Online Peer Class Visit Evaluation[1][2]

<u>Disclosure</u>: This is NOT meant to be a rubric to be used as is. It is only meant to be an idea of what can be done with QLT and the CSUN Syllabus Policy. It is meant to be adapted to fit your particular needs as a reviewer, either informally to guide your review or formally as a starting point for a departmental official rubric if your department so chooses to go that way. Please keep the attributions if you plan to use this document for any derivative work.

Use the following 1 to 4 scale for the next 9 questions.

1	**Rarely or Never**	Evidence does not exist or is present but not appropriate for course.
2	**Sometimes**	Evidence exists and should be presented more clearly and/or further developed.
3	**Often**	Evidence is clear and appropriate for the course, and there is some room for enhancement.
4	**Exceeds**	Evidence is clear, appropriate for the course, and is exemplary.

Criterion	**1** Rarely or Never	**2** Some-times	**3** Often	**4** Ex-ceeds
1. Clear and detailed instructions about how to access all course components, such as syllabus, course calendar, assignments, and support files.				
Comments:				
2. Detailed information about the instructor is available and includes multiple modes of contact, availability, self-introduction, and a picture or welcome video.				
Comments:				
3. Clear guidelines for what the student is supposed to accomplish each week and by the end of the course (e.g., bulleted list of activities to complete each week).				
Comments:				

Criterion	1 Rarely or Never	2 Some- times	3 Often	4 Ex- ceeds
4. Clear instructions on how individual papers, exams, projects, or group contributions are going to be evaluated (e.g., rubrics or grading sheets for major assignments).				
Comments:				
5. Variety of course material types (e.g. videos, articles, readings) and perspectives are utilized.				
Comments:				
6. The course includes an opportunity at the beginning of the semester for students to introduce themselves to create a sense of community among course participants.				
Comments:				
7. The learning activities (e.g., discussions, wikis) encourage students to log on and interact with their fellow classmates often.				
Comments:				
8. The course materials are in an accessible format (e.g., captioned videos, text transcripts).				
Comments:				
9. The module/weekly organization is easy to follow, and headings and links are clear and easy to understand. It is easy to locate items in the course.				
Comments:				

10. Syllabus Checklist. Please check whether the course syllabus, home page, or introduction module includes the following items:

Criterion	Yes	No	N/A
a. Contact information for instructor, including: 1) Instructor's name 2) Virtual office hours and method of access 3) CSUN email address 4) Campus phone number, if applicable			
b. Course format (e.g. fully online, hybrid)			

Criterion	Yes	No	N/A
c. Course description			
d. Course objective(s) or student learning outcomes for the course			

e. If applicable:
    i. For a General Education course, the syllabus lists the relevant Student Learning Outcomes of the General Education section in which it resides.
 	
    ii. For a Writing Intensive course—that is, an upper-division General Education course—the syllabus lists the Writing Intensive Student Learning Outcomes.
 	
    iii. If the course satisfies the Information Competence requirement, the syllabus lists the Student Learning Outcomes for Information Competence.			

f. General course information (schedule/calendar specifies dates/times)			
g. A brief list or summary of topics or projects covered			
h. Clear definition of academic integrity and/or "code of ethics" and related institutional policies and/or links to those policies (e.g. academic dishonesty, cheating, and plagiarism)			
i. Course requirements, including methods of evaluation and tentative due dates for major assignments and/or exams.			
j. Grading criteria including whether the plus/minus system will be used			
k. Information about how to acquire course materials (e.g., course textbook or other materials)			
l. Clear explanation of the technical support provided by campus and when and how to access it (e.g., a link to the technical support website, email address for the help desk, phone number, link to tutorials)			
m. Campus policy and/or link for accommodating students with disabilities			
n. The written syllabus is readily printable as a single document.			
o. If the syllabus is revised after the first class meeting, date(s) of revision(s)			