Course Review Checklist for 21st Century Level 2

(For *100% Online*, *Live-Scheduled Online, Blended, Hyflex, and Hybrid Sections*)

MAKE A COPY - DO NOT EDIT DIRECTLY

Name of Reviewee:	
Name of Reviewer:	
Course ID:	
Course Modality:	
Date of Evaluation:	
Met / Not Met Yet*:	
ZERD-190 Status:	
ZERD-219 Status:	

**Missing at least one or more components of the 21st Century Classroom Blackboard Level 2 Rubric 2.0*

REQUIREMENTS	MET/ NOT MET	Comments/Resources
1. All of the following items are present in the Students Start Here Area:		
a. Faculty Introduction		**Potential Feedback to be utilized:** Best practices for Student Success Prerequisites Must match syllabus. If none, state N/A or None. Sharing clearly written navigation **steps that students will follow to start learning in the course**, including where to find various course components. A checklist is helpful. All College provided templates (green text areas) are removed or hidden from student view Customized "Getting Started" introduction is in the course. **Custom Feedback:**
b. Purpose/Structure of Class		
c. Prerequisites identified		
d. Navigation of course		
e. Communication Expectations		
f. Technology Requirements computer & digital literacy skills and minimum technology requirements		
2. All of the following items are present in the Syllabus:		
a. Course name, modality, dates		**Potential Feedback to be utilized:** Policy: EE0122, Syllabus Guidelines Syllabus Requirements
b. Faculty Contact Information		
c. Course Materials		

d. Course Calendar with assignment due dates		***It's highly recommended you use the current syllabus template. If not, be sure all items found in EE0122 are identified in your syllabus***. Different Instructors Syllabus materials are in the course. **Custom Feedback:**
e. Grading System that aligns to assignments in course calendar		
f. Posted to Blackboard		
g. Using current version within past two years		
3. Evidence for a plan for Regular and Substantive Interaction (RSI)	MATC requires regular substantive interaction in sections that are intentionally scheduled with online components. In a full semester, the instructor must practice at least two (2) RSI strategies per student per week of instruction. At MATC, the following evidence of RSI must be clearly present in the Blackboard Shell. Refer to Understanding RSI Guide.	
Required Items - These are passive, but must be present:		
a. Weekly class announcements *personalized* for the section and needs of the students		**Potential Feedback to be utilized:** Refer to the communication plan guide to *plan your execution of RSI* in an online or partially online course. Evidence of RSI can include clearly stated language in the syllabus or other course document that describes the instructor's plan for providing substantive instructor-initiated communications at regular intervals. This can include descriptions of how the instructor will interact with individual learners during student support hours or online discussions, routine posting of announcements, a schedule of online review sessions or email check-ins, instructor availability to answer questions, and the types of individualized grade feedback the student can expect. How to create Announcements in Blackboard. Create announcement video Consider collaborative tools such as Blackboard Discussions, Q & A forum, weekly scheduled chat sessions. Consider other supported, collaborative tools to create interaction with students as needed (i.e. Collaborate Ultra, YuJa Video Platform, Padlet, Google Apps) Exemplar Ultra Course Screenshots **Custom Feedback:**
b. Regular Student Support Hours- The course syllabus contains the meeting schedule and meeting room link or location.		
c. Graded assessment/s, scored in a timely manner.		
Your choice of two (2) active strategies are required, which may include, but are not limited to:		
a. Graded assessment/s ***with personalized constructive feedback***, provided in a timely manner.		
b. Active facilitation of group discussions, providing constructive comments or feedback to engage learning through discourse.		
c. Direct instruction - through collaborative activities, video conferencing, or other form of instructor-student interaction.		
d. Recorded lecture videos *directly paired with* formative or summative assessment activities related to them,		

creating opportunities for instructor-student interaction.		
e. Weekly in-person meetings (applies to blended, hybrid, virtual modalities).		
4. All of the following items are present in the Weekly Lessons (Modules or Folders) and designed for student ease of navigation:		
a. Content Available to students on start date of class		**Potential Feedback to be utilized:** Adding Content Exemplar Ultra Course | Video Overview Closed Captioning Compliance FAQ According to EE0122, Learning Objectives may be in the Ultra course or syllabus (identified by unit/module) Course Outcome Summaries can be found in WIDS. This WIDS Guide will provide guidance in navigating WIDS. **Custom Feedback:**
b. Customized Folders		
c. Descriptive Title		
d. Unit/Module Overview		
e. Content (e.g. documents, links, etc.) must be organized (stacked/nested) to be easily navigated		
f. Brief explanation how students interact with content.		
g. Learning Objectives		
h. Course Outcome Summary (COS) is linked in the Students Start Here module of Blackboard		
i. Assessment location and content is explained		
j. If the course contains instructional video, they are closed-captioned.		
5. All of the following items are present in the Gradebook and the Gradebook is well organized with no duplicate or erroneous columns:		
a. Assessments that match syllabus for points and due dates		**Potential Feedback to be utilized:** Set up your course's Gradebook. For each assessment identified in the syllabus, there should be a column for logging regular grade feedback. The Gradebook is organized and easy to navigate from the instructor and student perspective Configure a final/overall grade column to show students how they are performing overall. The Gradebook should be well organized, accurate, and easy for students to understand. Rearranging Gradebook Columns
b. Overall grade column exists and is current		
c. Overall grade column reflects percentage-based or points-based grading, is accurate, and matches the syllabus.		
d. Gradebook assessments follow a chronological order		

e. Creating a Grading Schema used in Blackboard matches syllabus		Hiding Assessment Columns Reorganizing Column Order Managing Categories Excluding a Column from the Overall Grade Deleting Assessment Columns Creating & Associating Rubrics Customizing Letter Grade Schema If a Career Essentials *Assessment* is included in your Course Outcome Summary and Syllabus, configure the template Career Essentials Assessment in the Ultra Course for your students. Grading with a Rubric **Custom Feedback:**
f. All assignments are graded within 1 week of due date		
g. Career Essentials Assessment Goal and Rubric are used where required (as identified on the COS)		
h. A variety of methods are used to evaluate students (instructor created assessment with minimal publisher content)		
i. All assessments include instructor feedback		

Additional Information:
Met / Not Met Yet will be identified at the top of this Course Review Rubric for 21st Century Level 2. **Not Met Yet** indicates the course is missing at least one or more components as identified in the Met/Not Met column.

Please keep in mind this Level 2 Blackboard Ultra course rubric is intended to help ensure you have created a course that is easy for students to navigate and easy for you to meet the minimum requirements for using Blackboard per the Faculty Appendix. If you have "Not Met Yet" for your review, you will be referred to your Faculty Coach through the Center for Teaching Excellence (CTE) who will assist in meeting all of the requirements of this rubric.

Here are additional resources to support course design and delivery using Blackboard Ultra:

- Quality Matters Standards for High Quality Course Design and Instruction
- Faculty Blackboard Ultra Support Website - See for tutorials, forms, & educational technology help.
- Key Blackboard Ultra Resources for Online Teaching
- Quick Start Guide to OER with Blackboard Ultra
- Faculty Blackboard Ultra Support Guide (Faculty liaison schedules, workshops, and checklists).

Comments/Feedback: