

# 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:

<u>Point Scale</u>	<u>Qualitative Scale</u>	<u>Description</u>
0	<b>Non-Existent</b>	Not Present, but should be, based on course design and content, or present, but not appropriate for this course.
1	<b>Needs Development</b>	Some evidence of this criterion, but it needs to be presented more clearly or better developed.
2	<b>Meets Expectations</b>	Evidence of this criterion is clear and is appropriate for this course.
3	<b>Exemplary Model</b>	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:**

**Course or Program Title:**

**Instructor(s):**

**Description:**

### REVIEWER

**Name:**

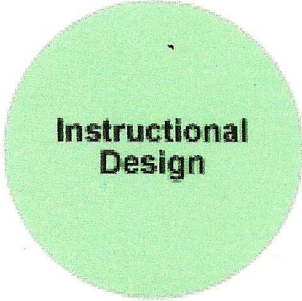
**Review Date:**

### 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.   |

	<p><b>I. Instructional Design</b></p> <p>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.</p>
<b>A. STRUCTURE</b>	
<p>1. Sequence</p>	<p>Content is sequenced and structured in a manner which enables learners to achieve the stated goals.</p> <p><i>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?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Needs <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>Good direction and flow of material. Student will be exposed to the required material to be familiar with anatomy and fitting objectives for spinal and upper and lower extremity orthotics</p>
<p>2. Chunking</p>	<p>Information is "chunked" or grouped to help students learn the content.</p> <p><i>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?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Needs <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>Excellent module grouping, One module builds on the other good instructional content. I would add some after module quizzes to make sure student is progressing in knowledge before moving on to next segment</p>
<p>3. Purpose</p>	<p>Purpose of learning activities is clearly presented.</p> <p><i>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?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Needs <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>Introduction, glossary of terms and study guides allows student to progress thru material. The study guide backs up what knowledge is learned.</p>

<p>3. Learning Materials</p>	<p>Students are provided with a list of supplies such as textbooks and other instructional materials needed for the course.</p> <p><i>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?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent <input checked="" type="checkbox"/> Needs <input type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>Soft ware identification, no listing of hand tools needed. IE measuring tape, calipers</p>
<p>4. Credit Hours and Time Investment</p>	<p>Course provides information regarding number of Credit Hours earned for successful completion and expected time investment.</p> <p><i>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?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent <input checked="" type="checkbox"/> Needs <input type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>I saw no listing on time and requirements or assignments, study groups, quizzes</p>
<p>5. Content</p>	<p>A clear, concise list of modules and activities that will be completed within each of the course modules/chapters/topics is provided.</p> <p><i>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?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Needs <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>[Feedback]</p>
<p>6. Grading Policy</p>	<p>Grading policy is provided, including grading scale and weights.</p> <p><i>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?</i></p> <p>Feedback: <input checked="" type="checkbox"/> Non-Existent <input type="checkbox"/> Needs <input type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>I saw no grading listed per module or course</p>

7. Calendar / Schedule	<p>Calendar of due dates and other events is provided.</p> <p><i>Questions to Consider: Is there a calendar of events present in the course and/or are due dates for assignments easily accessible?</i></p> <p>Feedback: <input checked="" type="checkbox"/> Non-Existent <input type="checkbox"/> Needs <input type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>There needs to be due dates and should have a date when each section in a module must be completed</p>
8. Technical Competencies	<p>A list of technical competencies necessary for course completion is provided.</p> <p><i>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?</i></p> <p>Feedback: <input checked="" type="checkbox"/> Non-Existent <input type="checkbox"/> Needs <input type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>There are no prerequisites listed or prior subjects and knowledge the student must have to take the course.</p>
9. Computer Requirements	<p>A list of computer requirements such as connection speed, hardware, and software is provided.</p> <p>Feedback: <input checked="" type="checkbox"/> Non-Existent <input type="checkbox"/> Needs <input type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>No information listed on computer requirements that I could see</p>
<b>D. INSTRUCTIONAL STRATEGIES</b>	
1. Multimodal Instruction	<p>A variety of instructional delivery methods, accommodating multiple learning styles, are available throughout the course.</p> <p><i>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?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Needs <input type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>I see the course offers independent ppt and study guides learning. There are no gupo or lab or quizzes that would enable a student to advance thru modules</p>

<p>2. Knowledge Demonstration</p>	<p>A variety of ways for learners to demonstrate knowledge is provided.</p> <p><i>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.</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent <input checked="" type="checkbox"/> Needs <input type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>There should be study groups and labs to measure and fit patients with devices per module</p>
<p>3. Presentation</p>	<p>The selected tool for each activity is appropriate for effective delivery of the content.</p> <p><i>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?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Needs <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>[Feedback]</p>
<p><b>E. ACADEMIC INTEGRITY</b></p>	
<p>1. Course Development</p>	<p>Course abides by copyright and fair use laws.</p> <p><i>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?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent <input type="checkbox"/> Needs <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>[Feedback]</p>
<p>2. Code of Conduct</p>	<p>A Code of Conduct, including etiquette standards and academic integrity expectations, is provided.</p> <p><i>Questions to Consider: Are acceptable classroom communication standards clearly written in the syllabus or elsewhere? Is a link provided to the institution's academic honesty policies or is an academic honesty handout provided?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent <input checked="" type="checkbox"/> Needs <input type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>There should be student conduct not in information I looked at</p>

**F. USE OF MULTIMEDIA**

<p>1. Audio Appropriate</p>	<p>Audio files have a specific purpose that does not distract from course goals and outcomes.</p> <p><i>Questions to Consider: Do all audio files align with the learning outcomes and the subject matter they appear alongside?</i></p> <p>Feedback: <input checked="" type="checkbox"/> Non-Existent   <input type="checkbox"/> Needs   <input type="checkbox"/> Meets   <input type="checkbox"/> Exemplary   <input type="checkbox"/> N/A</p> <p>There is no instructional audio in the ppt I reviewed</p>
<p>2. Audio Standards</p>	<p>Audio files meet minimum standards in the following areas:</p> <ul style="list-style-type: none"> <li>- Audio quality is clear.</li> <li>- 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.</li> <li>- Audio file length is adequate to meet the goals of the activity without adding unnecessary information.</li> <li>- Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in.</li> </ul> <p>Feedback: <input checked="" type="checkbox"/> Non-Existent   <input type="checkbox"/> Needs   <input type="checkbox"/> Meets   <input type="checkbox"/> Exemplary   <input type="checkbox"/> N/A</p> <p>[Feedback]</p>
<p>3. Video Appropriate</p>	<p>Video files have a specific purpose that does not distract from course goals and outcomes.</p> <p><i>Questions to Consider: Do all video files align with the learning outcomes and the subject matter they appear alongside?</i></p> <p>Feedback: <input checked="" type="checkbox"/> Non-Existent   <input type="checkbox"/> Needs   <input type="checkbox"/> Meets   <input type="checkbox"/> Exemplary   <input type="checkbox"/> N/A</p> <p>[Feedback]</p>

<p>4. Video Standards</p>	<p>Video files meet minimum standards in the following areas:</p> <ul style="list-style-type: none"> <li>- Video quality is clear.</li> <li>- 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.</li> <li>- Video file length is adequate to meet the goals of the activity without adding unnecessary information.</li> <li>- Video player required is compatible with multiple operating systems and requires only a standard, free plug-in.</li> </ul> <p>Feedback: <input checked="" type="checkbox"/> Non-Existent   <input type="checkbox"/> Needs   <input type="checkbox"/> Meets   <input type="checkbox"/> Exemplary   <input type="checkbox"/> N/A</p> <p>[Feedback]</p>
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**ADDITIONAL FEEDBACK REGARDING INSTRUCTIONAL DESIGN**

The course video's that would instruct the student in fitting orthoses, this could be useful, providing video feedback for learning. The students should be required to submit video of successful fittings to demonstrate competency in learning of modules.



**Communication,  
Interaction,  
&  
Collaboration**

**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

Students should be encourage to be in groups for study and fitting labs

**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

There are no opportunities at the end of modules to engage the instructor this is needed

**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

Labs are needed to practice proper measurement techniques, fitting techniques and orthosis adjustments.

ADDITIONAL FEEDBACK REGARDING COMMUNICATION, INTERACTION, AND COLLABORATION

[Feedback]

**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

The course has study guides but there are no quizzes or tests at the end of modules for students to see where the stand in the knowledge they have read.

**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

[Feedback]

B. STRATEGIES	
1. Method	<p>Assessments and evaluations use multiple methods, such as quizzes, tests, discussion, essay, projects, rubrics, etc.</p> <p><i>Questions to Consider: Are students assessed using multiple methods, or is only a single method used to assess student learning?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent    Needs    <input checked="" type="checkbox"/> Meets    <input type="checkbox"/> Exemplary    <input type="checkbox"/> N/A</p> <p>There is only a single study guide used at the end of each modules this is a multiple choice test</p>
2. Frequency	<p>Assessments and evaluations are conducted on an ongoing basis throughout the course.</p> <p><i>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?</i></p> <p>Feedback: <input checked="" type="checkbox"/> Non-Existent    <input type="checkbox"/> Needs    <input type="checkbox"/> Meets    <input type="checkbox"/> Exemplary    <input type="checkbox"/> N/A</p> <p>There should be time frame when the student is assed to knowledge example a quiz at the end of each section I a module</p>
3. Tools	<p>Assessment and evaluation tools are appropriate for measuring stated outcomes.</p> <p><i>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?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent    <input checked="" type="checkbox"/> Needs    <input type="checkbox"/> Meets    <input type="checkbox"/> Exemplary    <input type="checkbox"/> N/A</p> <p>I would suggest a quiz after each section, test after the module, and video for fitting lab on measurement fitting and adjustment of orthoses</p>

ADDITIONAL FEEDBACK REGARDING STUDENT EVALUATION AND ASSESSMENT

[Feedback]



**IV. Learner Support & Resources**

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

**A. INSTITUTIONAL/PROGRAM SUPPORT AND RESOURCES**

<p>1. Policies</p>	<p>Links or handouts to institutional/program information and/or policies and procedures are provided.</p> <p>Feedback: <input type="checkbox"/> Non-Existent <input checked="" type="checkbox"/> Needs <input type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>The material I looked at had no such information</p>
<p>2. Technical Support</p>	<p>Links, E-mail Addresses, and/or phone numbers for technical support are provided.</p> <p><i>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?</i></p> <p>Feedback: <input type="checkbox"/> Non-Existent <input checked="" type="checkbox"/> Needs <input type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>I did not see this information in the material I reviewed but should be added if not listed by the institution putting on the program</p>
<p>3. ADA Support</p>	<p>Statement of ADA Compliance and procedure for requesting special services is provided.</p> <p><i>Questions to Consider: Is contact information provided in the syllabus for the institution's Access Center or Office of Disability Services?</i></p> <p>Feedback: <input checked="" type="checkbox"/> Non-Existent <input type="checkbox"/> Needs <input type="checkbox"/> Meets <input type="checkbox"/> Exemplary <input type="checkbox"/> N/A</p> <p>I did not see this information in the material I reviewed but should be added if not listed by the institution putting on the program</p>

**B. ACADEMIC SUPPORT AND RESOURCES**

**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

I did not see this information in the material I reviewed but should be added if not listed by the institution putting on the program

**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

I believe this should be added to grade the student as they complete each module, and be able to communicate with the instructor.

**ADDITIONAL FEEDBACK REGARDING LEARNER SUPPORT AND RESOURCES**

[Feedback]

**Evaluation**

Use this space to calculate a quantitative final score for this course.

<b>Category</b>	<b>Possible</b>	<b>Earned</b>	<b>Percent</b>
Instructional Design	<input type="text" value="20"/>	<input type="text" value="18"/>	<input type="text" value="90"/>
Communication, Interaction, and Collaboration	<input type="text" value="20"/>	<input type="text" value="15"/>	<input type="text" value="75"/>
Student Evaluation and Assessment	<input type="text" value="20"/>	<input type="text" value="10"/>	<input type="text" value="50"/>
Learner Support and Resources	<input type="text" value="20"/>	<input type="text" value="15"/>	<input type="text" value="75"/>
Web Design	<input type="text" value="20"/>	<input type="text" value="15"/>	<input type="text" value="75"/>
Course Evaluation	<input type="text" value="20"/>	<input type="text" value="15"/>	<input type="text" value="75"/>
<b>Total</b>	<input type="text" value="120"/>	<input type="text" value="91"/>	<input type="text" value="75"/>

**NOTES**

[Notes]