

## SME REPORT

**Course Reviewed:** FST 1300

**Prepared By:** Dr. Courtney Simons, Consultant

**Completed:** May 16, 2018

**Submitted To:** Lorain Community College

**Consultant Credentials:** Dr. Simons has a BS in Food Science, MEd in Education, and PhD in Cereal Science. Before academia, he worked in the allied food industry in the area of research, technology transfer, food regulation, and food safety consulting for 12 years. Dr. Simons has been teaching at Wright State University Lake Campus, Celina as an Assistant Professor in food science for the past 4 years. During that time, he developed three new food science programs and at least 18 new food science classes.

**Review Method:** Review of course was completed based on rubric developed by Consultant. The rubric was designed to include consideration for course content, course quality, course design and relevance to industry.

**SUMMARY:** The primary focus of this class was on food safety. Therefore much of the content overlapped with content in FST 1200. There needs to be a stronger differentiation between FST 1200 and FST 1300. My other concerns are similar to those raised for FST 1000 and FST 1200 i.e. “the lack of lesson objectives and connection with course content, the text-heavy layout of the PowerPoint presentation, and excessive supplementary reading which is likely to lead to less student engagement.” Please see other comments in the rubrics below.

### MATERIALS SUBMITTED FOR WEEK 1

**Table 1.** Review rubric for **syllabus**. Reviewed on May 11, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
1.11 Design format includes instructor name, contact information, office hours, delivery format, credit hours, class time, and location		X	
1.12 Textbook or other reference to required reading are provided	X		
1.13 Recommended text(s) is appropriate for this course	X		
1.14 Course prerequisites if any, are stated	X		
1.15 The syllabus has a student/learning-oriented tone			X
1.16 Course outcomes are provided	X		
1.17 Breakdown of course topics by chronological order is included	X		
1.18 A list of course assessment activities is provided	X		
1.19 Assessment is linked to learning outcomes			X
1.20 Assessment methods are diverse	X		
1.21 Grading criteria is provided	X		

1.22 Brief outline of instructor teaching philosophy that guides instructor’s teaching practice is included			X
1.23 Information about pertinent academic policies, including academic integrity, accommodating student disabilities, feedback, and class attendance is provided			X
<b>Comments:</b>			
1.11 Class location was not included			
1.15 Syllabus is written in the traditional teacher-oriented tone. You may consider reworking to include a friendly welcome and integrate first-person words such as “you” and “I” and “we” as much as possible			
1.19 I suggest that you make it clear in the syllabus the link between the given assessments and learning outcomes.			
1.21 Add grading criteria or link to where it is located in the course			
1.22 A brief outline of your teaching philosophy and values will provide students with more information about you, and will make them better aware of the rationale behind your strategies and expectations for them			
1.23 Including academic and other relevant policies may not only be required by your department but will be helpful in providing students with information that will help to improve their success.			

**Table 2.** Review rubric for **course objectives** in the syllabus. Reviewed on May 11, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
2.11 Each learning objective is distinct from the others	X		
2.12 Objectives utilize active verbs that can be measured		X	
2.13 Objectives are presented in a manner that learners will clearly know what they will be competent to do by the end of the course			X
2.14 Objectives demonstrate various levels of skills on the Bloom’s Taxonomy of educational objectives			X
2.15 Course objectives are relevant to employers in the food industry		X	
2.16 Course objectives represent no less than the minimum level of knowledge and skills that students will need to have to provide entry-level leadership in the food industry	X		
<b>Comments:</b>			
2.14 The learning objectives focus mainly on the lower tiers of Bloom’s Taxonomy i.e., remembering and understanding. Objectives addressing application, analysis and synthesis are lacking			

**Table 3.** Review rubric for **supplementary reading on “Learning how to learn”**. Reviewed on May 11, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>3.11</b> Students are informed on how this reading links to the overall course objectives			X
<b>3.12</b> Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
<b>3.13</b> Supplementary reading contains accurate and high-quality content	X		
<b>3.14</b> The content is appropriate for the level of the learner	X		
<b>3.15</b> Source of content is cited with an appropriate citation style or is a direct link	X		
<b>3.16</b> At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>3.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>3.11</b> Link to course objectives			
<b>3.12</b> Add lesson objectives			
<b>3.16</b> Link to assessment			

**Table 4.** Review rubric for **supplementary video on “Learning styles and the importance of critical reflection”**. Reviewed on May 11, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>4.11</b> Students are informed on how this video links to the overall course objectives			X
<b>4.12</b> Students are informed on specific lesson objectives to be achieved as a result of watching this video			X
<b>4.13</b> Video presentation contains accurate and high-quality content	X		
<b>4.14</b> The content is appropriate for the level of the learner	X		
<b>4.15</b> At the end of watching the video, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>4.16</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>4.11</b> Link to course objectives			
<b>4.12</b> Add lesson objectives			
<b>4.15</b> Link to assessment			
<b>General Comment:</b> I don't see how this material fits into the objectives for this course. This is however, good general information that could be linked from the syllabi of all your courses as optional supplemental reading.			

The link entitled “Try these five steps for learning” which is associated with this lesson, is not working. I am not sure if this was supposed to be another reading or video.

**Table 5.** Review rubric for “**Learning to learn**” discussion assessment. Reviewed on May 11, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>5.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>5.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>5.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)			X
<b>Comments:</b>			
<b>5.11</b> Link to learning outcomes			
<b>5.12</b> This discussion does not appear to fit into the objectives for the class. If you plan to keep this lesson and assessment, I suggest creating learning outcomes that addresses the topic			
<b>5.13</b> Add rubric			

**Table 6.** Review rubric for **PowerPoint presentation on “Food plant operations”**. Reviewed on May 11, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>6.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>6.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>6.13</b> PowerPoint contains accurate and high-quality content			X
<b>6.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>6.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>6.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>6.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry			X

<p><b>Comments:</b></p> <p><b>6.11</b> Link to course objectives</p> <p><b>6.12</b> Add lesson objectives</p> <p><b>6.13</b> This presentation lacks focus. The title suggested an intent to introduce students to various operations or categories of operations in the food industry (perhaps from the farm through processing and delivery). This was not achieved.</p> <p><b>6.16</b> Link to assessment</p>
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MATERIALS SUBMITTED FOR WEEK 2

**Table 7.** Review rubric for **supplementary video on “A day in the life of a Frito-Lay maintenance worker”**. Reviewed on May 11, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>7.11</b> Students are informed on how this video links to the overall course objectives			X
<b>7.12</b> Students are informed on specific lesson objectives to be achieved as a result of watching this video			X
<b>7.13</b> Video presentation contains accurate and high-quality content	X		
<b>7.14</b> The content is appropriate for the level of the learner	X		
<b>7.15</b> At the end of watching the video, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>7.16</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry			X
<p><b>Comments:</b></p> <p><b>7.11</b> Link to course objectives</p> <p><b>7.12</b> Create new learning objectives to address this topic since it appears that it does not currently align with the learning objectives for the course</p> <p><b>7.15</b> Link to assessment</p>			

**Table 8.** Review rubric for **supplementary reading on “Maintenance mechanic at food manufacturing facility”**. Reviewed on May 11, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>8.11</b> Students are informed on how this reading links to the overall course objectives			X
<b>8.12</b> Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
<b>8.13</b> Supplementary reading contains accurate and high-quality content	X		

<b>8.14</b> The content is appropriate for the level of the learner	X		
<b>8.15</b> Source of content is cited with an appropriate citation style or is a direct link			X
<b>8.16</b> At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>8.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry		X	
<b>Comments:</b>			
<b>8.11</b> Link to course objectives			
<b>8.12</b> I do not see how this reading satisfies the requirements of your course objectives			
<b>8.15</b> Reference article with appropriate citation style or linked directly to source			
<b>8.16</b> Link to assessment			

**Table 9.** Review rubric for **PowerPoint presentation on “Basic Reports”**. Reviewed on May 11, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>9.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>9.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>9.13</b> PowerPoint contains accurate and high-quality content		X	
<b>5.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>9.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>9.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>9.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry		X	
<b>Comments:</b>			
<b>9.11</b> Link to course objectives			
<b>9.12</b> Add lesson objectives			
<b>General Comment:</b> This lesson is more appropriate for week 1 where the objective is to provide students with the course expectations. I note that this is the only lecture for the week. I anticipate that it will take no more 15 to 20 minutes based on the small volume of content. Therefore, I suggest adding a lecture addressing the key topic for the week i.e. “Characteristics of the food industry”.			

**Table 10.** Review rubric for “Overview of principles of hygiene design” assessment. Reviewed on May 11, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
10.11 Students are informed on the course and/or lesson objectives to be measured in this assessment			X
10.12 The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
10.13 The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)	X		
<p><b>Comments:</b>            10.11 I don't see how this assessment correspond with your reading assignment on “Characteristics of the food industry”</p> <p><b>General Comments:</b> An excellent assessment for reviewing content while engaging the learner. However, a problem with the design is that it is not scannable. If students want to review key points they would have to watch the whole presentation again or otherwise spend a lot of time digging for the information.</p>			

MATERIALS SUBMITTED FOR WEEK 3

**Table 11.** Review rubric for supplementary reading. Articles include, “FDA current GMP’s, USDA PRP Documents” and FDA Appendix A”. Reviewed on May 11, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
11.11 Students are informed on how this reading links to the overall course objectives			X
11.12 Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
11.13 Supplementary reading contains accurate and high-quality content	X		
11.14 The content is appropriate for the level of the learner	X		
11.15 Source of content is cited with an appropriate citation style or is a direct link	X		
11.16 At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
11.17 This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<p><b>Comments:</b>            11.11 Link to course objectives            11.12 Add lesson objectives</p>			

**11.16** Link to assessment

**Table 12.** Review rubric for PowerPoint presentation on “Good manufacturing practices”. Reviewed on May 11, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>12.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>12.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>12.13</b> PowerPoint contains accurate and high-quality content		X	
<b>12.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>12.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>12.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>12.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>12.11</b> Link to course objectives			
<b>12.12</b> Add lesson objectives			
<b>12.16</b> Link to assessment			

**Table 13.** Review rubric for PowerPoint presentation on “Prerequisite Programs”. Reviewed on May 11, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>13.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>13.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>13.13</b> PowerPoint contains accurate and high-quality content		X	
<b>13.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>13.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X



<b>13.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>13.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>13.11</b> Link to course objectives			
<b>13.12</b> Add lesson objectives			
<b>13.16</b> Link to assessment			

**Table 14.** Review rubric for “Is Maintenance a PRP?” assessment. Reviewed on May 11, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>14.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>14.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>14.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)	X		
<b>Comments:</b>			
<b>14.11</b> Link to learning objectives			
<b>14.13</b> It would be helpful to explain more about what you are expecting from this paper. The way the question is posed, the student can give you a yes or no answer. I suppose the student could continue by explaining why it is or is not a PRP but the question is not debatable or challenging enough to spark much conversation. Consider reframing.			

#### MATERIALS SUBMITTED FOR WEEK 4

**Table 15.** Review rubric for PowerPoint presentation on “Preventing foreign materials in the food system”. Reviewed on May 11, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>15.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>15.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation		X	
<b>15.13</b> PowerPoint contains accurate and high-quality content		X	

<b>15.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>15.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>15.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>15.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>15.11</b> Link to course objectives  <b>15.12</b> Use appropriate verbs to describe what students will be able to achieve by the end of the lesson  <b>15.13</b> I see that you included “product recall” in this lesson. Since the lesson is a focus on physical hazards, I suggest presenting product recall in a separate session where you are addressing not just physical but also biological and chemical hazards  <b>15.16</b> Link to assessment			

**Table 16.** Review rubric for **laboratory exercise on “Form 483”**. Reviewed on May 11, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>16.11</b> Students are informed on how this lab links to the overall course objectives			X
<b>16.12</b> Students are informed on specific lesson objectives to be achieved as a result of doing this lab	X		
<b>16.13</b> A background/introduction to the lab is given that clearly articulates the food science principles to be learned			X
<b>16.14</b> The lab materials and methods are presented in a clear manner, enabling students to comprehend and follow procedures independently		X	
<b>16.15</b> Appropriate assessment questions are given at the end of the lab to ensure that learning objectives are met		X	
<b>16.16</b> The lab can be completed within a reasonable time as set in the syllabus (2 hours)		X	
<b>16.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>16.13</b> The topic of <i>Failure Modes and Effects Analysis</i> would be new to the students. Instead of introducing it here, it would be best presenting it as an in-class lecture or tutorial before the lab .  <b>16.16</b> This lab can potentially exceed the 2 hour time limit. However this is not a limitation since it appears that the lab will be done outside of class.			

MATERIALS SUBMITTED FOR WEEK 5

**Table 17.** Review rubric for **supplementary reading on “Sanitary Design”**. Articles include “Sanitary design and construction of food equipment”, “Sanitary conveyor construction”, “What plastics are approved for food contact applications”, and “Condensation management”. Reviewed on May 11, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
17.11 Students are informed on how this reading links to the overall course objectives			X
17.12 Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
17.13 Supplementary reading contains accurate and high-quality content	X		
17.14 The content is appropriate for the level of the learner	X		
17.15 Source of content is cited with an appropriate citation style or is a direct link			X
17.16 At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
17.17 This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
17.11 Link to course objectives			
17.12 Add lesson objectives			
17.15 The following articles should be properly cited or linked directly to the source: “What plastics are approved for food contact applications”, and “Condensation management”			
17.16 Link to assessment			

**Table 18.** Review rubric for **PowerPoint presentation on “Sanitary or hygienic design”**. Reviewed on May 11, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
18.11 Students are informed on how this presentation links to the overall course objectives			X
18.12 Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
18.13 PowerPoint contains accurate and high-quality content		X	
15.14 PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
18.15 PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X

<b>18.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>18.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>18.11</b> Link to course objectives  <b>18.12</b> Link to lesson objectives  <b>18.16</b> Link to assessment  <b>General Comment:</b> This lesson does not correspond to the required reading for the week, i.e. "unit operations"			

**Table 19.** Review rubric for "Hygienic Equipment Design" assessment. Reviewed on May 11, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>19.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>19.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>19.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)	X		
<b>Comments:</b> <b>19.11</b> I don't see how this assessment correspond with your reading assignment on "Unit operations in food processing"  <b>General Comments:</b> An excellent assessment for reviewing content while engaging the learner. However, a problem with the design is that it is not scannable. If students want to review key points they would have to watch the whole presentation again or otherwise spend a lot of time digging for the information.			

#### MATERIALS SUBMITTED FOR WEEK 6

**Table 20.** Review rubric for **supplementary reading on "Sanitation"**. Articles include "Chain of infection", "How food gets contaminated", "Dairy foods", and "The importance of sanitation". Reviewed on May 14, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>20.11</b> Students are informed on how this reading links to the overall course objectives			X

20.12 Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
20.13 Supplementary reading contains accurate and high-quality content	X		
20.14 The content is appropriate for the level of the learner	X		
20.15 Source of content is cited with an appropriate citation style or is a direct link			X
20.16 At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
20.17 This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<p><b>Comments:</b></p> <p>20.11 Link to course objectives</p> <p>20.12 Add lesson objectives</p> <p>20.15 The following articles should be properly cited or linked directly to the source: “Chain of Infection - Introduction to epidemiology” and “How food gets contaminated”</p> <p>20.16 Link to assessment</p> <p><b>General Comment:</b> The “Dairy foods” article was only accessible upon providing email address and signing up to a website. I suggest providing content that is more easily accessible.</p> <p>These supplementary readings did not align with the required reading for the week, which was on “Quality factors in foods”. Please note that food quality and food safety are not the same things.</p>			

**Table 21.** Review rubric for PowerPoint presentation on “Food Quality”. Reviewed on May 14, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
21.11 Students are informed on how this presentation links to the overall course objectives			X
21.12 Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
21.13 PowerPoint contains accurate and high-quality content		X	
21.14 PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
21.15 PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
21.16 At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
21.17 This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		

<p><b>Comments:</b></p> <p><b>21.11</b> Link to course objectives</p> <p><b>21.12</b> Link to lesson objectives</p> <p><b>21.16</b> Link to assessment</p> <p><b>General Comment:</b> Note that food quality refers to such features as physical, chemical and functional properties. Food safety is different, dealing with the presence of hazards (physical, chemical and biological), and generally does not fall under discussion on quality.</p>
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**Table 22.** Review rubric for PowerPoint presentation on “Principles of food sanitation”. Reviewed on May 14, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>22.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>22.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>22.13</b> PowerPoint contains accurate and high-quality content		X	
<b>22.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>22.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>22.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>22.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<p><b>Comments:</b></p> <p><b>22.11</b> Link to course objectives</p> <p><b>22.12</b> Link to lesson objectives</p> <p><b>22.16</b> Link to assessment</p> <p><b>General Comment:</b> On slide 18, you may want to reconsider the statement “Any food protein can be an allergen”. While the majority of food allergens are proteins, it does not mean that all food proteins are allergens; which is what some students may take away from this statement.</p>			

**Table 23.** Review rubric for “Cleaning and sanitizing” assessment. Reviewed on May 14, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>23.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>23.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>23.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)	X		
<p><b>Comments:</b>  <b>23.11</b> I don't see how this assessment correspond with your reading assignment on “Quality factors in food”</p> <p><b>General Comments:</b> An excellent assessment for reviewing content while engaging the learner. However, a problem with the design is that it is not scannable. If students want to review key points they would have to watch the whole presentation again or otherwise spend a lot of time digging for the information.</p>			

MATERIALS SUBMITTED FOR WEEK 7

**Table 24.** Review rubric for supplementary reading on “Code of Federal Regulations for Sanitation Standard Operating Procedures”. Reviewed on May 14, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>24.11</b> Students are informed on how this reading links to the overall course objectives			X
<b>24.12</b> Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
<b>24.13</b> Supplementary reading contains accurate and high-quality content	X		
<b>24.14</b> The content is appropriate for the level of the learner	X		
<b>24.15</b> Source of content is cited with an appropriate citation style or is a direct link			X
<b>24.16</b> At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned		X	
<b>24.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<p><b>Comments:</b>  <b>24.11</b> Link to course objectives</p> <p><b>24.12</b> Add lesson objectives</p> <p><b>24.15</b> Cite using appropriate citation style or link directly to website</p>			

**Table 25.** Review rubric for **supplementary reading on “How to write a standard operating procedure”**.  
Reviewed on May 14, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>25.11</b> Students are informed on how this reading links to the overall course objectives			X
<b>25.12</b> Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
<b>25.13</b> Supplementary reading contains accurate and high-quality content	X		
<b>25.14</b> The content is appropriate for the level of the learner	X		
<b>25.15</b> Source of content is cited with an appropriate citation style or is a direct link	X		
<b>25.16</b> At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>25.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>25.11</b> Link to course objectives			
<b>25.12</b> Add lesson objectives			
<b>25.15</b> Cite using appropriate citation style or link directly to website			

**Table 26.** Review rubric for **supplementary video on “The best method for reducing workplace stress”, “Human Error Reduction”, and “Human Error Reduction”**. Reviewed on May 11, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>26.11</b> Students are informed on how this video links to the overall course objectives			X
<b>26.12</b> Students are informed on specific lesson objectives to be achieved as a result of watching this video			X
<b>26.13</b> Video presentation contains accurate and high-quality content	X		
<b>26.14</b> The content is appropriate for the level of the learner	X		
<b>26.15</b> At the end of watching the video, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>26.16</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>26.11</b> Link to course objectives			
<b>26.12</b> Add lesson objectives			
<b>26.15</b> Link to assessment			



**Table 27.** Review rubric for **PowerPoint presentation on “SOP’s”**. Reviewed on May 14, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>27.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>27.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>27.13</b> PowerPoint contains accurate and high-quality content		X	
<b>27.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>27.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>27.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>27.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<p><b>Comments:</b></p> <p><b>27.11</b> Link to course objectives</p> <p><b>27.12</b> Link to lesson objectives</p> <p><b>27.16</b> Link to assessment</p> <p><b>General Comment:</b> Providing an example/template of an SOP used in the food industry would be helpful</p>			

**Table 28.** Review rubric for **“Write an SSOP”** assessment. Reviewed on May 14, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>28.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>28.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>28.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)			X
<p><b>Comments:</b></p> <p><b>28.13</b> Add rubric</p>			

MATERIALS SUBMITTED FOR **WEEK 8**

**Table 29.** Review rubric for “**Midterm Exam**” assessment. Reviewed on May 14, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>29.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>29.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>29.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)			X
<p><b>Comments:</b>  <b>29.13</b> The answer to question 3, 17, 24, 32 and 53 appears to be too obvious.</p> <p>Question 8, 21 and 38 has more than one potential correct answers.</p> <p>For question 39, it will be better to indicate how many answers you are looking for.</p> <p>For question 45 you should say “two main strategies” since there are more than two strategies to control allergens.</p> <p>Question 54 is vague. Consider rephrasing.</p>			

MATERIALS SUBMITTED FOR **WEEK 9**

**Table 30.** Review rubric for **PowerPoint presentation on “Best Practices”**. Reviewed on May 14, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>30.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>30.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>30.13</b> PowerPoint contains accurate and high-quality content		X	
<b>30.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>30.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>30.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X

<b>30.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>30.11</b> Link to course objectives			
<b>30.12</b> Link to lesson objectives			
<b>30.16</b> Link to assessment			

**Table 31.** Review rubric for “Employee Training Video” assessment. Reviewed on May 14, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>31.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>31.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>31.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)	X		
<b>General Comment:</b> An interesting, fun, creative and engaging assessment			

#### MATERIALS SUBMITTED FOR WEEK 10

**Table 32.** Review rubric for PowerPoint presentation on “Sanitary design of facility”. Reviewed on May 14, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>32.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>32.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>32.13</b> PowerPoint contains accurate and high-quality content		X	
<b>32.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>32.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>32.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X

<b>32.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>32.11</b> Link to course objectives			
<b>32.12</b> Link to lesson objectives			
<b>32.16</b> Link to assessment			

**Table 33.** Review rubric for “Hygienic facility design and environmental controls” assessment.

Reviewed on May 14, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>33.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>33.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>33.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)	X		
<b>General Comment:</b> An excellent assessment for reviewing content while engaging the learner. However, a problem with the design is that it is not scannable. If students want to review key points they would have to watch the whole presentation again or otherwise spend a lot of time digging for the information.			

#### MATERIALS SUBMITTED FOR WEEK 11

**Table 34.** Review rubric for **supplementary reading on “FDA guidance on how to control L. monocytogenes in RTE processes” and “Fact sheet about cross-contamination from the Canadian government”**. Reviewed on May 14, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>34.11</b> Students are informed on how this reading links to the overall course objectives			X
<b>34.12</b> Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
<b>34.13</b> Supplementary reading contains accurate and high-quality content	X		
<b>34.14</b> The content is appropriate for the level of the learner		X	
<b>34.15</b> Source of content is cited with an appropriate citation style or is a direct link	X		
<b>34.16</b> At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X

<b>34.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>34.11</b> Link to course objectives			
<b>34.12</b> Add lesson objectives. This is especially important for the FDA guideline document which is 85 pages long. By providing learning objectives, students can focus on what is more important and hence manage their study time more effectively.			
<b>34.15</b> Use appropriate reference style for “Fact Sheet” or link directly to the original article.			
<b>34.16</b> Link to assessment			

**Table 35.** Review rubric for “**Design a food facility**” assessment. Reviewed on May 14, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>35.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>35.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>35.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)			X
<b>General Comment:</b> Students will be able to use the information provided to create a floor and traffic plan. However, enough information was not provided in the question nor in lecture to enable students to confidently create a storage, production and sanitation schedule. The associated rubric provides little detail.			

#### MATERIALS SUBMITTED FOR WEEK 12

**Table 36.** Review rubric for **supplementary reading on “Federal laws”, “State Laws”, and “Local laws”**. Reviewed on May 15, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>36.11</b> Students are informed on how this reading links to the overall course objectives			X
<b>36.12</b> Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
<b>36.13</b> Supplementary reading contains accurate and high-quality content	X		
<b>36.14</b> The content is appropriate for the level of the learner	X		
<b>36.15</b> Source of content is cited with an appropriate citation style or is a direct link	X		
<b>36.16</b> At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X

<b>36.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>36.11</b> Link to course objectives			
<b>36.12</b> Each document contains numerous pages of text. I suggest adding learn objectives to direct students to the sections that are most important.			
<b>36.16</b> Link to assessment			

**Table 37.** Review rubric for “**Discussion: Federal, State and Local Laws**” assessment. Reviewed on May 15, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>37.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>37.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>37.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)			X
<b>Comments:</b>			
<b>37.13</b> Please provide a rubric for this assessment, including a breakdown of how students will be graded for each question.			

#### MATERIALS SUBMITTED FOR WEEK 13

**Table 38.** Review rubric for **supplementary videos on “Food factory: Season 1, Episode 1 – Warhol Soup”, and “A day in the life of a food packaging professional”**. Reviewed on May 15, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>38.11</b> Students are informed on how this video links to the overall course objectives			X
<b>38.12</b> Students are informed on specific lesson objectives to be achieved as a result of watching this video			X
<b>38.13</b> Video presentation contains accurate and high-quality content	X		
<b>38.14</b> The content is appropriate for the level of the learner	X		
<b>38.15</b> At the end of watching the video, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>38.16</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>38.11</b> Link to course objectives			

**38.12** Add lesson objectives. I do not see how this video aligns with the required reading for the week.

**38.15** Link to assessment

**Table 39.** Review rubric for **supplementary reading on “Campbell’s acquire pacific foods”, and “Campbell soup to close Toronto plant”**. Reviewed on May 15, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>39.11</b> Students are informed on how this reading links to the overall course objectives			X
<b>39.12</b> Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
<b>39.13</b> Supplementary reading contains accurate and high-quality content			X
<b>39.14</b> The content is appropriate for the level of the learner			X
<b>39.15</b> Source of content is cited with an appropriate citation style or is a direct link			X
<b>39.16</b> At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>39.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry			X
<b>Comments:</b> Both of the links to the articles are not working. After clicking the link, students will get a response saying “This site can’t be reached”			

**Table 40.** Review rubric for **PowerPoint presentation on “Sustainability”**. Reviewed on May 15, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>40.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>40.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>40.13</b> PowerPoint contains accurate and high-quality content			X
<b>40.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>40.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>40.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>40.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry		X	

<b>Comments:</b>
<b>40.11</b> Link to course objectives
<b>40.13</b> The presentation was entitled “sustainability”, but it is not clear from the presentation as to what exactly sustainability is in the context of food manufacturing, and how to improve/maintain sustainability
<b>40.12</b> Link to lesson objectives
<b>40.16</b> Link to assessment

**Table 41.** Review rubric for “**Laws and impact on food industry report**” assessment. Reviewed on May 15, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>41.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>41.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>41.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)			X
<b>Comments:</b>			
<b>41.13</b> Please provide a rubric for this assessment.			

#### MATERIALS SUBMITTED FOR **WEEK 14**

**Table 42.** Review rubric for **supplementary reading on “Keeping food safe during transportation”**. Articles include, “**Guidance for sanitary transportation of food**” and “**FSMA final rule on sanitary transportation of human and animal food**”. Reviewed on May 15, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>42.11</b> Students are informed on how this reading links to the overall course objectives			X
<b>42.12</b> Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
<b>42.13</b> Supplementary reading contains accurate and high-quality content	X		
<b>42.14</b> The content is appropriate for the level of the learner	X		
<b>42.15</b> Source of content is cited with an appropriate citation style or is a direct link	X		
<b>42.16</b> At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X



<b>42.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>42.11</b> Link to course objectives			
<b>42.12</b> Add lesson objectives.			
<b>42.15</b> Link to assessment			
<b>General Comment:</b> The following links, also included in this reading requirement are not accessible: “Keeping food product transports safe on truck or rail” and “Recall due to temperature abuse”			

**Table 43.** Review rubric for **supplementary reading on “Milk hauling expectations”**. Reviewed on May 15, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>43.11</b> Students are informed on how this reading links to the overall course objectives			X
<b>43.12</b> Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
<b>43.13</b> Supplementary reading contains accurate and high-quality content	X		
<b>43.14</b> The content is appropriate for the level of the learner	X		
<b>43.15</b> Source of content is cited with an appropriate citation style or is a direct link	X		
<b>43.16</b> At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>43.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>43.11</b> Link to course objectives			
<b>43.12</b> Add lesson objectives.			
<b>43.15</b> Link to assessment			

**Table 44.** Review rubric for **PowerPoint presentation on “Sanitary Transportation”**. Reviewed on May 15, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>44.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>44.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X

<b>44.13</b> PowerPoint contains accurate and high-quality content		X	
<b>44.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>44.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>44.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>44.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>44.11</b> Link to course objectives  <b>44.13</b> On slide 2 you referred to “the law” without referencing which law you are talking about. I suggest citing the specific law to which you are referring. I believe that this falls under FSMA. This is important for students to know.  <b>44.12</b> Link to lesson objectives  <b>44.16</b> Link to assessment			

**Table 45.** Review rubric for “Sanitary transportation carrier training” assessment. Reviewed on May 15, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>45.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>45.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>45.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)	X		
<b>Comments:</b> This is not just an assessment but a combination of training and assessment. Given the comprehensiveness of this activity, it could replace the lecture.			

MATERIALS SUBMITTED FOR **WEEK 15**

**Table 46.** Review rubric for “**Discussion: Supply Chain Management**” assessment. Reviewed on May 15, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>46.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>46.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>46.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)			X
<b>Comments:</b> <b>46.13</b> Please provide a rubric for this activity. Consider reframing to generate discussion. As it is now, the first question can be answered by a simple “yes” or “no”, and the second by a mere sentence.			

MATERIALS SUBMITTED FOR **WEEK 16**

**Table 47.** Review rubric for “**Discussion: Supply Chain Management**” assessment. Reviewed on May 16, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>47.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>47.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>47.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)		X	
<b>Comments:</b> <b>47.13</b> Since this is a summative exam, I would suggest that it be closed-book. Using a variety of questioning types such as fill-in-the blank, true/false, short answer and essay is suggested rather than using essay alone.  The following topics covered in the course were not addressed: Characteristics of food, quality factors in foods, product handling, food laws, supply chain management, and processing and the environment. I suggest that you include these topics in order to have a better measure of students understanding of the entire course.			

The first question asks the student to “describe the tenets of sanitary/design”. I suppose that you are asking the student to discuss the principles of sanitary design as outlined in the Code of Federal Regulations. How much detail are you looking for? Stating the minimum word count might help.