HOPE Careers Consortium
Curriculum Review Form

INTRODUCTION

This rubric has been adapted from the Illinois Online Networks *Quality Online Course Initiative* rubric. The purpose of this rubric and its accompanying form are to:

- Provide specific criteria that can be applied to the review of O&P curriculum.

- Collect feedback and feedback from curriculum reviewers that can be used for the enhancement of O&P courses.

- Document curriculum review work that is undertaken for reporting to accrediting bodies, or if appropriate, the USDOL.

- Identify "best practices" or "standards" in new and existing O&P curriculum.

CRITERIA SCALE

This rubric can be printed and used manually, or you can rate and add feedback to each section directly inside the PDF. For the purpose of this rubric, please use the following scale:

Point Scale	Qualitative Scale	Description

0   **Non-Existent**   Not Present, but should be, based on course design and content, or present, but not appropriate for this course.

1   **Needs** Development   Some evidence of this criterion, but it needs to be presented more clearly or better developed.

2   **Meets** Expectations   Evidence of this criterion is clear and is appropriate for this course.

3   **Exemplary** Model   Exceeds expectations and could represent a "best practice."

--   N/A   Not applicable based on course design and content.

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Course Information

Use this space to provide general information about the course being evaluated.

INTRODUCTION

Institution: St. Petersburg College

Course or Program Title: **Orthotic Fitter**

Instructor(s): N/A

Description: N/A

REVIEWER

Name:

Review Date: March 26, 2016

FEEDBACK TIPS

Providing feedback is one of the most crucial parts of a successful curriculum review program. However, not just any feedback will do. Poorly written feedback can cause indignation and derail the effectiveness of the process. Reviewers should endeavor to write feedback with the following guidelines in mind.

Well written feedback should be:

Constructive   Try to offer solutions, not just identify problems.

Specific   Include a specific example of what is being recommended.

Measureable   Suggest ways that the instructor or instructional designer will know a recommendation has been implemented.

Sensitive   Keep recommendations and feedback on a positive note. Avoid the use of negative language. Use phrases like "You may want to consider…"

Balanced   Point out strengths as well as weaknesses.

	I. Instructional Design
Instructional Design	Instructional Design refers to the analysis of learning needs and the systemic approach of developing an online course in a manner that facilitates the transfer of knowledge and skills to the learner through the use of a variety of instructional methods, which relate to multiple learning styles, strategies, and preferences.

A. STRUCTURE

1. Sequence	Content is sequenced and structured in a manner which enables learners to achieve the stated goals.
	Questions to Consider: Does the flow of the course make sense? Is there a clear beginning point and end point? When a student completes an activity or assignment, is it clear what they should do next? Does the information learned in one section logically lead into the next?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	Needs
	Over all the flow of the modules was clear. However in 2 areas, both during the anatomy section on Spinal, the information becomes muddled. 1) A discussion of supports/ appliances (orthoses) pops up and 2) illustrations for abduction/adduction, hip dyspasia, etc. are shown. Neither seem relevant at this time, as the lecture then jumps back to correct spinal posture. The coverage of Spinal anatomy seems redundant through out the course. It would be more helpful to include specific pathologies and treatment goals.

2. Chunking	Information is "chunked" or grouped to help students learn the content.
	Questions to Consider: Is content separated out into lessons, modules, chapters, units, topics or by weeks/days? Is it apparent where one lesson ends and another begins?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	Meets

3. Purpose	Purpose of learning activities is clearly presented.
	Questions to Consider: Do learning activities have introductions answering the question "why am I doing this"? Is it clear how activities compliment the reading or lecture content?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	Needs
	Two areas seem unnecessary. The 1st on Gait Analysis. In this module, it seems a lot of information was condensed so dramatically that it is more confusing then enlightening. Orthotic Integration also, offers very little clarity. Since the inclusion of Orthotic Fitters to the O & P industry, I have never seen a fitter perform a gait analysis and can not imagine a time would this would be appropriate. The 2nd area which also lacks purpose is Presssue Management. There are trained wheelchair and seating specialist that deal with specialty cushions. This section seems designed to sell Trulife cushions! If fitters are expected to fit OTC/ OFS foot and ankle products, shouldn't "Pressure Management" focus on offloading pressure in these areas. In particular, ulcers as a secondary complication to DM or neuropathy? It seems both should be included as risk factors in this module.

B. LEARNING GOALS/OUTCOMES

1. Course Goals & Outcomes	**Course Goals and Outcomes are present and explicitly stated to the learner.** *Questions to Consider: Are course outcomes stated in the syllabus or somewhere in the beginning of the course?* Feedback: ☐ Non-Existent ☐ Needs ☐ Meets ☐ Exemplary ☐ N/A **N/A**
2. Module/Unit/Topic Outcomes	**Module Outcomes are clearly presented to the learner and are aligned with the larger course outcomes.** *Questions to Consider: Are learning outcomes presented at the beginning of learning modules or on activity sheets to inform students of what they should be learning?* Feedback: ☐ Non-Existent ☐ Needs ☐ Meets ☐ Exemplary ☐ N/A **N/A**

C. COURSE INFORMATION	
1. Description	**A course description is provided.** *Questions to Consider: Does a course description appear in the syllabus, a PowerPoint slide, or somewhere else near the beginning of the course?* Feedback: ☐ Non-Existent ☐ Needs ☐ Meets ☐ Exemplary ☐ N/A **N/A**
2. Instructor Information	**Instructor information is available to student with contact and availability information.** *Questions to Consider: Does contact information, including name, email address, office address, office phone, and office hours appear in the syllabus or elsewhere in the course?* Feedback: ☐ Non-Existent ☐ Needs ☐ Meets ☐ Exemplary ☐ N/A **N/A**

3. Learning Materials	Students are provided with a list of supplies such as textbooks and other instructional materials needed for the course.
	Questions to Consider: Can a student easily identify the textbooks, online materials, hand tools, software, and other necessary materials they will need to purchase for the course?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A
4. Credit Hours and Time Investment	Course provides information regarding number of Credit Hours earned for successful completion and expected time investment.
	Questions to Consider: Is it clear to the student how much time they are expected to invest both in class and outside of the classroom on assignments, readings, and other activities?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A
5. Content	A clear, concise list of modules and activities that will be completed within each of the course modules/chapters/topics is provided.
	Questions to Consider: Is a list of learning content present in the context of a checklist, calendar, table of contents, or similar convention? Is the listing intuitive and easy to understand?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A
6. Grading Policy	Grading policy is provided, including grading scale and weights.
	Questions to Consider: Is the grading policy transparent? If a non-traditional method of grading is used (traditional = A-F, Percentage), are the grading scale and weights transparent and easy to understand?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A
7. Calendar / Schedule	Calendar of due dates and other events is provided.
	Questions to Consider: Is there a calendar of events present in the course and/or are due dates for assignments easily accessible?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A

8. Technical Competencies	A list of technical competencies necessary for course completion is provided.
	Questions to Consider: Are prerequisite courses listed in the syllabus or elsewhere that inform students of prerequisite courses they should have taken? If there are skills that students should have required prior to enrolling in the course, are those cited?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A
9. Computer Requirements	A list of computer requirements such as connection speed, hardware, and software is provided.
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A

D. INSTRUCTIONAL STRATEGIES	
1. Multimodal Instruction	A variety of instructional delivery methods, accommodating multiple learning styles, are available throughout the course.
	Questions to Consider: Learning styles include visual, aural, verbal, physical, logical, social, and solitary. Are students provided opportunities to learn in multiple ways, or is learning accomplished through only one or two modalities?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A
2. Knowledge Demonstration	A variety of ways for learners to demonstrate knowledge is provided.
	Questions to Consider: Are students asked to share knowledge, experience, or answers with other students through pair share or group discussion? Do students complete activity sheets to hand in? Are students asked to demonstrate or perform functions before the instructor or classmates? Etc.
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A

3. Presentation	The selected tool for each activity is appropriate for effective delivery of the content.
	Questions to Consider: For example, if an instructor utilizes lecture, is it the best tool for delivering the subject matter? If students are asked to complete a worksheet, could the learning be better accomplished through recitation or presenting before the class?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A

E. ACADEMIC INTEGRITY	
1. Course Development	Course abides by copyright and fair use laws.
	Questions to Consider: When copyrighted materials are used in the lessons is proper attribution provided to the copyright holder/author and/or has right to copy permission been granted?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A
2. Code of Conduct	A Code of Conduct, including etiquette standards and academic integrity expectations, is provided.
	Questions to Consider: Are acceptable classroom communication standards clearly written in the syllabus or elsewhere? Is a link provided to the institution's academic honestly policies or is an academic honesty handout provided?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A

F. USE OF MULTIMEDIA	
1. Audio Appropriate	Audio files have a specific purpose that does not distract from course goals and outcomes.
	Questions to Consider: Do all audio files align with the learning outcomes and the subject matter they appear alongside?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A

2. Audio Standards	Audio files meet minimum standards in the following areas: - Audio quality is clear. - Audio file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths. - Audio file length is adequate to meet the goals of the activity without adding unnecessary information. - Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in. Feedback: ☐ Non-Existent ☐ Needs ☐ Meets ☐ Exemplary ☐ N/A **N/A**
3. Video Appropriate	Video files have a specific purpose that does not distract from course goals and outcomes. *Questions to Consider: Do all video files align with the learning outcomes and the subject matter they appear alongside?* Feedback: ☐ Non-Existent ☐ Needs ☐ Meets ☐ Exemplary ☐ N/A **N/A**
4. Video Standards	Video files meet minimum standards in the following areas: - Video quality is clear. - Video file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths. - Video file length is adequate to meet the goals of the activity without adding unnecessary information. - Video player required is compatible with multiple operating systems and requires only a standard, free plug-in. Feedback: ☐ Non-Existent ☐ Needs ☐ Meets ☐ Exemplary ☐ N/A **N/A**

ADDITIONAL FEEDBACK REGARDING INSTRUCTIONAL DESIGN

Other recommendations broken down by Modules:

Module 3: Terminology

As an example of "compressive" control an illustration of a KAFO is pictured. Since a Fitter would never be expected to provide a KAFO the example is misleading. Perhaps you'd consider using instead a soft corset, as this is something a Fitter would provide and it demonstrates "compressive" more simplistically. The Clubfoot illustration as an example of 3 point force correction was very good, if again somewhat misleading.

Module 4: Spinal

There's a general overkill with regards to fitting instruction for semi-rigid orthoses, as the fitting criteria is basically the same. As mentioned previously, including pathologies and treatment goals would be beneficial as often the RX will include a basic descriptor such as "Back Brace" w/ a diagnosis. It is common for the Fitter to match the appropriate orthosis to the diagnosis for the best outcome.

In "Device Selection Consideration", the patient's insurance should be a primary consideration, as like it or not, most insurances now dictate what can be dispensed.

In "Fitting Verification Process" consider including checking the inferior and superior borders for a rigid spinal orthoses to determing appropriate length. And as a final note, when contouring the pelvic band and uprights, does it seem safe to be doing this on the acual patient as the slide depicts?

	II. Communication, Interaction, & Collaboration Communication, Interaction, and Collaboration addresses how the course design, assignments, and technology effectively encourage exchanges amongst the instructor, students, and content.

A. ACTIVITIES AND OPPORTUNITIES	
1. Student-Student	Learning activities and other opportunities are developed to foster Student-Student communication and/or collaboration. *Questions to Consider: Are there group learning opportunities for students, or are students asked to work in isolation most of the time?* Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A **Meets**
2. Student-Instructor	Learning activities and other opportunities are developed to foster Student-Instructor communication, collaboration, and active learning. *Questions to Consider: Do students receive opportunities to engage with the instructor to ask questions, or is the instructor generally inaccessible during class time or activities?* Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A **Meets** Through my reading of the Modules it would appear that the instructor would have to be actively engaging the students w/ hands on demonstrations
3. Student-Content	Learning activities and other opportunities are developed to foster Student-Content interaction. *Questions to Consider: Do students receive opportunities to interact with objects, implements, and other tools of the discipline? Are laboratories or learning environments constructed for students to engage the subject matter through real life experiences and active learning?* Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A

Student Evaluation & Assessment	**III. Student Evaluation and Assessment** Student Evaluation and Assessment refers to the process your institution uses to determine student achievement and quality of work, including the assigning of grades.

A. GOALS AND OUTCOMES

1. Aligned	Assessment and evaluation are aligned with learning outcomes. *Questions to Consider: Do assessments such as quizzes, tests, and midterms pose questions with answers that tie directly back to learning outcomes? If instructor observation is used as assessment, is what is observed appropriate given the learning outcomes?* Feedback: ☐ Non-Existent ☐ Needs ☐ Meets ☐ Exemplary ☐ N/A **N/A**
1. Measurable	The course/module/unit learning outcomes are measurable. *Questions to Consider: Do the outcomes specifically refer to the kinds of things students are meant to learn? Can the outcomes reasonably be accomplished by the end of the course, module or unit? Is there a mechanism (such as a quiz, etc.) in the course for assessing the outcome?* Feedback: ☐ Non-Existent ☐ Needs ☐ Meets ☐ Exemplary ☐ N/A **Meets** From what I could determine through my reading of the Modules

B. STRATEGIES

1. Method	Assessments and evaluations use multiple methods, such as quizzes, tests, discussion, essay, projects, rubrics, etc.
	Questions to Consider: Are students assessed using multiple methods, or is only a single method used to assess student learning?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A
2. Frequency	Assessments and evaluations are conducted on an ongoing basis throughout the course.
	Questions to Consider: Are students assessed during each class period, on a weekly basis, or just once or twice a semester? Is the amount of assessment appropriate given the subject matter and nature of the course?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A
3. Tools	Assessment and evaluation tools are appropriate for measuring stated outcomes.
	Questions to Consider: For instance, considering the outcomes, is a quiz an appropriate method to assess learning, or would a hands on activity be more appropriate?
	Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A
	N/A

ADDITIONAL FEEDBACK REGARDING STUDENT EVALUATION AND ASSESSMENT

	IV. Learner Support & Resources Learner Support and Resources refers to program, academic, and/or technical resources available to learners.
Learner Support & Resources	

A. INSTITUTIONAL/PROGRAM SUPPORT AND RESOURCES

1. Policies	Links or handouts to institutional/program information and/or policies and procedures are provided. Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A **N/A**
2. Technical Support	Links, E-mail Addresses, and/or phone numbers for technical support are provided. *Questions to Consider: Is information provided so students know how to contact help desk or student support personnel for help with computer or technical questions?* Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A **N/A**
3. ADA Support	Statement of ADA Compliance and procedure for requesting special services is provided. *Questions to Consider: Is contact information provided in the syllabus for the institution's Access Center or Office of Disability Services?* Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A **N/A**

B. ACADEMIC SUPPORT AND RESOURCES

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1. Resources	A list of academic resources with links to the institution's library, tutoring center, counseling services, and other resources is provided. Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A **N/A**	
2. Grade book / Progress Tracking	A grade book is available for checking progress. *Questions to Consider: Is there a grade book located in a Learning Management System that students can use to track their progress, or are grades made available somewhere else in the course in a confidential manner?* Feedback: □ Non-Existent □ Needs □ Meets □ Exemplary □ N/A **N/A**	

ADDITIONAL FEEDBACK REGARDING LEARNER SUPPORT AND RESOURCES

| Category | Evaluation | | |
| | Use this space to calculate a quantitative final score for this course. | | |
	Possible	Earned	Percent
Instructional Design			
Communication, Interaction, and Collaboration			
Student Evaluation and Assessment			
Learner Support and Resources			
Web Design			
Course Evaluation			
Total			

NOTES