

**PSY 200, Human Growth and Development
Third Party Subject Matter Expert (SME)
Curriculum Review Rubric**

Purpose: Sun Path Consortium Round 4 TAACT Review

Course: PSY-200_HumanGrowth and Development

Rubric: QOLT and Objective based review

Reviewer: Dr. Joanne Shayne

Reviewer Qualification

Experience

- Southern New Hampshire University, Adjunct Professor
- New England College, Adjunct Professor
- Granite State College, Adjunct Professor

Education

- Doctor of Philosophy in Psychology, Fielding Graduate University
- Master of Arts in Psychology, Fielding Graduate University
- Candidate in Philosophy in Linguistics, University of California at Los Angeles
- Master of Arts in Linguistics, University of California at Los Angeles

Specialization

- General Psychology
- Social Psychology
- Sociology
- Online Instruction
- Online Course Development

Honors

- Lifetime member of Psi Chi, the international honor society in psychology

Professional Affiliations

- American Psychological Association
- American Sociological Association
- Association for Psychological Science
- International Society for Political Psychology

Review Rubric Scale Definitions QOLT

- 3 Exceeds/Always: Criterion evidence is clear, appropriate for the course, and demonstrates "best practices."
- 2 Meets/Often: Criterion evidence is clear and appropriate for the course, but there is some room for enhancement
- 1 Partially meets/Sometimes: Criterion evidence exists but needs to be presented more clearly and/or further

developed.

- 0 Does not meet/Rarely or Never: No criterion evidence exists or is present but not appropriate for the course.
- NA Objective does not apply to the course: It may be something only a fully online course would need and you are teaching a blended course for example.

Completed July 19th, 2018

Quality Online Learning and Teaching (QOLT) Instrument



The Course Objectives part is comprised of 58 objectives organized into 10 sections as follows:

1. Course Overview and Introduction (8 objectives)
2. Assessment and Evaluation of Student Learning (6 objectives)
3. Instructional Materials and Resources Utilized (6 objectives)
4. Students Interaction and Community (7 objectives)
5. Facilitation and Instruction (8 objectives)
6. Technology for Teaching and Learning (5 objectives)
7. Learner Support and Resources (4 objectives)
8. Accessibility and Universal Design (7 objectives)
9. Course Summary and Wrap-up (3 objectives)
10. Mobile Design Readiness (optional) (4 objectives)

Please read each section title and objective carefully. Examples are provided to promote clarity. Use the ratings scale below to effectively assess how well you met each objective. It is helpful to make comments on each objective as to where/how the objective is being met and/or addressed in your course. See example below.

3	Exceeds/Always	Criterion evidence is clear, appropriate for the course, and demonstrates "best practices."
2	Meets/Often	Criterion evidence is clear and appropriate for the course, but there is some room for enhancement
1	Partially meets/Sometimes	Criterion evidence exists but needs to be presented more clearly and/or further developed.
0	Does not meet/Rarely or Never	No criterion evidence exists, or is present but not appropriate for the course.
NA	Objective does not apply to the course	It may be something only a fully online course would need and you are teaching a blended course for example.

Example

Objectives	Example	Rating
1.1 Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.	Welcome message or materials introducing course structure/ components is highly recommended.	
Feedback: 		

Section 1. Course Overview and Introduction (8 objectives)		
Instructor gives a thorough description of the course, as well as introducing students to the course.		
Objectives	Example	Rating
1.1 Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.	<p>Welcome message or materials introducing course structure/ components is highly recommended.</p> <ul style="list-style-type: none"> • Is there a “start here” or “welcome” link? • Is there a course tour or overview? • Are there clear statements for students about how to begin coursework? 	3
<p>Feedback: Module 0 “Getting Started Guide” serves as the “welcome link” by letting students know what is expected of them and by providing specific step-by-step instructions for accessing the course.</p>		
1.2 Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information, brief biographical information, and a picture of the instructor.	Instructor introduces him/herself to the class and provides more than one way to be contacted such as email, phone, and/or office hours (in-person and/or online).	2
<p>Feedback: Instructor provides both email and phone contact information but nothing about her availability. Online office hour(s) should be announced, even if they’re only by appointment. The photo is both warm and professional, but the biographical information is limited to her credentials, her teaching experience and her teaching philosophy. She will give the impression of being more approachable and “human” if she provides a little bit of personal information, for example how she came to be interested in this subject matter or what some of her other interests are besides this subject. Students want to know who their instructor is, not just what she has done academically. Finally, the introduction to the instructor should come first, not following the instructions for navigating the course. The first thing students want to know is who their instructor is, as she is their first connection to the course. They should not have to look for that information.</p>		
1.3 Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.	Instructor introduces the purpose of the course, the course format (online/blended), and any prerequisite knowledge required.	1
<p>Feedback: The “Read: Getting Started” link provides to a “Start Here” document that appears to include the purpose of the course but then refers the student to the syllabus. This document is an unnecessary complication to the course. I suggest that the majority of the information be incorporated into the syllabus, especially items that simply refer the student to the syllabus. (Other items, such as the invitation for students to introduce themselves, should be included as a direct link in the module.) This additional information will lengthen the syllabus, but incorporating it will help the students understand that the syllabus is a crucial reference document</p>		

<p>that they need to take seriously. To ensure that students read the syllabus in its entirety, I suggest a for-credit quiz on its contents.</p>		
<p>1.4 Online etiquette expectations for various forms of course communication and dialog (e.g., chat, "hangout," email, online discussion) are presented and clear to the student.</p>	<p>Rules of conduct may include use of the language and formatting. See further at Netiquette: Make it Part of Your Syllabus</p>	<p>2</p>
<p>Feedback: The recommendations for online etiquette are adequate but belong in the syllabus, not in a "Getting Started" document. The syllabus needs to be the students' getting started document. I also suggest including a statement of consequences for students who violate the rules of online etiquette.</p>		
<p>1.5 Academic integrity or "code of ethics" is defined. Related institutional policies for students to adhere are clearly stated and/or links to those policies (e.g., online catalog; institution web page) is provided.</p>	<p>Policies typically include cheating, plagiarism, and copyright. Instructor may also provide sample work that demonstrates plagiarism. It is important to include any links to campus policies.</p>	<p>3</p>
<p>Feedback: The syllabus includes an adequate section on academic integrity that refers to the student to the ENMU-Ruidoso Student Handbook. This is standard, acceptable practice.</p>		
<p>1.6 A list of technical competencies necessary for course completion is provided, identifying and delineating the role/extent the online environment plays in the total course.</p>	<p>Technical competencies may include the use of Learning Management System, downloading and uploading, file management/sharing, communications tools, collaboration tools, discipline-specific software or hardware. In addition, instructors may want to point students to the CSU Stanislaus Online Readiness Self-Assessment.</p>	<p>2</p>
<p>Feedback: Minimum technical requirements and basic skills for success are included in the "Getting Started" document. These should be moved to the syllabus. Try to reduce the number of places students have to look in order to find information. It is standard practice to include tech and basic skill requirements in the syllabus.</p>		
<p>1.7 Instructor provides samples of student work and provides opportunity to students to ask questions.</p>	<p>Instructor can do a mock exercise, show an example of an assignment, discuss readings, and review projects.</p>	<p>0</p>
<p>Feedback: I find no examples of student work or of any mock exercises. Adding one or both will help students feel more confident as they begin the course.</p>		
<p>1.8 Instructor asks students to share their own learning goals.</p>	<p>Instructor encourages students to share why they take the course, and asks about the relevancy of the course to their academic degree, daily life, and potential careers.</p>	<p>1</p>
<p>Feedback: This information should be included in the "Introduce Yourself" instructions. There is no point in having students introduce themselves without including their learning goals, their purpose for taking the course, etc.</p>		

Section 2. Assessment of Student Learning (6 objectives)

Student Evaluation and Assessment refers to the process used to gather evidence of the achievement of the Student Learning Objectives/Outcomes (SLOs). *We strongly recommend that instructors contact the Office of Academic Assessment for assistance and information about this section.*

Objectives	Example	Rating
<p>2.1 All Student Learning Objectives/Outcomes (SLOs) are specific, well-defined, and measurable.</p>	<p>Learning Objectives are measurable and observable, e.g. define, apply, synthesize in Bloom's Taxonomy. Note: If your course level objectives are mandated and not measurable, then module or weekly level objectives should be measurable and support course level objectives.</p>	<p>3</p>
<p>Feedback: All SLOs and module learning objectives are measurable and observable, using varying levels of the goals listed in Bloom's Taxonomy.</p>		
<p>2.2 Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.</p>	<p>Instructor provides late submission policy and scale, weights of respective assignments, and the corresponding letter grade if scores are accumulated at the end.</p>	<p>3</p>
<p>Feedback: Grading policies are clearly defined in the syllabus and in the grading rubrics. Grade equivalencies are provided. A late submission policy is clearly stated.</p>		
<p>2.3 The learning activities (including the assignments and ungraded activities) promote the achievement of the SLOs.</p>	<p>Instructors explain how learning activities such as assignments or discussions contribute to the achievement of the stated SLOs. E.g., A quiz asking students to identify and label body parts would align with an objective such as "Students will be able to identify and label body parts of a human female". A forum having students talk about various body parts, would not align with the objective.</p>	<p>2</p>
<p>Feedback: All learning activities promote the achievement of the SLOs, with the exception of the fact that two important topics are missing: Infant physical development, a foundational topic for all future development of the individual, is omitted. Death and dying, the final stage of life, is also omitted. Thus SLO number 2 on the syllabus ("Describe how <u>biological</u>, social, and psychological development processes impact individuals <u>across the lifespan</u>") is not fully addressed. All learning activities contribute to the achievement of the stated SLOs and module objectives.</p>		
<p>2.4 The assessment instruments (e.g., rubrics, grading sheets) are detailed and appropriate to the student work and respective outcomes being assessed. This</p>	<p>There are multiple ways for students to demonstrate competence or mastery. E.g., research project, paper, tests, presentations, or multimedia projects. Students are not just graded for online participation but the quality of their</p>	<p>3</p>

<p>includes assessing modes of online participation and contributions.</p>	<p>participation and contributions. A clear articulation of requirements to be successful at the assignment must be present.</p>	
<p>Feedback: All assessment instruments are appropriate to the respective outcomes being assessed. Online “MyPsychLab” assignments and quizzes are directly connected to the respective textbook readings. Other activities include online discussion forums and other written assignments, videos, and application of course concepts.</p>		
<p>2.5 Throughout the semester, instructor provides multiple opportunities to give feedback on students learning and to help students “self-check” their learning.</p>	<p>Activities may include but not limited to blogs for reflection, peer review, practice test and draft of term paper, module summary. Instructor effectively uses Learning Management System gradebook (or similar) for timely quantitative and qualitative feedback</p>	<p>2</p>
<p>Feedback: Instructors can provide feedback to students’ discussion and writing assignments. I do not have access to the “MyPsychLab” assignments so I am unable to determine if they allow students to self-check their learning. Otherwise, I do not see any opportunities for them to do so. I do not know how the instructor intends to use the Blackboard gradebook, but grades are promised to be returned within one week.</p>		
<p>2.6 Throughout the semester, instructor provides multiple opportunities to solicit feedback from their students about their learning and on the course for the improvement of the course.</p>	<p>Instructor may consider the use of surveys, discussion forums, or item analyses to collect feedback or attitudinal data (that goes beyond student learning outcomes) on the effectiveness or difficulty of the resources and activities (e.g., “Muddiest Point”), or item analysis of test questions in order to improve the course in the future.</p>	<p>0</p>
<p>Feedback: I do not see any indication that the instructor provides any opportunities to solicit feedback from students. Discussion forums are related to course concepts. I suggest a weekly private journal writing to the instructor from the student, in which the student is encouraged to talk about how he or she is doing in the course, to ask questions and request clarification, and to assess the current module itself. This personal and private interaction also helps the student feel more visible to the instructor and therefore more connected to the class.</p>		

Section 3. Instructional Materials and Resources (6 objectives) Addresses the variety of materials and material formats the instructor has chosen to present course content and enable students to meet relevant learning outcomes and, when possible, the affordability of chosen course materials.		
Objectives	Example	Rating
3.1 Instructor provides students with adequate time and notice to acquire course materials.	Instructor includes instruction in the syllabus or elsewhere in the course as to acquire course materials including textbooks, and other types of external resources. This information is released to students prior (emails, or announcements) to the course start.	?
Feedback: There is no way for me to fully evaluate this objective, so I have not provided a rating or feedback. Also, the statement "Instructor includes instruction in the syllabus or elsewhere in the course as to acquire course materials . . ." could mean either what course materials to acquire or where to acquire them. The syllabus provides the former information but not the latter. I have no way of knowing when the information, if available, would be released.		
3.2 Syllabus lists whether textbooks and materials are required or recommended.	Instructor separates the materials and labels them as either required or recommended.	3
Feedback: All materials are clearly labeled as being required.		
3.3 Instructor articulates the purpose of all materials as to how they are related to the course and module learning objectives.	For required and recommended materials, there are brief statements as to the value/purpose in meeting student learning objectives/outcome(s). If external links/websites are used, the links should be self-evident or a short description of the specific link needs to be provided instead of posting a general link for students to explore.	2
Feedback: I see a statement of purpose (specifically, application of course concepts) in the discussion and writing assignments, but nowhere else. However, all learning materials clearly support the module objectives.		
3.4 When possible, instructor provides options in terms of how students acquire course materials, including Open Educational Resources.	Course materials include both the Open Educational Resources (e.g. MERLOT) and external materials.	?
Feedback:		
3.5 There is a variety of instructional material types and perspectives, while not overly relying on one content type such as text.	Materials types include PowerPoint, videos, text. Multiple perspectives refer to different opinions from scholars in the field.	3
Feedback: Materials include a fairly even division of readings, videos, discussions, and writing assignments in all modules.		

<p>3.6 Modeling academic integrity, instructor appropriately cites all resources and materials used throughout the course.</p>	<p>These resources and materials include text, images, tables, videos, audio, and website. In addition to citation, when possible, direct link to the source may be provided.</p>	<p>NA</p>
---	---	-----------

Feedback: The course is centered on the textbook, as text, videos, and quizzes are all accessed via Pearson's MyPsychLab. I don't see additional material that would require citation.

<p>Section 4. Students Interaction and Community (Course Design) (7 objectives)</p>		
<p>Addresses (1) the opportunities students have to interact with the content, their peers, and their instructor, and (2) how well the course design encourages students to become active learners and contribute to the online course community.</p>		
Objectives	Example	Rating
<p>4.1 At the beginning of the course, instructor provides an opportunity to have students self-introduce to develop the sense of community.</p>	<p>Instructor may encourage students to post their pictures and share some personal information such as hobbies to build the community at the beginning. Example: Icebreaker forum, glossary posts, or a blog.</p>	<p>3</p>
<p>Feedback: There is an invitation to students to introduce themselves in the "Start Here" document. As I suggested earlier, this should be a direct link in the module.</p>		
<p>4.2 Instructor provides the information about being a successful online learner/student.</p>	<p>Instructor provides a self-assessment for students to identify their readiness for learning online and learning strategies or provides a link to an online readiness survey such as the Online Readiness Self-Assessment from CSU Stanislaus.</p>	<p>3</p>
<p>Feedback: In Module 0, the instructor provides is comprehensive list of actions students should take in order to be successful in their online course.</p>		
<p>4.3 Navigation throughout the online components of the course is logical, consistent, and efficient.</p>	<p>Discussions are organized in clearly defined forums, threads, or communities. The course carries consistent structure for across modules.</p>	<p>3</p>
<p>Feedback: Navigation is thoroughly explained and the course is laid out is a clearly labeled, easy-to-follow format. The format is consistent from module to module.</p>		
<p>4.4 Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement.</p>	<p>If group work required, a statement of the task is provided, with clear and concise outcomes that are appropriate and reasonable. Rules for forming groups, assigning roles, benchmarks and expectations of group participants clearly stated.</p>	<p>3</p>
<p>Feedback: Each week includes a discussion forum that by definition encourages peer-to-peer engagement.</p>		

<p>4.5 The modes and requirements for student interaction are clearly communicated.</p>	<p>Requirements for participation (e.g., frequency, length, timeliness) are included in the syllabus and/or in the description of the assignment in within the module.</p>	<p>3</p>
<p>Feedback: The purpose of and requirements of each discussion are clearly stated.</p>		
<p>4.6 Instructor clearly explains his or her role regarding participation in the online environment. Instructor participates and manages, yet lets students take reasonable ownership.</p>	<p>Instructor works to keep students on task/topic with their online discussions. Instructor may offer prompts to refocus students to the task at hand or there may be the desired effect simply by them engaging with the discussion group.</p>	<p>N/A</p>
<p>Feedback: I cannot evaluate this information based on only the course shell.</p>		
<p>4.7 The course learning activities help students understand fundamental concepts, and build skills useful outside of the course.</p>	<p>Learning activities engage students in learning some basic concepts, but also give students opportunities to use higher level learning skills such as apply, analyze, etc, to make connections with real-world problem solving.</p>	<p>3</p>
<p>Feedback: The discussion forums and writing assignments give students an opportunity to analyze and apply course concepts.</p>		

Section 5. Facilitation and Instruction (Course Delivery) (8 objectives)

Addresses how well the instructor facilitates the course, communicates with students, engages students to be active learners, and reinforces the development of a sense of community among course participants.

Objectives	Example	Rating
<p>5.1 The instructor was helpful in identifying areas of agreement and disagreement on course topics.</p>	<p>Through moderation of course discussions, instructor presents areas where ideas or viewpoints differ. S/he uses differences as teachable moments, either resolving them based on hard data or acknowledging the respective viewpoints as valid.</p>	<p>?</p>
<p>Feedback: It is not possible to evaluate instructor moderation of course discussions when only the course shell is available.</p>		
<p>5.2 Instructor helps students understand importance of course topics and related outcomes</p>	<p>Instructor sequences and moderates content delivery and related activities while maintaining overall focus on meeting the stated learning objectives and outcomes.</p>	<p>?</p>
<p>Feedback: It is not possible to evaluate instructor moderation of course discussions when only the course shell is available.</p>		

<p>5.3 The instructor helps keep course participants engaged and participating in productive dialogues.</p>	<p>Instructor, as moderator, guides students who have gotten "off track" back to the tasks and related outcomes.</p>	<p>?</p>
<p>Feedback: It is not possible to evaluate instructor moderation of course discussions when only the course shell is available.</p>		
<p>5.4 Instructor encourages students to explore new concepts through the course experience.</p>	<p>Rather than limiting all students to the same traditional or narrow focus, instructor allows students latitude/choice around course topics. Note: The ability to do this varies by discipline and topic.</p>	<p>?</p>
<p>Feedback: It is not possible to evaluate instructor moderation of course discussions when only the course shell is available.</p>		
<p>5.5 The instructor helped to focus discussion on relevant issues.</p>	<p>None</p>	<p>?</p>
<p>Feedback: It is not possible to evaluate instructor moderation of course discussions when only the course shell is available.</p>		
<p>5.6 The instructor provides feedback in a timely fashion.</p>	<p>Instructor uses the Learning Management System efficiently to respond to student work submissions with scores and feedback related to strengths and/or weaknesses.</p>	<p>?</p>
<p>Feedback: It is not possible to evaluate instructor moderation of course discussions when only the course shell is available.</p>		
<p>5.7 Instructor sends communications about important goals and course topics as opportunities arise.</p>	<p>E.g., The instructor sends an announcement about a change of lecture focus and proper readings prior to class. The instructor may post a clarification on a common question about a topic.</p>	<p>?</p>
<p>Feedback: It is not possible to evaluate instructor moderation of course discussions when only the course shell is available.</p>		
<p>5.8 Instructor sends reminders of due dates and duration of respective modules, as well as other instructions to keep students on task.</p>	<p>Instructor enters all date ranges and due dates into the Learning Management System, and reminders are sent to students.</p>	<p>?</p>
<p>Feedback: It is not possible to evaluate instructor moderation of course discussions when only the course shell is available.</p>		

Section 6. Technology for Teaching and Learning (5 objectives)

<p>Addresses how well the instructor utilizes technology to effectively deliver course content, engage students in learning activities (individual, student-to-student, and instructor-to-student), and allow students to express themselves or demonstrate learning.</p>		
Objectives	Example	Rating
<p>6.1 The tools and media support the course learning objectives/outcomes.</p>	<p>Examples include use of videos or animation to demonstrate the process of photosynthesis.</p>	<p>3</p>
<p>Feedback: The course makes use of the media provided by Pearson via “MyPsychLab. These directly relate to the textbook readings.</p>		
<p>6.2 Instructor takes advantage of the current tools provided by the Learning Management System (or similar) to enhance learning.</p>	<p>The course uses a virtual classroom for synchronous web conferencing (e.g., chat, Zoom). The glossary tool is used to post important course terms. Group tools are used to enhance peer-to-peer engagement.</p>	<p>1</p>
<p>Feedback: Most of the work centers on Pearson’s “MyPsychLab” materials. Only the discussion forum takes advantage of a tool provided by Blackboard.</p>		
<p>6.3 Technological tools and resources used in the course enable student engagement and active learning.</p>	<p>Instructor uses collaborative software such as Google docs, wikis, or Zoom to work on group projects and/or SoftChalk to engage students in mediated learning.</p>	<p>3</p>
<p>Feedback: The Pearson materials are designed to enable student engagement. Concepts are brought to life in the videos that accompany the readings; discussions and writing assignments invite students to analyze and apply those concepts.</p>		
<p>6.4 Instructor provides clear information regarding access to the technology and related resources required in the course.</p>	<p>Instructor provides information about where and how to acquire and use the technologies. For downloads, instructor provides direct links. Any costs are specified up-front. Tutorials are provided on how to use the tool/technology.</p>	<p>3</p>
<p>Feedback: Students are told at the beginning of the course exactly how to access “MyPsychLab,” which is where the technology is located.</p>		
<p>6.5 Acceptable technological formats for assignment completion and submissions have been articulated.</p>	<p>Rather than limiting the acceptable format to one content or technology type, instructor is open to allowing students to meet objectives using multiple formats for assignment completion such as word processing, electronic poster creation, multimedia artifact, or combination of these (mash-up).</p>	<p>0</p>
<p>Feedback: Multiple formats for assignment completion are not addressed in this course.</p>		

Section 7. Learner Support and Resources (4 objectives)

Addresses the program, academic, and/or technical resources available to learners. Though instructors may not play the direct support role, they should be aware of potential issues and promote what is available to support students.

Objectives	Example	Rating
<p>7.1 Instructor states her or his role in the support process.</p>	<p>Though some of the support necessary may fall outside of the instructor role or expertise, instructors can advocate for students to avail themselves of related support services.</p>	<p>0</p>
<p>Feedback: Accessibility policies and academic support services are listed on the “Get Started” document (again, these should be in the syllabus) but the instructor’s role in the support process is not addressed.</p>		
<p>7.2 The course syllabus (or related) lists and/or links to a clear explanation of the technical support provided by the campus and suggestions as to when and how students should access it.</p>	<p>Technical support may mean the Information Technology (IT) help desk where students would seek assistance when they have technical problems with the Learning Management System.</p>	<p>2</p>
<p>Feedback: This information is included online, but it is hard to find. The instructor needs to point out that there are different sources of support for Blackboard and for Pearson. Blackboard support can be accessed via the Blackboard “Help” link in the list on the left side of the page, while Pearson help is accessed via the MyPsychLab Getting Started guide. This information should be related to students in Module 0. Information about Blackboard support is included in the “Get Started” document, but again, it should be pointed out on Blackboard.</p>		
<p>7.3 Course syllabus (or related) provides an introduction to campus academic (non-technical) support services and resources available to support students in achieving their educational goals. E.g., Disability Support Services, Writing Center, Tutoring Center).</p>	<p>Academic support services may include but not limited to the Library, writing center, online tutoring service. Resources may include online orientation for new students, successful learning strategies for online learners, Lynda.com training videos.</p>	<p>2</p>
<p>Feedback: Accessibility policies and academic support services are listed on the “Get Started” document but belong in the syllabus. Writing Center, Tutoring Center are not addressed but should be.</p>		
<p>7.4 Course syllabus (or related) provides information regarding how the institution's student support (non-academic, non-technical) services and resources (E.g., advising, mentoring) can help students succeed and how they can use these services.</p>	<p>Such services usually include but not limited to online registration, advising and counseling.</p>	<p>1</p>
<p>Feedback: Contact information is available in the syllabus for Accessibility policies and Academic Support, but there is virtually no information about what they can do for the student. Online registration, and advising and counseling are not included.</p>		

Section 8. Accessibility and Universal Design (7 objectives)		
Addresses the course's adherence to accessibility and universal design principles that are critical to some learners but that benefit all learners. NOTE: We strongly recommend that instructors contact their campus disability service center for assistance and information related to this section.		
Objectives	Example	Rating
8.1 Syllabus (or similar) links to the campus accessible policy, whether it is required or recommended that instructors do so.	See Iowa State University's Sample Syllabus Statements Regarding Disabilities for a list of sample syllabus statements regarding accommodations or support for students with disabilities.	2
Feedback: The "Get Started" document includes those links. Again, they should be in the syllabus.		
8.2 Instructor articulated how s/he proactively supports a wide range of learning styles and abilities of all students, as opposed to just making reactive accommodations for those with registered disabilities. Note: This support does not entail sacrificing academic rigor or student learning outcomes. The goal is supporting the needs of all learners as opposed to having an inflexible teaching and learning process.	See EnACT's UDL-Universe: A Comprehensive Faculty Development Guide for how to state proactive support for all students in a syllabus.	0
Feedback: Such a statement is not included.		
8.3 Students are given accessibility information and policies related to the online course environment.	Instructor provides the campus ADA compliance statement and the Learning Management System accessibility statement and/or provides a link to the institution's disability services and Learning Management System accessibility information. (E.g., Moodle Access Statement)	2
Feedback: The ADA compliance statement is included in the syllabus but there is nothing specifically related to LMS accessibility.		

<p>8.4 Students can clearly ascertain the role of the instructor in providing support for those officially registered with the campus disability services office.</p>	<p>Instructor includes information from Services for Students with Disabilities to address working with students with disabilities.</p>	<p>0</p>
<p>Feedback: No such statement is included.</p>		
<p>8.5 Course materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.</p>	<p>Text formatting and document organization, navigation and links, images and graphics, tables, and background and colors accommodate assistive technology. (e.g., the link to take a quiz says, "Take Quiz 1," NOT "Click Here". Images and graphics have Alternate Text Tags. File formats including audio and video, Word, PowerPoint, and PDF are all accessible. (e.g., videos are captioned or a text script is provided.)</p>	<p>3</p>
<p>Feedback: In general, course materials are in formats that are accessible to students with disabilities.</p>		
<p>8.6 All tools used within learning management system or that are third-party are accessible and assistive technology ready.</p>	<p>Tools may include but not limited to virtual classroom and plug-ins such as Studymate Class, Web 2.0 social networking technologies (wiki, twitter, and more). Some of these tools may not be completely accessible. Versions, such as, EasyChirp (Twitter) and EasySlideshare (Slideshare) have significant accessibility enhancements. Check with your instructional development team when needed.</p>	<p>N/A</p>
<p>Feedback: I am not able to evaluate this issue in the course shell. I see no plug-ins.</p>		
<p>8.7 If accessibility of a particular course resource or activity is not practicable, instructor provides an equally effective accessible alternative for students.</p>	<p>None</p>	<p>N/A</p>
<p>Feedback: I am not able to evaluate this issue in the course shell.</p>		

Section 9. Course Summary and Wrap-up (3 objectives)

Addresses the opportunities students are given to summarize the semester, establish the connection between this course and other courses, and prepare to start the next phase of their program/progress.		
Objectives	Example	Rating
9.1 Instructor provides students opportunities to ask questions as a form of closure and to foster insight into accomplishments.	Instructor uses discussion threads to ask students (1) if they have any questions and (2) to reflect on their progress toward their learning objectives and outcomes.	N/A
Feedback: I am not able to evaluate this issue in the course shell.		
9.2 Instructor provides students with feedback about their overall learning and progress and their experiences of the term.	Instructor includes specific, summative feedback on student learning across the term (semester or quarter).	N/A
Feedback: I am not able to evaluate this issue in the course shell.		
9.3 Instructor provides opportunities for students to reflect on their learning and connect their individual learning goals with the expectations (stated learning objectives and outcomes) of the instructor.	Instructor asks students questions to compare what they can do now, having met the student learning objectives, with what they could do prior to taking the course.	N/A
Feedback: I am not able to evaluate this issue in the course shell.		

Section 10. Mobile Design Readiness (optional) (4 objectives)

As students increasingly rely on mobile phones and tablets to access and interact with course content, it is important to be aware of a few factors that can make the experience more successful for students. This does not mean that all course components (e.g., online exams) must be tailored toward mobile device usage. However, general course resources (text, audio, video) should be mobile-friendly.

Objectives	Example	Rating
10.1 Course content was easy to read on multiple platforms such as PCs, tablets, and smartphones.	<ul style="list-style-type: none"> Instructor avoided the use of pop-up screens, moving text, large images, and long headings/labels for general course content on main pages. 	N/A

	<ul style="list-style-type: none"> • Content did not require excessive scrolling (especially horizontal scrolling) to view. • Images and text in main content body adjusted automatically to the width of viewer screens or were maximum 600px in length. • Smaller images that allowed content to load quickly were used to convey essential information. • Images formats were .jpg, .png, or .gif. • Text was clear and labels were short. • Fonts were large enough to be read easily – at least 14 pt. • Content items normally clickable with a mouse were also tappable. 	
<p>Feedback: I am not able to evaluate this issue in the course shell.</p>		
<p>10.2 Audio and video content displayed easily on multiple platforms such as PCs, tablets, and smartphones</p>	<ul style="list-style-type: none"> • Audio and video clips were each 15 minutes or less. • Audio/video content was in a mobile-friendly format such as MP3 or MP4 or was linked to YouTube. • Video resolution was 480x320 for phones and 640x480 for tablets. Video presets allowed for use on mobile platforms. 	<p>N/A</p>
<p>Feedback: I am not able to evaluate this issue in the course shell.</p>		
<p>10.3 The number of steps users had to take in order to reach primary content was minimized.</p>	<p>Primary course content, activities, and assessments were at most two clicks away from the course landing page.</p>	<p>3</p>
<p>Feedback: Primary course content, activities, and assessments were no more than two clicks away from the course landing page, once Pearson access is established.</p>		
<p>10.4 The visibility of content not directly applicable to student learning outcomes was minimized.</p>	<p>Supplemental resources and optional content were clearly labeled as such and placed at the bottom of course pages.</p>	<p>N/A</p>

Feedback: I don't see any such material in this course.

Post-Review Comment from Instructor: This course was developed using instructional materials from Pearson. Some content was not accessible by the third-party reviewer because of the proprietary nature of the materials. Reviewer feedback may reflect this constraint.

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

Although the authoring institution of this educational resource has made every effort to ensure that the information presented is correct, the institution assumes no liability to any party for any loss, damage, or disruption caused by errors or omissions.

Except where otherwise noted, this work by SUN PATH Consortium is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, click on the following link: [Creative Commons License 4.0.](#)

