objectives, learning outcomes, pre-requisites, course description)	1	2	3	4	N/A
A2	Course texts (required and optional) are listed on syllabus; supplementary materials and resources are provided if appropriate.	1	2	3	4	N/A
A3	Assessment methods, grading policies and scale, and other student measurement practices are described within the syllabus.	1	2	3	4	N/A
A4	The Course Outline is appropriately formatted and includes major topics, activities, and length of classes/sessions.	1	2	3	4	N/A
TOTALS			2	3	8	13

Strengths:

A1-A4 Syllabus & Course outline gives the student what is required and what is expected.

Suggestions:

Syllabus need to be more concise, too much detail.

B. Learner Objectives & Interaction

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

B1	The learning activities promote the achievement of the stated learning objectives.	1	2	3	4	N/A
B2	Learning activities provide opportunities for interaction that support active learning.	1	2	3	4	N/A
B3	The course learning objectives are measurable.	1	2	3	4	N/A
B4	All learning objectives are stated clearly and written from the student's perspective.	1	2	3	4	N/A
B5	The learning objectives are appropriately designed for the level of the course.	1	2	3	4	N/A
TOTALS			4	9		13

Strengths:

B1-B5 Learning objective are clear.

Suggestions: None

C. Instructional Design

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

C1	The course organization and design is clear, coherent, and structured in a developmentally appropriate way.	1	2	3	4	N/A
C2	Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	1	2	3	4	N/A
C3	The course teaches and uses active learning strategies to engage students and foster understanding.	1	2	3	4	N/A
C4	The course accommodates a variety of learning styles and ability levels.	1	2	3	4	N/A
TOTALS			4	3	4	11

Strengths:

C1 & C3 Concepts builds and engages students in the learning process.

Suggestions:

Safety should always be a first priority when organizing instructional design.

Principles of electricity, and magnetism should also be in the design. Learning what makes the control works and how it works to drive the motor. The basic principles of motor operation be it single or three phase. Remember the term Motor Control can have a very broad meaning.