



# 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	<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.

### INDEX

- I. **Instructional Design**
  - A. Structure
  - B. Learning Goals/Outcomes
  - C. Course Information
  - D. Instructional Strategies
  - E. Academic Integrity
  - F. Use of Multimedia
- II. **Communication, Interaction, & Collaboration**
- III. **Activities and Opportunities Student Evaluation and Assessment**
  - A. Goals and Outcomes
  - B. Strategies
- IV. **Learner Support & Resources**
  - A. Institutional/Program Support and Resources
  - B. Academic Support and Resources
- V. **Technology Implementation**
  - A. Use of Multimedia

### Course Information

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

### INTRODUCTION

**Institution:**

**Course or Program Title:** OPT 201 Foot and Ankle Orthotics, OPT 221 Upper Extremity Orthoses, OPT 241B Spinal Orthoses

**Instructor(s):**

**Description:** Orthotic Technician courses

### REVIEWER

**Name:** [REDACTED]

**Review Date:** 3/25/2017

## 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:**

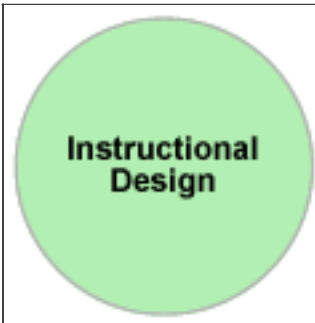
**Constructive** Try to offer solutions, not just identify problems.

**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 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**

<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><b>Feedback:</b>            Non-Existent    Needs    Meets x    Exemplary    N/A</p> <p>There is a logical sequence in the course of instruction</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><b>Feedback:</b>            Non-Existent    Needs    Meets    xExemplary    N/A</p> <p>Yes - it is grouped and has a logical sequence.</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><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary    N/A</p> <p>I felt it was clear why the students were doing their activities</p>

**B. LEARNING GOALS/OUTCOMES**

1. Course Goals & Outcomes	<p>Course Goals and Outcomes are present and explicitly stated to the learner.</p> <p><i>Questions to Consider: Are course outcomes stated in the syllabus or somewhere in the beginning of the course?</i></p> <p style="text-align: right;"><b>Feedback:</b>            Non-Existent    Needs    Meets    x Exemplary    N/A</p> <p>This is on a separate handout for the students</p>
2. Module/Unit/Topic Outcomes	<p>Module Outcomes are clearly presented to the learner and are aligned with the larger course outcomes.</p> <p><i>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?</i></p> <p style="text-align: right;"><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary</p>

**C. COURSE INFORMATION**

1. Description	<p>A course description is provided.</p> <p><i>Questions to Consider: Does a course description appear in the syllabus, a PowerPoint slide, or somewhere else near the beginning of the course?</i></p> <p style="text-align: right;"><b>Feedback:</b>            Non-Existent    Needs    x Meets    Exemplary    N/A</p>
2. Instructor Information	<p>Instructor information is available to student with contact and availability information.</p> <p><i>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?</i></p> <p style="text-align: right;"><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary    N/A</p> <p>This is clearly written in the syllabus</p>

3. Learning Materials	<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><b>Feedback:</b>            Non-Existent    Needs    Meets    Exemplary    N/A</p> <p>I did see the textbooks listed but have you considered a tool list. This might have been covered by in a different section that I did not review.</p>
4. Credit Hours and Time Investment	<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><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary    N/A</p>
5. Content	<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><b>Feedback:</b>            Non-Existent    Needs    Meets    Exemplary    N/A</p> <p>I saw this in the Faculty information but did not see anything in the information for the students. I am not sure how this timetable is conveyed to the students.</p>
6. Grading Policy	<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><b>Feedback:</b>            Non-Existent    Needs    Meets    xExemplary    N/A</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><b>Feedback:</b>            Non-Existent    Needs    Meets    xExemplary    N/A</p> <p>Also in the Faculty document.</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 style="text-align: right;"><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary    N/A</p> <p>There are no prerequisites</p>
9. Computer Requirements	<p>A list of computer requirements such as connection speed, hardware, and software is provided.</p> <p style="text-align: right;"><b>Feedback:</b>            Non-Existent    Needs    Meets    Exemplary    xN/A</p> <p>I do not believe there is a computer requirement for the courses</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 style="text-align: right;"><b>Feedback:</b>            Non-Existent    Needs    Meets    xExemplary    N/A</p> <p>A variety of teaching methods are used, even using guest speakers</p>
2. Knowledge Demonstration	<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 style="text-align: right;"><b>Feedback:</b>            Non-Existent    Needs    Meets    Exemplary    N/A</p> <p>I am not sure about this. This topic indicates discussion. These are technician courses. I believe the learners will demonstrate their knowledge on their fabrication - as demonstrated in the rubric.</p>

3. Presentation	<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><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary    N/A</p> <p>A variety of methods are used.</p>
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**E. ACADEMIC INTEGRITY**

1. Course Development	<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><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary    N/A</p>
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2. Code of Conduct	<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><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary    N/A</p>
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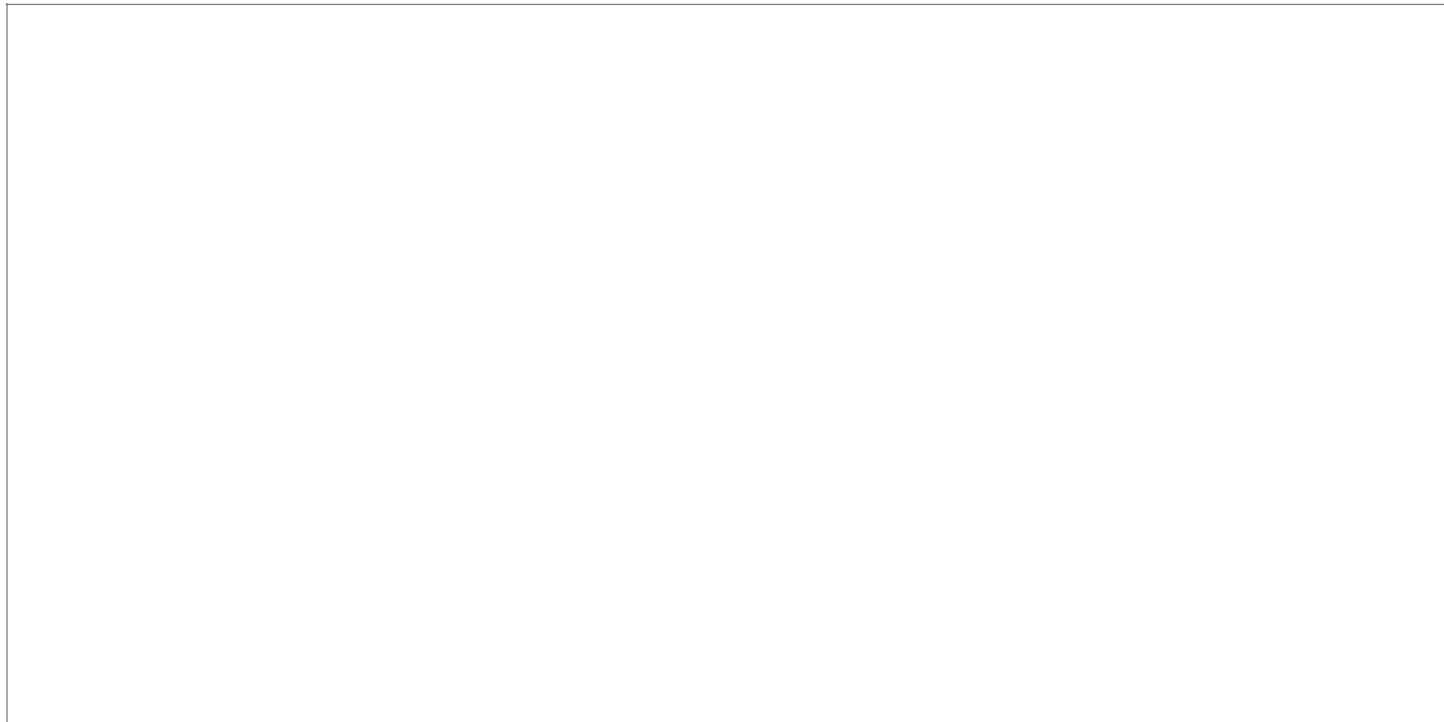
**F. USE OF MULTIMEDIA**


1. Audio Appropriate	<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><b>Feedback:</b>            Non-Existent    Needs    Meets    Exemplary    xN/A</p> <p>I did not find audio files</p>
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2. Audio Standards	<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:            Non-Existent    Needs    Meets    Exemplary    xN/A</p>
3. Video Appropriate	<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:            Non-Existent    Needs    Meets    Exemplary    xN/A</p> <p>I did not view video for these courses</p>
4. Video Standards	<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:            Non-Existent    Needs    Meets    Exemplary    xN/A</p>

**ADDITIONAL FEEDBACK REGARDING INSTRUCTIONAL DESIGN**



	<p><b>II. Communication, Interaction, &amp; Collaboration</b>  Communication, Interaction, and Collaboration addresses how the course design, assignments, and technology effectively encourage exchanges amongst the instructor, students, and content.</p>
<b>A. ACTIVITIES AND OPPORTUNITIES</b>	
<p>1. Student-Student</p>	<p>Learning activities and other opportunities are developed to foster Student-Student communication and/or collaboration.</p> <p><i>Questions to Consider: Are there group learning opportunities for students, or are students asked to work in isolation most of the time?</i></p> <p style="text-align: center;"><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary    N/A</p> <p>Students are working in the lab together.</p>
<p>2. Student-Instructor</p>	<p>Learning activities and other opportunities are developed to foster Student-Instructor communication, collaboration, and active learning.</p> <p><i>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?</i></p> <p style="text-align: center;"><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary    N/A</p>
<p>3. Student-Content</p>	<p>Learning activities and other opportunities are developed to foster Student-Content interaction.</p> <p><i>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?</i></p> <p style="text-align: center;"><b>Feedback:</b>            Non-Existent    Needs    Meets    xExemplary    N/A</p>

**ADDITIONAL FEEDBACK REGARDING COMMUNICATION, INTERACTION, AND COLLABORATION**

	<p><b>III. Student Evaluation and Assessment</b>                  Student Evaluation and Assessment refers to the process your institution uses to determine student achievement and quality of work, including the assigning of grades.</p>
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**A. GOALS AND OUTCOMES**


<p>1. Aligned</p>	<p>Assessment and evaluation are aligned with learning outcomes.</p> <p><i>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?</i></p> <p>Feedback:            Non-Existent    Needs    Meets    x Exemplary    N/A</p>
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<p>1. Measurable</p>	<p>The course/module/unit learning outcomes are measurable.</p> <p><i>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?</i></p> <p>Feedback:            Non-Existent    Needs    Meets    xExemplary    N/A</p>
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**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 style="text-align: right;"><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary    N/A</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 style="text-align: right;"><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary    N/A</p> <p>I felt the “hands on” rubrics on fabrication were terrific. Have you considered multiple quizzes rather than one final exam on each class? This might help the students keep up with their studies and enable them to self assess their progress.</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 style="text-align: right;"><b>Feedback:</b>            Non-Existent    Needs    xMeets    Exemplary    N/A</p>

**ADDITIONAL FEEDBACK REGARDING STUDENT EVALUATION AND ASSESSMENT**

	<p><b>IV. Learner Support &amp; Resources</b>  Learner Support and Resources refers to program, academic, and/or technical resources available to learners.</p>
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**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 style="text-align: right;"><b>Feedback:</b>      Non-Existent      Needs      xMeets      Exemplary      N/A</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 style="text-align: right;"><b>Feedback:</b>      Non-Existent      Needs      xMeets      Exemplary      N/A</p> <p>It appears that most of students questions would need to be answered by the instructor.</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 style="text-align: right;"><b>Feedback:</b>      Non-Existent      Needs      xMeets      Exemplary      N/A</p> <p>It is clearly in the syllabus</p>

**B. ACADEMIC SUPPORT AND RESOURCES**

1. Resources	<p>A list of academic resources with links to the institution's library, tutoring center, counseling services, and other resources is provided.</p> <p style="text-align: center;"><b>Feedback:</b>      Non-Existent      Needs      xMeets      Exemplary      N/A</p> <p>I believe this was referred to by reference the student manual.</p>
2. Grade book / Progress Tracking	<p>A grade book is available for checking progress.</p> <p><i>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?</i></p> <p style="text-align: center;"><b>Feedback:</b>      xNon-Existent      Needs      Meets      Exemplary      N/A</p> <p>I was not able to locate this.</p>

**ADDITIONAL FEEDBACK REGARDING LEARNER SUPPORT AND RESOURCES**

**Evaluation**

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

Category	Possible	Earned	Percent
Instructional Design			
Communication, Interaction, and Collaboration			
Student Evaluation and Assessment			
Learner Support and Resources			
Web Design			
Course Evaluation			
Total			

**NOTES**

Overall I was very impressed by the three courses I reviewed. As a former educator I appreciate the work that went into this project. The courses are well laid out, the topics are covered in a number of ways and the students are graded by not only their knowledge of the subject by written tests but by their fabrication skills as well.