What is an Academic Review?
Academic courses offered by various departments inside the Faculty of Education and supported by PDCE undergo two different reviews to ensure academic rigour:

1. during the initial course development stage;
2. at intervals of 4-5 years after the first offering.

The review cycle can be modified based on recommendations from the department.

Purpose of Academic Review
The primary purpose of an Academic Review is to identify strengths and weaknesses of every course from an academic and subject matter perspective at key points in the course development and / or revision process, with the goal of maintaining high academic standards across all courses within each program. A review could be not only descriptive, but also evaluative and formative. It can be descriptive in presenting the status of the current course under review; it can be evaluative in assessing the quality of the program and the ability of its resources to meet its demands; and it will be formative by being directed towards the improvement of the program. The main goal of the academic course review is to make detailed recommendations for improvement from an academic perspective.

Who conducts an Academic Review?
Each academic course review is conducted either by a department head or a person appointed by the department head, for example, a faculty member. It is expected that a reviewer is knowledgeable in the discipline/field of the course under review.

When is the Academic Review conducted?
Academic review is conducted at two key points and throughout the development process.

The first key point is upon offline completion of a course’s design, which is generally created by the course developer in conjunction with ETS Staff. This course design usually in the form of a collection of documents and/or a flow chart that includes outcomes, the assessments intended to measure them, supporting formative activities and content designed to support students in their mastery of skills and acquisition of domain knowledge. Once this initial review has been completed, feedback is incorporated and the course is built in the online learning platform. Upon completion of the course within the online platform, a second review is conducted through the student experience. Prompts on the next page are intended to guide this process. Please note that course formatting, structure, tools used and other technology related issues are not the responsibility of the academic reviewer, but the academic reviewer may optionally complete a ‘Checklist for Online and Blended Course Development’ as well, which will also be completed by ETS staff and/or a peer reviewer.

Copy Editing
Some courses may contain typos and grammatical errors. It is not the academic reviewer’s responsibility to correct these errors, so if these are identified as part of the academic review it is recommended that departments consider assigning a person to complete copy editing of content before the course’s start date.
## Summary

### Intellectual Integrity

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<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Course objectives are aligned with Program Objectives / Goals.</td>
<td>☐</td>
<td></td>
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<tr>
<td>Course content including any text or imagery is relevant, credible, current, and promotes learning in this specific subject area.</td>
<td>☐</td>
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<td>Content is organized logically, and follows the appropriate sequence of student knowledge building for the program</td>
<td>☐</td>
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<td>Assessment strategies are appropriate for the subject matter being taught and the program's delivery method</td>
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<td>Assessments and their grades are weighted appropriately for the course outcomes they are intended to measure.</td>
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Recommendations (Plans or activities to strengthen the courses academic quality, proposals for improving the course)