

# THIRD PARTY REVIEW RUBRIC QUESTIONS

Missouri State University – West Plains

**Reviewer Name and Credentials:**

Jennifer Morgenthaler, Mrs. Clinical Instructor, Missouri State University, Dan College of Agriculture, Springfield, Mo.

**Course Name:**

AGS 102: Soil and Crop Science

**Date:**

9/16/17

## SYLLABUS

These questions refer specifically to the syllabus. They include questions about the syllabus, learner, objectives, and instructional design. For any question where the answer is "mostly yes," please select yes and explain further in the comments section.

1.	The syllabus includes basic elements of the course, including: course title, course description, pre-requisites, and learning outcomes.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
2.	Course texts (required and optional) are listed on syllabus or specifically not required; supplementary materials and resources are provided if appropriate.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
3.	Assessment methods, grading policies and scales, and/or other student measurement practices are described within the syllabus.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
4.	The Course Outline/Schedule includes major lessons and assignments.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
5.	The course learning objectives are measurable.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
6.	Learning objectives are stated clearly and written from the student's perspective.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
7.	The learning objectives are appropriately designed for the level of the course.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.	The course organization and design is clear, coherent, and structured in an appropriate way.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
9.	Concepts and skills build logically and purposefully through-out the course, with transitions to support development and understanding from skill to skill.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

**Comments about Syllabus Questions:**

## THIRD PARTY REVIEW RUBRIC QUESTIONS

**MODULE/LESSON**

These questions refer specifically to the module/lesson you have been asked to review.

Module/Lesson Name:

10.	The module contributes to the achievement of the stated course objectives.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
11.	The purpose of the instructional materials and how the materials are used for learning activities are clearly explained.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
12.	The instructional materials are current.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
13.	The learning activities or assignments promote the achievement of the stated learning objectives.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
14.	The module design organizes the course into states of introduction, instruction and assessment.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
15.	The module includes learning objectives, activities and access to all necessary resources.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

Comments about Modules Questions:

**LAB (if applicable)**

These questions refer specifically to the lab. Only some courses include labs to review.

Name of Lab:

16.	The lab contributes to the achievement of the stated course objectives.	<input type="radio"/> Yes	<input type="radio"/> No
17.	The purpose of the lab and how it is to be used for learning activities are clearly explained.	<input type="radio"/> Yes	<input type="radio"/> No
18.	The lab contents are current.	<input type="radio"/> Yes	<input type="radio"/> No

## THIRD PARTY REVIEW RUBRIC QUESTIONS

19.	The lab promotes the achievement of the stated learning objectives.	<input type="radio"/> Yes	<input type="radio"/> No
20.	The lab includes learning objectives, activities, and access to all necessary resources.	<input type="radio"/> Yes	<input type="radio"/> No

Comments about Lab Questions:

### ASSESSMENTS

Base the answers on the assessments for the course.

21.	It is clear how the final course grade will be calculated, including weights for individual assessment items.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
22.	There are multiple types of assessment methods selected.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

### OTHER

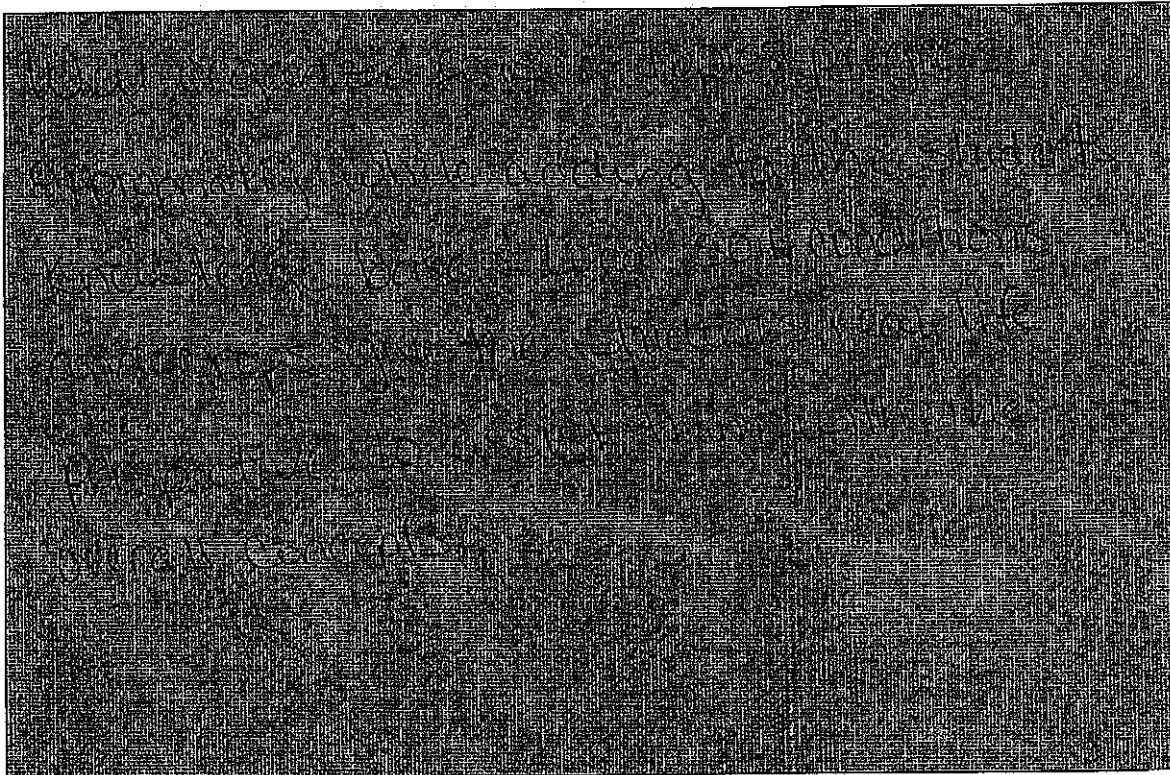
23.	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
24.	Is the course foundational, intermediate or advanced?	<input checked="" type="radio"/> Foundational <input type="radio"/> Intermediate <input type="radio"/> Advanced	

Comments about Assessment/Other Questions:

## THIRD PARTY REVIEW RUBRIC QUESTIONS

### SUMMARY

Based on your expertise and knowledge of the course, please write a short summary of your course review. Please include overall impressions, strengths and weaknesses, highlights, innovations and anything else of note.

A large, dark, textured rectangular area intended for writing a summary. The texture is a fine, repeating pattern of small squares or dots, creating a grid-like appearance. This area is meant for the respondent to provide their summary of the course review.

# THIRD PARTY REVIEW RUBRIC QUESTIONS

Missouri State University – West Plains

**Reviewer Name and Credentials:**

Jennifer Morganhafer, M.S. Clinical Instructor, Missouri State University, Dept. College of Agriculture, Springfield, Mo.

**Course Name:**

AGR 117 - Plant Science Lab

**Date:**

9/13/17

## SYLLABUS

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4.	The Course Outline/Schedule includes major lessons and assignments.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
5.	The course learning objectives are measurable.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
6.	Learning objectives are stated clearly and written from the student's perspective.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
7.	The learning objectives are appropriately designed for the level of the course.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.	The course organization and design is clear, coherent, and structured in an appropriate way.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
9.	Concepts and skills build logically and purposefully through-out the course, with transitions to support development and understanding from skill to skill.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

**Comments about Syllabus Questions:**

## THIRD PARTY REVIEW RUBRIC QUESTIONS

**Module/Lesson:**

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Module/Lesson Name:

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Comments about Modules Questions:

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Comments about Lab Questions:

### ASSESSMENTS

Base the answers on the assessments for the course.

21.	It is clear how the final course grade will be calculated, including weights for individual assessment items.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
22.	There are multiple types of assessment methods selected.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

### OTHER

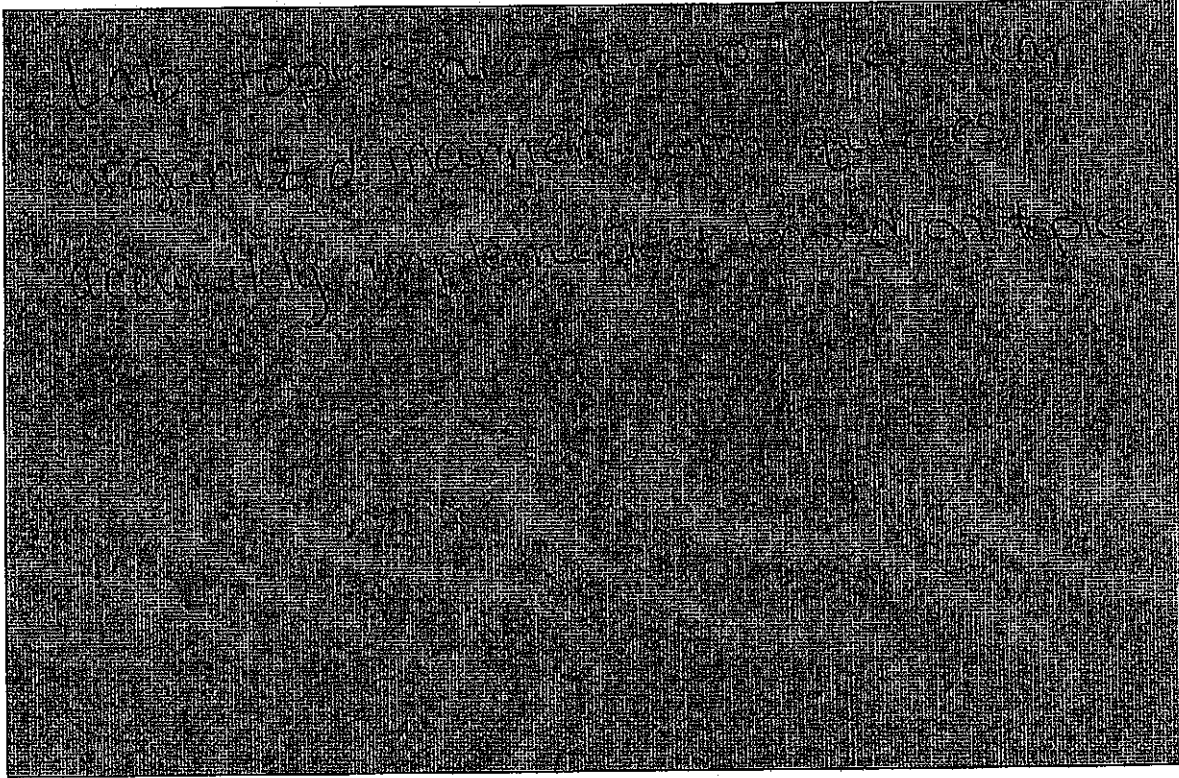
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Comments about Assessment/Other Questions:

## THIRD PARTY REVIEW RUBRIC QUESTIONS

### SUMMARY

Based on your expertise and knowledge of the course, please write a short summary of your course review. Please include overall impressions, strengths and weaknesses, highlights, innovations and anything else of note.





# THIRD PARTY REVIEW RUBRIC QUESTIONS

Missouri State University – West Plains

**Reviewer Name and Credentials:**

Jennifer Morganthaler, MS, Clinical Instructor, Missouri State University, Barr College of Agriculture, Springfield, Mo.

**Course Name:**

AGR 150, Introduction to Horticulture

**Date:**

9/13/17

## SYLLABUS

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Comments about Modules Questions:

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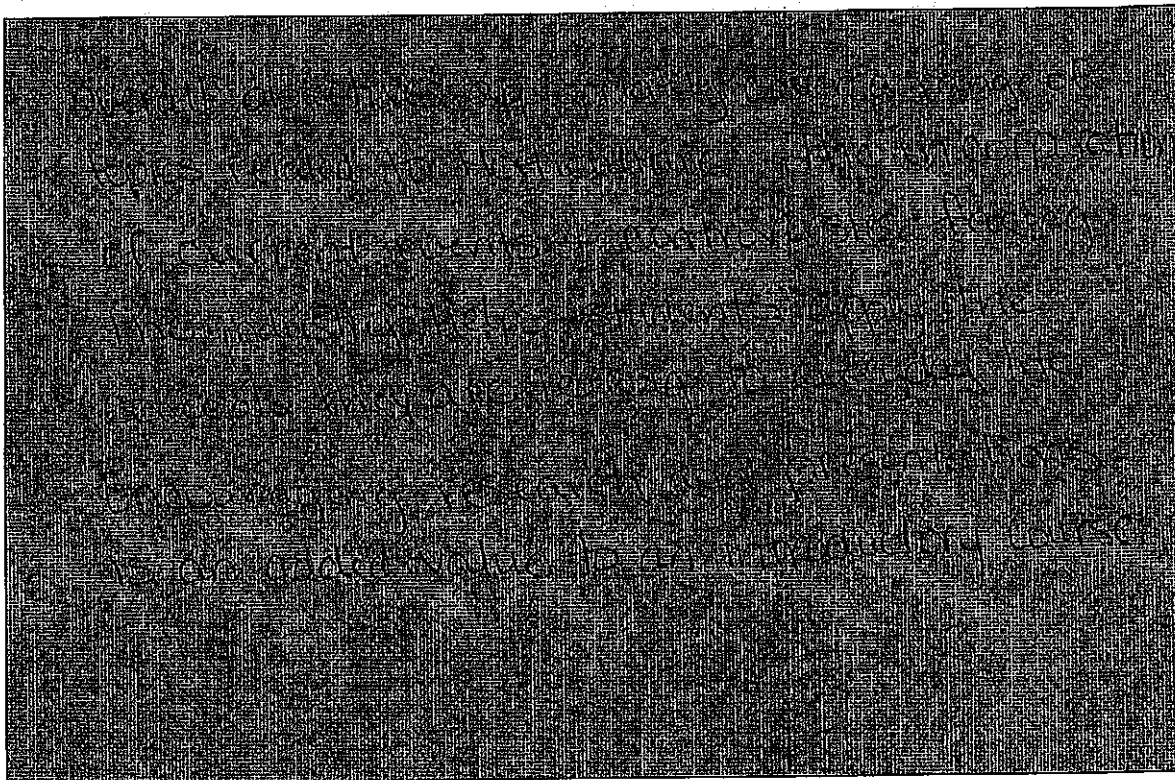
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## THIRD PARTY REVIEW RUBRIC QUESTIONS

Missouri State University – West Plains

**Reviewer Name and Credentials:**

Jennifer Morganthaler, M.S. Clinical Instructor, Missouri State University, Dan College of Agriculture, Springfield, Mo.

**Course Name:**

Agri 215 Skills

**Date:**

9/13/17

### SYLLABUS

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Comments about Modules Questions:

**Lab (if applicable)**

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## THIRD PARTY REVIEW RUBRIC QUESTIONS

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Comments about Lab Questions:

### ASSESSMENTS

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### OTHER

23.	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
24.	Is the course foundational, intermediate or advanced?	Foundational Intermediate <input checked="" type="radio"/> Advanced	

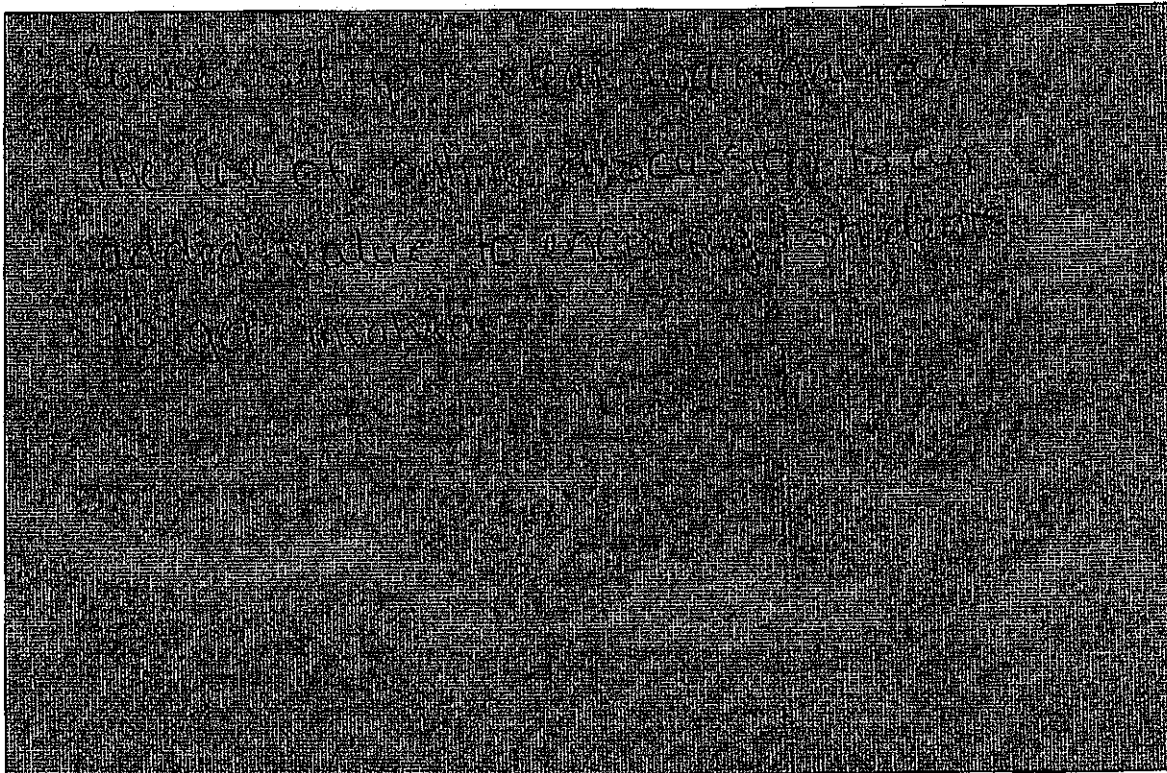
Comments about Assessment/Other Questions:

## THIRD PARTY REVIEW RUBRIC QUESTIONS

### SUMMARY

Based on your expertise and knowledge of the course, please write a short summary of your course review. Please include overall impressions,

strengths and weaknesses, highlights, innovations and anything else of note.





# THIRD PARTY REVIEW RUBRIC QUESTIONS

Missouri State University – West Plains

Reviewer Name and Credentials:

Patricia Elliott, M.Ed., RHIT

Course Name:

HIT100-03 FA15 Intro/Health Inform Technology HIT100-FA16 Intro/Health Inform Technology

Date:

September 4, 2017

## SYLLABUS

These questions refer specifically to the syllabus. They include questions about the syllabus, learner, objectives, and instructional design. For any question where the answer is "mostly yes," please select yes and explain further in the comments section.

1.	The syllabus includes basic elements of the course, including: course title, course description, pre-requisites, and learning outcomes. 18 course objectives for a 2 credit course is a lot. Notice new book choice and it doesn't mean that every chapter has to be assessed. For example #1 Apply diagnosis and procedure codes. To what level of detail does the student do this without a coding book.	X	X Yes	<input type="radio"/>	No
2.	Course texts (required and optional) are listed on syllabus or specifically not required; supplementary materials and resources are provided if appropriate.	X	X Yes	<input type="radio"/>	No
3.	Assessment methods, grading policies and scales, and/or other student measurement practices are described within the syllabus. Grading scheme addressed but not a total point value.	X	Yes	X	No
4.	The Course Outline/Schedule includes major lessons and assignments. Syllabus addresses "General Education Goals (GEGs) but the outcomes do not correlate with the course objectives. There is not a course outline that addresses assessments and due dates.	<input type="radio"/>	Yes	X	No
5.	The course learning objectives are measurable.	X	X Yes	<input type="radio"/>	No
6.	Learning objectives are stated clearly and written from the student's perspective. It appears to me if I was a new student the 2 student outcomes don't provide detail from the course objectives. I would suggest adding one regarding the understanding and use of different types of data and how used (data governance and interoperability). It appears you are trying to capture all that in the first student outcome but is that clear to the student. Ethics is missing from an outcome and/or objective.	X	Yes	<input type="radio"/>	No

## THIRD PARTY REVIEW RUBRIC QUESTIONS

	There are no learning outcomes only student expectations that are not course related. Learning objectives relate to general education goals and not HIT course objectives.		
7.	The learning objectives are appropriately designed for the level of the course.	X	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
8.	The course organization and design is clear, coherent, and structured in an appropriate way. I'm hung up on the learning objectives and no course outline. As a student I would want to know this.	X	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
9.	Concepts and skills build logically and purposefully through-out the course, with transitions to support development and understanding from skill to skill.	X	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Comments about Syllabus Questions:

HIT100 Fall 20015 This is a lot in one course over multiple subjects in the profession. Have HIPAA and regulatory in HIT260 coding and billing chapters for HIT210. The course addresses complex subjects (stats, quality improvement - Lesson 14) in one lesson unit where additional courses need to address the detail of the subjects. Why not address the subjects in the individual courses (if any).

I would recommend a 15-20 question quiz with the point values at 1-2 points each. Three points per question is a little steep in my opinion unless it was an essay question. I would also recommend some of the tests being multiple choice. Filling in the blanks requires each test to be manually graded which can be very time consuming.

AHIMA Domains should be address - done on Fall 16 syllabus

HIT100 Fall 20016 does not address how many assessments and point value. There isn't a course outline telling the students the assessment due dates.

Just a suggestion but change grading scheme to an 8 point value vs. 10 points (300-92=A). The rationale is that the national exam requires a passing score of 75%. Having an 8 point value prepares the student to achieve at a minimum 75%.

## THIRD PARTY REVIEW RUBRIC QUESTIONS

### MODULE/LESSON

These questions refer specifically to the module/lesson you have been asked to review.

Module/Lesson Name:

10.	The module contributes to the achievement of the stated course objectives.	X X Yes	<input type="radio"/> No
11.	The purpose of the instructional materials and how the materials are used for learning activities are clearly explained. I felt that some of the exercises in the lessons did not involve critical thinking skills. What outcome was expected from the student by watching a video? A suggestion is to have the student find the state statute if MO can charge for medical record copies.	X X Yes	<input type="radio"/> No
12.	The instructional materials are current. Some of the links are not current (Lesson 6 "MO Disease Case Report).	X Yes	X No
13.	The learning activities or assignments promote the achievement of the stated learning objectives. See #11. Difficult to determine since exercises in the text book were assigned.	X X Yes	<input type="radio"/> No
14.	The module design organizes the course into states of introduction, instruction and assessment. Syllabus addressed the types of assessment. Not sure if syllabus was discussed in class (not on Lesson 1 "Description."	X X Yes	<input type="radio"/> No
15.	The module includes learning objectives, activities and access to all necessary resources. See #12	X X Yes	<input type="radio"/> No

Comments about Modules Questions:

You can put the calendar in the Bb left tool bar by linking it through course tools. Just a suggestion.

# THIRD PARTY REVIEW RUBRIC QUESTIONS

LAB (If applicable)

These questions refer specifically to the lab. Only some courses include labs to review.

Name of Lab:

Not sure if either course has a lab component

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Comments about Lab Questions:

ASSESSMENTS

Base the answers on the assessments for the course.

## THIRD PARTY REVIEW RUBRIC QUESTIONS

21.	It is clear how the final course grade will be calculated, including weights for individual assessment items. <b>Yes on the syllabus</b>	X <input checked="" type="checkbox"/> Yes	No <input type="checkbox"/>
22.	There are multiple types of assessment methods selected. The assessments are hands-on giving the students the experience. Be cautious if using web based forms to make sure that you have the most current version for the student (2009 ER Log Sheet)  There a lot of paper assignments. The content of the assessments are good (Module 6) but think of changing a written paper into a discussion question so the research is shared with others.	X <input checked="" type="checkbox"/> Yes	No <input type="checkbox"/>

**OTHER**

23.	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	X <input checked="" type="checkbox"/> Yes	No <input type="checkbox"/>
24.	Is the course foundational, intermediate or advanced?  The assessments in the 2016 course has more critical thinking assessments for the students.	Foundational Fall/2015	Intermediate fall/2016 Advanced HIT100

Comments about Assessment/Other Questions:

HIT Fall 2015 – this is just a personal peeve – the colors in Bb for the course are VERY bright and distracting for my taste. Lessons 8, 9 and 10 are not titled on Bb Lessons. To be consistent name the lessons so the student knows what to expect in the content.

## THIRD PARTY REVIEW RUBRIC QUESTIONS

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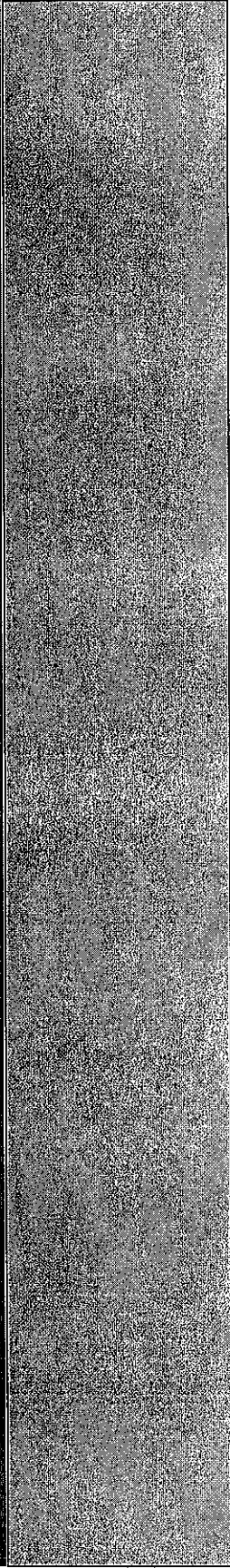
HIT100 Fall 2015 seemed to be introductory and without having the textbook it was difficult to access the assessments for critical thinking skills. There were multiple web links on various subjects but no associated assessments to the links. Might be discussion in class but unknown.

A thought... Instead of having a midterm and final exam, test after every chapter reading. Rote memorization is not a way to learn.

HIT100 Fall 2016 – not knowing the other courses in the curriculum is it best to cover all topics in the profession at a minimum level or not cover all chapters in the textbook? If teaching a legal class semester how in depth is Module 6? Maybe instead of a paper make the assessment a discussion question to share knowledge with all.

Test assessments relate to the chapter content.

**THIRD PARTY REVIEW RUBRIC QUESTIONS**



# THIRD PARTY REVIEW RUBRIC QUESTIONS

Missouri State University – West Plains

Reviewer Name and Credentials:

Patricia Elliott, M.Ed., RHIT

Course Name:

HIT100-01-FA15: Intro/Health Inform Technology

Date:

August 23, 2017

## SYLLABUS

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1.	The syllabus includes basic elements of the course, including: course title, course description, pre-requisites, and learning outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Course texts (required and optional) are listed on syllabus or specifically not required; supplementary materials and resources are provided if appropriate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Assessment methods, grading policies and scales, and/or other student measurement practices are described within the syllabus.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	The Course Outline/Schedule includes major lessons and assignments.	<input type="checkbox"/>	<input type="checkbox"/>
5.	The course learning objectives are measurable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Learning objectives are stated clearly and written from the student's perspective. It appears to me if I was a new student the 2 student outcomes don't provide detail from the course objectives. I would suggest adding one regarding the understanding and use of different types of data and how used (data governance and interoperability). It appears you are trying to capture all that in the first student outcome but is that clear to the student. Ethics is missing from an outcome and/or objective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	The learning objectives are appropriately designed for the level of the course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>



## THIRD PARTY REVIEW RUBRIC QUESTIONS

8.	The course organization and design is clear, coherent, and structured in an appropriate way.	X Yes	<input type="radio"/> No
9.	Concepts and skills build logically and purposefully through-out the course, with transitions to support development and understanding from skill to skill.	X Yes	<input type="radio"/> No

Comments about Syllabus Questions:

HIT 100 Fall 20015 This is a lot in one course over multiple subjects in the profession. Have HIPAA and regulatory in HIT260, coding and billing chapters for HIT210. I could only review one test because of the date restrictions and I didn't want to change the 2015 dates that you had. I would recommend a 15-20 question quiz with the point values at 1-2 points. Three points per question is a little steep in my opinion unless it was an essay question.

### MODULE/LESSON

These questions refer specifically to the module/lesson you have been asked to review.

Module/Lesson Name:

10.	The module contributes to the achievement of the stated course objectives.	X Yes	<input type="radio"/> No
11.	The purpose of the instructional materials and how the materials are used for learning activities are clearly explained. Though I felt that some of the exercises in the lessons did not involve critical thinking skills. What outcome was expected from the student by watching a video? A suggestion is to have the student find the state statute if MO can charge for medical record copies.	X Yes	<input type="radio"/> No
12.	The instructional materials are current. Some of the links are not current (Lesson 6 "MO Disease Case Report).	<input type="radio"/> Yes	X No

## THIRD PARTY REVIEW RUBRIC QUESTIONS

13.	The learning activities or assignments promote the achievement of the stated learning objectives. See #11. Difficult to determine since exercises in the text book were assigned.	X Yes	<input type="radio"/> No
14.	The module design organizes the course into states of introduction, instruction and assessment. Syllabus addressed the types of assessment. Not sure if syllabus was discussed in class (not on Lesson 1 "Description."	X Yes	<input type="radio"/> No
15.	The module includes learning objectives, activities and access to all necessary resources. See #12	X Yes	<input type="radio"/> No

Comments about Modules Questions:

These questions refer specifically to the lab. Only some courses include labs to review.

Name of Lab:

16.	The lab contributes to the achievement of the stated course objectives.	<input type="radio"/> Yes	<input type="radio"/> No
17.	The purpose of the lab and how it is to be used for learning activities are clearly explained.	<input type="radio"/> Yes	<input type="radio"/> No
18.	The lab contents are current.	<input type="radio"/> Yes	<input type="radio"/> No
19.	The lab promotes the achievement of the stated learning objectives.	<input type="radio"/> Yes	<input type="radio"/> No

## THIRD PARTY REVIEW RUBRIC QUESTIONS

		<input type="radio"/> Yes <input type="radio"/> No
20.	The lab includes learning objectives, activities, and access to all necessary resources.	<input type="radio"/> Yes <input type="radio"/> No

Comments about Lab Questions:

### ASSESSMENTS

Base the answers on the assessments for the course.

21.	It is clear how the final course grade will be calculated, including weights for individual assessment items. <b>Yes on the syllabus</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No
22.	There are multiple types of assessment methods selected. <b>Appears each assessment</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No

### OTHER

23.	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	<input type="radio"/> Yes <input type="radio"/> No
24.	Is the course foundational, intermediate or advanced?	Foundational Intermediate Advanced

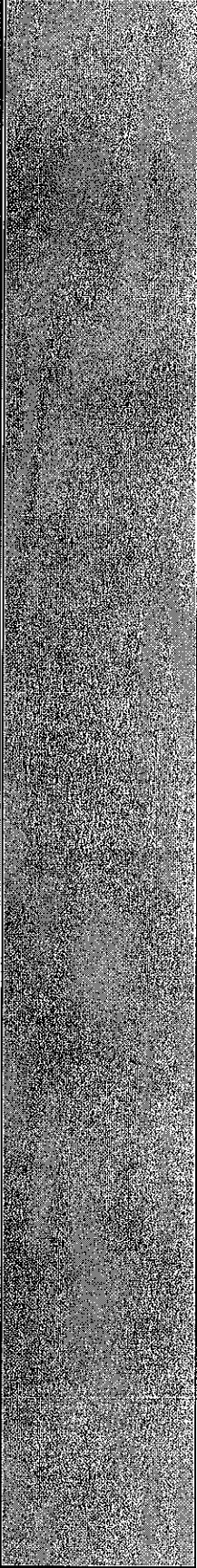
Comments about Assessment/Other Questions:

## THIRD PARTY REVIEW RUBRIC QUESTIONS

### SUMMARY

Based on your expertise and knowledge of the course, please write a short summary of your course review. Please include overall impressions, strengths and weaknesses, highlights, innovations and anything else of note.

**THIRD PARTY REVIEW RUBRIC QUESTIONS**



# THIRD PARTY REVIEW RUBRIC QUESTIONS

Missouri State University – West Plains

**Reviewer Name and Credentials:**

Patricia Elliott, M.Ed., RHIT

**Course Name:**

HIT115-01-FA-15 Health Systems HIT115-FA16 Health Systems

**Date:**

September 4, 2017

## SYLLABUS

These questions refer specifically to the syllabus. They include questions about the syllabus, learner, objectives, and instructional design. For any question where the answer is "mostly yes," please select yes and explain further in the comments section.

		X X Yes	No
1.	The syllabus includes basic elements of the course, including: course title, course description, pre-requisites, and learning outcomes.	X X Yes	<input type="radio"/> No
2.	Course texts (required and optional) are listed on syllabus or specifically not required; supplementary materials and resources are provided if appropriate.	X X Yes	<input type="radio"/> No
3.	Assessment methods, grading policies and scales, and/or other student measurement practices are described within the syllabus. See comments	X X Yes	No
4.	The Course Outline/Schedule includes major lessons and assignments. See comments	X X Yes	No
5.	The course learning objectives are measurable.	X X Yes	<input type="radio"/> No
6.	Learning objectives are stated clearly and written from the student's perspective.	X X Yes	<input type="radio"/> No
7.	The learning objectives are appropriately designed for the level of the course.	X X Yes	No
8.	The course organization and design is clear, coherent, and structured in an appropriate way.	X X Yes	No

## THIRD PARTY REVIEW RUBRIC QUESTIONS

9.	Concepts and skills build logically and purposefully through-out the course, with transitions to support development and understanding from skill to skill. See comments	X	Yes	<input checked="" type="radio"/>	No
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**Comments about Syllabus Questions:**

AHIMA Domains need to be addressed with the course objectives. The objectives all start with "the student" with limited verbs relating to Blooms taxonomy (i.e. #1 Identify and differentiate the structure standards and vocabularies of health systems (multiple is pretty broad)). #2 Articulate the difference in dataterms and how to identify the data source.

The course points are weighted but nowhere does it address how many points each assessment is worth. Can you really grade for attendance? What critical thinking skills are involved in attendance? Might change to class participation grade where a point is given each class for class discussion and feedback from learned chapter.

<https://badgerherald.com/opinion/2014/03/31/grading-attendance-ruining-higher-education/>

On the "course outline" I would include the due dates so students could refer back to the printed syllabus to schedule their life while in school. I think I understand that the General Ed Goals are a requirement. The actual content on the syllabus is very good regarding the University's policies.

The course description does not include concepts of data, information systems, interoperability and information governance.

Comments are the same as above for the syllabus. There was no change between courses.

**MODULE/LESSON**

These questions refer specifically to the module/lesson you have been asked to review.

Module/Lesson Name:

## THIRD PARTY REVIEW RUBRIC QUESTIONS

Hard to access the student activities without the textbook  
 All comments to Fall 2016 are the same from Fall 2015 — see no changes in the course semester to semester

		X X Yes	No
10.	The module contributes to the achievement of the stated course objectives. Week 4 indicated a quiz but couldn't find it	X X	<input type="radio"/> No
11.	The purpose of the instructional materials and how the materials are used for learning activities are clearly explained. Without textbook can't access	Yes	<input type="radio"/> No
12.	The instructional materials are current. — Textbook is 2015 edition and links are relevant to today's healthcare environment	X X Yes	No
13.	The learning activities or assignments promote the achievement of the stated learning objectives. Difficult to access without textbook	Yes	<input type="radio"/> No
14.	The module design organizes the course into states of introduction, instruction and assessment. Difficult to access without textbook — a lot of web links to explore but don't know if it is tied into modules assessments	Yes	<input type="radio"/> No
15.	The module includes learning objectives, activities and access to all necessary resources. See #14	Yes	<input type="radio"/> No

Comments about Modules Questions:

Difficult to access without textbook. There are a lot of links for the students to view but don't know if the reviews tie into the module assessments.

All comments to Fall 2016 are the same from Fall 2015 — see no changes in the course semester to semester

LAB (if applicable)



## THIRD PARTY REVIEW RUBRIC QUESTIONS

These questions refer specifically to the lab. Only some courses include labs to review.

Name of Lab:

*Not sure if either course has a lab component.*

16.	The lab contributes to the achievement of the stated course objectives.	<input type="radio"/> Yes	<input type="radio"/> No
17.	The purpose of the lab and how it is to be used for learning activities are clearly explained.	<input type="radio"/> Yes	<input type="radio"/> No
18.	The lab contents are current.	<input type="radio"/> Yes	<input type="radio"/> No
19.	The lab promotes the achievement of the stated learning objectives.	<input type="radio"/> Yes	<input type="radio"/> No
20.	The lab includes learning objectives, activities, and access to all necessary resources.	<input type="radio"/> Yes	<input type="radio"/> No

Comments about Lab Questions:

### ASSESSMENTS

Base the answers on the assessments for the course.

21.	It is clear how the final course grade will be calculated, including weights for individual assessment items.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
22.	There are multiple types of assessment methods selected. Difficult to access without case studies in textbook	<input checked="" type="radio"/> Yes	<input type="radio"/> No

## THIRD PARTY REVIEW RUBRIC QUESTIONS

### OTHER

23.	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	X Yes	<input type="radio"/> No
24.	Is the course foundational, intermediate or advanced? Difficult to access without textbook for case studies. The format of the course is more foundational.	Foundational Intermediate Advanced	

Comments about Assessment/Other Questions:

All comments to Fall 2016 are the same from Fall 2015 — see no changes in the course semester to semester

### SUMMARY

Based on your expertise and knowledge of the course, please write a short summary of your course review. Please include overall impressions, strengths and weaknesses, highlights, innovations and anything else of note.

The format involved multiple links for the students to review. Unsure that the case studies involve critical thinking studies.

The color format of the is more professional with the school logo and colors.

## THIRD PARTY REVIEW RUBRIC QUESTIONS

All comments for Fall 2016 are the same from Fall 2015 — see no changes in the course semester to semester.

# THIRD PARTY REVIEW RUBRIC QUESTIONS

Missouri State University – West Plains

Reviewer Name and Credentials:

Patricia Elliott, M.Ed., RHIT

Course Name:

HIT190 Principles in Reimbursement Fall 2016

Date:

September 4, 2017

## SYLLABUS

These questions refer specifically to the syllabus. They include questions about the syllabus, learner, objectives, and instructional design. For any question where the answer is "mostly yes," please select yes and explain further in the comments section.

		X Yes	No
1.	The syllabus includes basic elements of the course, including: course title, course description, pre-requisites, and learning outcomes.	X Yes	<input type="radio"/> No
2.	Course texts (required and optional) are listed on syllabus or specifically not required; supplementary materials and resources are provided if appropriate.	X Yes	<input type="radio"/> No
3.	Assessment methods, grading policies and scales, and/or other student measurement practices are described within the syllabus. No course outline that address assessment point values and due dates. Grading scheme is present but not total course points.	Yes	X No
4.	The Course Outline/Schedule includes major lessons and assignments.	Yes	X No
5.	The course learning objectives are measurable. See comments	Yes	X No
6.	Learning objectives are stated clearly and written from the student's perspective. See comments	Yes	X No
7.	The learning objectives are appropriately designed for the level of the course. Yes if at fundamental level	X Yes	No
8.	The course organization and design is clear, coherent, and structured in an appropriate way.	X Yes	No

## THIRD PARTY REVIEW RUBRIC QUESTIONS

9.	Concepts and skills build logically and purposefully through-out the course, with transitions to support development and understanding from skill to skill. Course outline not on the syllabus	Yes	X No
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Comments about Syllabus Questions:

Going back to Blooms Taxonomy the course objectives have "a lot of explaining to do." Other synonyms that can be used are "clarify, describe, expound." The syllabus does not address a course outline, due dates, points associated with assessment and total points for the course.

**NOTE:** This syllabus does not grade for attendance. Each course should be consistent with the Department's/University's policy.

### MODULE/LESSON

These questions refer specifically to the module/lesson you have been asked to review.

Module/Lesson Name:

10.	The module contributes to the achievement of the stated course objectives.	X Yes	<input type="radio"/> No
11.	The purpose of the instructional materials and how the materials are used for learning activities are clearly explained.	X Yes	<input type="radio"/> No
12.	The instructional materials are current.	X Yes	No
13.	The learning activities or assignments promote the achievement of the stated learning objectives.		

## THIRD PARTY REVIEW RUBRIC QUESTIONS

	Yes	No
14. The module design organizes the course into states of introduction, instruction and assessment.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
15. The module includes learning objectives, activities and access to all necessary resources.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

Comments about Modules Questions:

Quiz 2 all questions have the same point value. A T/F question should have a 1 pt value and a narrative essay might be 2-3 points.

Module 3 has good interactive activities that take research and a hands-on assignment. Same for Module 5.

LAB (If applicable)

These questions refer specifically to the lab. Only some courses include labs to review.

Name of Lab:

16. The lab contributes to the achievement of the stated course objectives.	<input type="radio"/> Yes	<input type="radio"/> No
17. The purpose of the lab and how it is to be used for learning activities are clearly explained.	<input type="radio"/> Yes	<input type="radio"/> No
18. The lab contents are current.	<input type="radio"/> Yes	<input type="radio"/> No
19. The lab promotes the achievement of the stated learning objectives.	<input type="radio"/> Yes	<input type="radio"/> No

## THIRD PARTY REVIEW RUBRIC QUESTIONS

20. The lab includes learning objectives, activities, and access to all necessary resources.	<input type="radio"/> Yes	<input type="radio"/> No
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Comments about Lab Questions:

### ASSESSMENTS

Base the answers on the assessments for the course.

21. It is clear how the final course grade will be calculated, including weights for individual assessment items.	Yes	<input checked="" type="checkbox"/> X	No
22. There are multiple types of assessment methods selected.	Yes	<input checked="" type="checkbox"/> X	No

### OTHER

23. Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	<input checked="" type="checkbox"/> X	Yes	<input type="checkbox"/> No
24. Is the course foundational, intermediate or advanced?	<input checked="" type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced		

Comments about Assessment/Other Questions:

Only 8 modules with limited interactive activities.

## THIRD PARTY REVIEW RUBRIC QUESTIONS

The syllabus with all the "explain" is at a fundamental level.

### SUMMARY

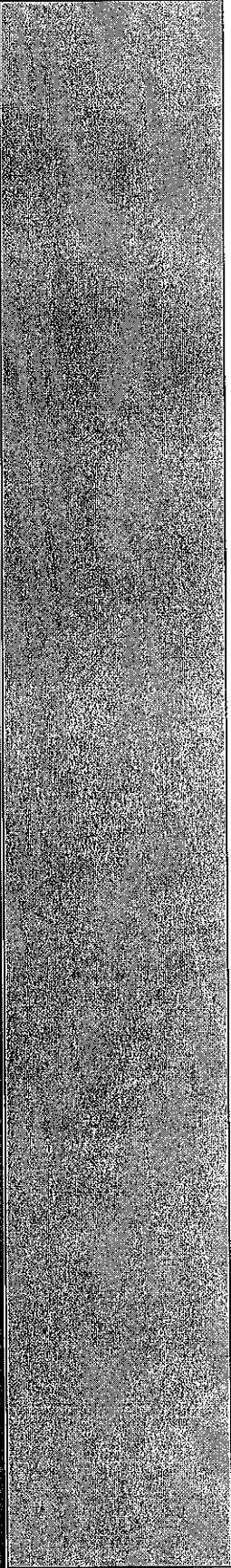
Based on your expertise and knowledge of the course, please write a short summary of your course review. Please include overall impressions, strengths and weaknesses, highlights, innovations and anything else of note.

All tests, to me, should have the same point value consistently in all tests. If a multiple choice or T/F is 1 point value in one test, they should be in all courses. Having a 5 question test worth 10 points, come up with more questions at 1 point each. Does a 5 question test cover all the learning aspects that the chapter covers?

This course did not go into different payer types and fee schedules (fee for service, capitated, value based purchasing, etc.). If one reviews the course description there should be assessments need to touch on the description content (utilization management, case management, etc.). Meaningful Use needs to be addressed.



**THIRD PARTY REVIEW RUBRIC QUESTIONS**



# THIRD PARTY REVIEW RUBRIC QUESTIONS

Missouri State University – West Plains

Reviewer Name and Credentials:

Patricia Elliott, M.Ed., RHIT

Course Name:

HIT200: Comparative Health Record Systems-Fall 2016

Date:

September 4, 2017

## SYLLABUS

These questions refer specifically to the syllabus. They include questions about the syllabus, learner, objectives, and instructional design. For any question where the answer is "mostly yes," please select yes and explain further in the comments section.

		X Yes	No
1.	The syllabus includes basic elements of the course, including: course title, course description, pre-requisites, and learning outcomes.	X	<input type="radio"/>
2.	Course texts (required and optional) are listed on syllabus or specifically not required; supplementary materials and resources are provided if appropriate.	Yes	X No
3.	Assessment methods, grading policies and scales, and/or other student measurement practices are described within the syllabus.	X Yes	No
4.	The Course Outline/Schedule includes major lessons and assignments.	Yes	X No
5.	The course learning objectives are measurable. Yes but not at a second year level (see summary)	X Yes	No
6.	Learning objectives are stated clearly and written from the student's perspective.	Yes	X No
7.	The learning objectives are appropriately designed for the level of the course.	Yes	X No
8.	The course organization and design is clear, coherent, and structured in an appropriate way. <b>None listed</b>	Yes	X No

## THIRD PARTY REVIEW RUBRIC QUESTIONS

9.	Concepts and skills build logically and purposefully through-out the course, with transitions to support development and understanding from skill to skill.	Yes	X No
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Comments about Syllabus Questions:

Need to address AHIMA Domains on the course objectives. Need to address Blooms taxonomy to elevate the course to a second year level. Explain is at a fundamental level.

No course outline to explain the assessments, due dates and point values.

Be cautious using acronyms that the student might not understand. Be consistent in the format (i.e. Skilled Nursing Facility (SNF), Defined some but not all.

### MODULE/LESSON

These questions refer specifically to the module/lesson you have been asked to review.

Module/Lesson Name:

10.	The module contributes to the achievement of the stated course objectives.	Yes	X No
11.	The purpose of the instructional materials and how the materials are used for learning activities are clearly explained.	X Yes	No
12.	The instructional materials are current.	X	

## THIRD PARTY REVIEW RUBRIC QUESTIONS

	Yes	No
13. The learning activities or assignments promote the achievement of the stated learning objectives. But are there enough for the volume of the chapters being assigned	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14. The module design organizes the course into states of introduction, instruction and assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15. The module includes learning objectives, activities and access to all necessary resources. But are there enough for the volume of the chapters being assigned	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Comments about Modules Questions:

Quizzes are 5 questions with 2 pt values. Recommend having 10-1 pt questions to allow the instructor to get a broader assessment of the student's knowledge base. All questions should be written using critical thinking techniques.

Only eight modules and reviewing 2 chapters a module there appears not to have enough assessments per module. The assessments don't address all of the objectives in the course description

LAB (if applicable)

These questions refer specifically to the lab. Only some courses include labs to review.

Name of Lab:

16. The lab contributes to the achievement of the stated course objectives.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
17. The purpose of the lab and how it is to be used for learning activities are clearly explained.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

## THIRD PARTY REVIEW RUBRIC QUESTIONS

18.	The lab contents are current.	<input type="radio"/> Yes	<input type="radio"/> No
19.	The lab promotes the achievement of the stated learning objectives.	<input type="radio"/> Yes	<input type="radio"/> No
20.	The lab includes learning objectives, activities, and access to all necessary resources.	<input type="radio"/> Yes	<input type="radio"/> No

Comments about Lab Questions:

### ASSESSMENTS

Base the answers on the assessments for the course.

21.	It is clear how the final course grade will be calculated, including weights for individual assessment items. Grading scheme is present but no course outline that addresses point value	<input checked="" type="radio"/> Yes	<input type="radio"/> No
22.	There are multiple types of assessment methods selected. Don't feel that there are enough assessments for the chapters assigned	<input checked="" type="radio"/> Yes	<input type="radio"/> No

### OTHER

23.	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
24.	Is the course foundational, intermediate or advanced? Syllabus is lacking advanced Blooms Taxonomy for a 200 level course	<input type="radio"/> Foundational <input type="radio"/> Intermediate <input type="radio"/> Advanced	

## THIRD PARTY REVIEW RUBRIC QUESTIONS

Comments about Assessment/Other Questions:

### SUMMARY

Based on your expertise and knowledge of the course, please write a short summary of your course review. Please include overall impressions, strengths and weaknesses, highlights, innovations and anything else of note.

A thought... Combine HIT100 and HIT200. HIT100 addresses the profession and all aspects of the profession but it is limited based on the chapters in the book. In HIT200 you are explaining what the profession does and goes into more detail. If these courses were combined this is the textbook that I would use because it details the aspect of the profession.

**THIRD PARTY REVIEW RUBRIC QUESTIONS**

# THIRD PARTY REVIEW RUBRIC QUESTIONS

Missouri State University – West Plains

Reviewer Name and Credentials:

Patricia Elliott, M.Ed., RHIT

Course Name:

HIT110 Medical Billing/Coding 1 Fall 2015

Date:

September 4, 2017

## SYLLABUS

These questions refer specifically to the syllabus. They include questions about the syllabus, learner, objectives, and instructional design. For any question where the answer is "mostly yes," please select yes and explain further in the comments section.

		X Yes	No
1.	The syllabus includes basic elements of the course, including: course title, course description, pre-requisites, and learning outcomes.	X Yes	No
2.	Course texts (required and optional) are listed on syllabus or specifically not required; supplementary materials and resources are provided if appropriate. See comments	X Yes	No
3.	Assessment methods, grading policies and scales, and/or other student measurement practices are described within the syllabus. Weekly assessments are weighted 35% of grade but syllabus/course outline does not specify the point value for each individual assessment	X Yes	No
4.	The Course Outline/Schedule includes major lessons and assignments. See #3	X Yes	No
5.	The course learning objectives are measurable. See comments	X Yes	No
6.	Learning objectives are stated clearly and written from the student's perspective.	X Yes	No
7.	The learning objectives are appropriately designed for the level of the course.	X Yes	No
8.	The course organization and design is clear, coherent, and structured in an appropriate way.	X Yes	No



## THIRD PARTY REVIEW RUBRIC QUESTIONS

9.	Concepts and skills build logically and purposefully through-out the course, with transitions to support development and understanding from skill to skill.	X Yes	No
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Comments about Syllabus Questions:

Course Objectives need to address the AHIMA Domains. One of the course objectives is to "Maintain manual and electronic billing systems" how is this accomplished? How does the student "maintain?"

Address ICD-10 in modules but students only required to purchase ICD-9 books

### MODULE/LESSON

These questions refer specifically to the module/lesson you have been asked to review.

Module/Lesson Name:

10.	The module contributes to the achievement of the stated course objectives. Didn't have access to VLab exercises to access activities	X Yes	No
11.	The purpose of the instructional materials and how the materials are used for learning activities are clearly explained.	X Yes	No
12.	The instructional materials are current. Need ICD-10 and CPT coding	Yes	X No
13.	The learning activities or assignments promote the achievement of the stated learning objectives.	X	

## THIRD PARTY REVIEW RUBRIC QUESTIONS

	Yes	No
14. The module design organizes the course into states of introduction, instruction and assessment. Assume the assessment comes with V-Lab	X Yes	<input type="radio"/> No
15. The module includes learning objectives, activities and access to all necessary resources. Need to incorporate ICD-10-CM and ICD-10-PCS in modules. For physician coding is CPT coding books used?	Yes	X <input type="radio"/> No

**Comments about Modules Questions:**

The textbooks for the course indicate ICD-9 coding books yet the Buck's textbook is used. For physician based coding is CPT coding books well?

The 10 question quizzes are more appropriate vs. 5 questions per quiz. Two classes were spent reviewing for midterm and final exams. Understand the need for review but is time more appropriate for students to code and get hands on experience. I am not a fan of midterms and final exams but have more in-depth weekly quizzes.

Discuss fraud in the course objectives but no reference to the OIG plan as a preventative.

**LAB (If applicable)**

These questions refer specifically to the lab. Only some courses include labs to review.

**Name of Lab:**

16. The lab contributes to the achievement of the stated course objectives.	<input type="radio"/> Yes	<input type="radio"/> No
17. The purpose of the lab and how it is to be used for learning activities are clearly explained.	<input type="radio"/> Yes	<input type="radio"/> No

## THIRD PARTY REVIEW RUBRIC QUESTIONS

18.	The lab contents are current.	<input type="radio"/>	Yes	<input type="radio"/>	No
19.	The lab promotes the achievement of the stated learning objectives.	<input type="radio"/>	Yes	<input type="radio"/>	No
20.	The lab includes learning objectives, activities, and access to all necessary resources.	<input type="radio"/>	Yes	<input type="radio"/>	No

Comments about Lab Questions:

### ASSESSMENTS

Base the answers on the assessments for the course.

21.	It is clear how the final course grade will be calculated, including weights for individual assessment items. Recommend identifying point values for each assessment.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
22.	There are multiple types of assessment methods selected.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No

### OTHER

23.	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
24.	Is the course foundational, intermediate or advanced? Need to use Blooms Taxonomy in the course objectives	<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced			

## THIRD PARTY REVIEW RUBRIC QUESTIONS

Comments about Assessment/Other Questions:

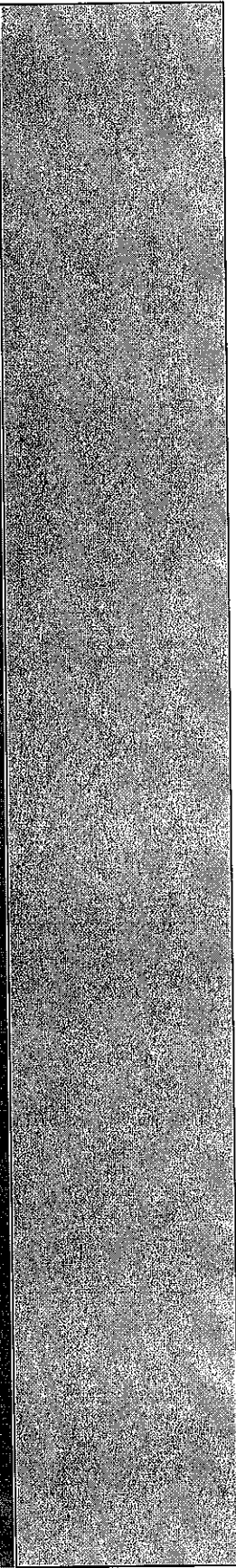
### SUMMARY

Based on your expertise and knowledge of the course, please write a short summary of your course review. Please include overall impressions, strengths and weaknesses, highlights, innovations and anything else of note.

The color scheme for the course is not appealing to me. More professional having the University's level.

Did not have access to Vlab activities. Since this is a billing course are there activities regarding completion of CMS1500 forms? Do activities address denials and appeal process and remittance advice. Since this is both a billing and coding course need more activities relating to billing.

**THIRD PARTY REVIEW RUBRIC QUESTIONS**



# THIRD PARTY REVIEW RUBRIC QUESTIONS

Missouri State University – West Plains

**Reviewer Name and Credentials:**

Patricia Elliott, M.Ed., RHIT

**Course Name:**

HIT 10: Medical Billing/Coding II Fall 2015

**Date:**

September 4, 2017

**SYLLABUS**

These questions refer specifically to the syllabus. They include questions about the syllabus, learner, objectives, and instructional design. For any question where the answer is "mostly yes," please select yes and explain further in the comments section.

		Yes	No
1.	The syllabus includes basic elements of the course, including: course title, course description, prerequisites, and learning outcomes.	Yes	No
2.	Course texts (required and optional) are listed on syllabus or specifically not required; supplementary materials and resources are provided if appropriate.	Yes	No
3.	Assessment methods, grading policies and scales, and/or other student measurement practices are described within the syllabus.	Yes	No
4.	The Course Outline/Schedule includes major lessons and assignments.	Yes	No
5.	The course learning objectives are measurable.	Yes	No
6.	Learning objectives are stated clearly and written from the student's perspective.	Yes	No
7.	The learning objectives are appropriately designed for the level of the course.	Yes	No
8.	The course organization and design is clear, coherent, and structured in an appropriate way.	Yes	No

## THIRD PARTY REVIEW RUBRIC QUESTIONS

9.	Concepts and skills build logically and purposefully through-out the course, with transitions to support development and understanding from skill to skill.	Yes	No
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Comments about Syllabus Questions:

Syllabus for HIT110 is attached in HIT210 course shell — could not access the syllabus for the course

### MODULE/LESSON

These questions refer specifically to the module/lesson you have been asked to review.

Module/Lesson Name:

10.	The module contributes to the achievement of the stated course objectives. Can't access without syllabus	Yes	No
11.	The purpose of the instructional materials and how the materials are used for learning activities are clearly explained.	X Yes	No
12.	The instructional materials are current.	X Yes	No
13.	The learning activities or assignments promote the achievement of the stated learning objectives. Can't access without syllabus	Yes	No
14.	The module design organizes the course into states of introduction, instruction and assessment.	X Yes	No <input type="radio"/>

## THIRD PARTY REVIEW RUBRIC QUESTIONS

15. The module includes learning objectives, activities and access to all necessary resources. Can't access without access to workbook	Yes	<input type="radio"/> No
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Comments about Modules Questions:

All modules are not titled to identify the module subject. Lessons 8-14 difficult to determine content.  
 The course title is Medical Billing/Coding but did not see any billing activities in the assessments

LAB (If applicable)

These questions refer specifically to the lab. Only some courses include labs to review.

Name of Lab:

This course would be perfect for a lab where students would code in the lab section of the course. V Lab is a great assessment to use.

16.	The lab contributes to the achievement of the stated course objectives.	<input type="radio"/> Yes	<input type="radio"/> No
17.	The purpose of the lab and how it is to be used for learning activities are clearly explained.	<input type="radio"/> Yes	<input type="radio"/> No
18.	The lab contents are current.	<input type="radio"/> Yes	<input type="radio"/> No
19.	The lab promotes the achievement of the stated learning objectives.	<input type="radio"/> Yes	<input type="radio"/> No
20.	The lab includes learning objectives, activities, and access to all necessary resources.	<input type="radio"/> Yes	<input type="radio"/> No

Comments about Lab Questions:



# THIRD PARTY REVIEW RUBRIC QUESTIONS

## ASSESSMENTS

Base the answers on the assessments for the course.

21.	It is clear how the final course grade will be calculated, including weights for individual assessment items. Can't access without syllabus	Yes	No
22.	There are multiple types of assessment methods selected.	X Yes	No

## OTHER

23.	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	X Yes	No
24.	Is the course foundational, intermediate or advanced? Though the course is labeled as a 200 course it is not a continuation of HIT110 but this is more outpatient coding.	<input type="radio"/> Foundational <input type="radio"/> Intermediate <input type="radio"/> Advanced	

Comments about Assessment/Other Questions:

## THIRD PARTY REVIEW RUBRIC QUESTIONS

### SUMMARY

Based on your expertise and knowledge of the course, please write a short summary of your course review. Please include overall impressions, strengths and weaknesses, highlights, innovations and anything else of note.

Color scheme is not appealing to me. Prefer the University logo along with the school colors.

Wrong syllabus is attached in the course so could not access but it appears HITZ10 is more outpatient services with CPT and HCPCS coding. In the syllabus for HIT110 may think about changing the course description to address diagnostic and procedure coding vs. Inpt and physician coding.

**THIRD PARTY REVIEW RUBRIC QUESTIONS**

**Action Words for Bloom's Taxonomy**

<b>Knowledge</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	identify	manipulate	survey	grade	produce
discover	indicate	paint	advertise	measure	rearrange
duplicate	infer	prepare	appraise	predict	rewrite
enumerate	relate	produce	break down	rank	role-play
listen	restate	report	calculate	score	adapt
observe	select	teach	conclude	select	anticipate
omit	translate	act	correlate	test	arrange
read	ask	administer	criticize	argue	assemble
recite	cite	articulate	deduce	conclude	choose
record	discover	chart	devise	consider	collaborate
repeat	generalize	collect	diagram	critique	collect
retell	give examples	compute	dissect	debate	devise
visualize	group	determine	estimate	distinguish	express

## THIRD PARTY REVIEW RUBRIC QUESTIONS

Missouri State University – West Plains

Reviewer Name and Credentials:

*[Signature]*  
LARRY KEITH NOWLER, I.

Course Name:

AAS TECHNOLOGY DEGREE PROGRAM

Date:

9/28/17

### SYLLABUS

These questions refer specifically to the syllabus. They include questions about the syllabus, learner, objectives, and instructional design. For any question where the answer is "mostly yes," please select yes and explain further in the comments section.

1.	The syllabus includes basic elements of the course, including: course title, course description, pre-requisites, and learning outcomes.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
2.	Course texts (required and optional) are listed on syllabus or specifically not required; supplementary materials and resources are provided if appropriate.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
3.	Assessment methods, grading policies and scales, and/or other student measurement practices are described within the syllabus.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
4.	The Course Outline/Schedule includes major lessons and assignments.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
5.	The course learning objectives are measurable.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
6.	Learning objectives are stated clearly and written from the student's perspective.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
7.	The learning objectives are appropriately designed for the level of the course.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.	The course organization and design is clear, coherent, and structured in an appropriate way.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
9.	Concepts and skills build logically and purposefully through-out the course, with transitions to support development and understanding from skill to skill.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

This program was reviewed in totality, not by individual course.

## THIRD PARTY REVIEW RUBRIC QUESTIONS

LAB (if applicable)

These questions refer specifically to the lab. Only some courses include labs to review.

Name of Lab:

16.	The lab contributes to the achievement of the stated course objectives.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
17.	The purpose of the lab and how it is to be used for learning activities are clearly explained.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
18.	The lab contents are current.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
19.	The lab promotes the achievement of the stated learning objectives.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
20.	The lab includes learning objectives, activities, and access to all necessary resources.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

Comments about Lab Questions:

ASSESSMENTS

# THIRD PARTY REVIEW RUBRIC QUESTIONS

Comments about Syllabus Questions:

**MODULE/LESSON**

These questions refer specifically to the module/lesson you have been asked to review.

Module/Lesson Name:

10	The module contributes to the achievement of the stated course objectives.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
11	The purpose of the instructional materials and how the materials are used for learning activities are clearly explained.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
12	The instructional materials are current.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
13	The learning activities or assignments promote the achievement of the stated learning objectives.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
14	The module design organizes the course into states of introduction, instruction and assessment.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
15	The module includes learning objectives, activities and access to all necessary resources.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

Comments about Modules Questions:

## THIRD PARTY REVIEW RUBRIC QUESTIONS

Base the answers on the assessments for the course.

21.	It is clear how the final course grade will be calculated, including weights for individual assessment items.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
22.	There are multiple types of assessment methods selected.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

### OTHER

23.	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.	Is the course foundational, intermediate or advanced?	<input checked="" type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	

Comments about Assessment/Other Questions:

### SUMMARY

Based on your expertise and knowledge of the course, please write a short summary of your course review. Please include overall impressions,