

## SME REPORT

**Course Reviewed:** FST 1200

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

**Completed:** May 10, 2018

**Submitted To:** Lorain Community College

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

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

**SUMMARY:** In general, this course has excellent information in food safety. Students should be able to earn a HACCP certification after taking this course. However there are major issues with design and presentation of the content. For example, the lack of lesson objectives and connection with course content, the text-heavy layout of the PowerPoint presentation, and excessive supplementary reading which is likely to lead to less student engagement. Other concerns are mentioned in the comments section of the rubrics below.

### MATERIALS SUBMITTED FOR WEEK 1

**Table 1.** Review rubric for **syllabus**. Reviewed on May 8, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

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

1.22 Brief outline of instructor teaching philosophy that guides instructor’s teaching practice is included			X
1.23 Information about pertinent academic policies, including academic integrity, accommodating student disabilities, feedback, and class attendance is provided			X
<p><b>Comments:</b></p> <p>1.11 Class location was not included. Please add a title for this course.</p> <p>1.15 Syllabus is written in the traditional teacher-oriented tone. You may consider reworking to include a friendly welcome and integrate first-person words such as “you” and “I” and “we” as much as possible</p> <p>1.19 I suggest that you make it clear in the syllabus the link between the given assessments and learning outcomes.</p> <p>1.20 Assign points to the different assessments you have so students will know how they will be graded.</p> <p>1.21 Add grading criteria or link to where it is located in the course</p> <p>1.22 A brief outline of your teaching philosophy and values will provide students with more information about you, and will make them better aware of the rationale behind your strategies and expectations for them</p> <p>1.23 Including academic and other relevant policies may not only be required by your department but will be helpful in providing students with information that will help to improve their success.</p>			

**Table 2.** Review rubric for **course objectives** in the syllabus. Reviewed on May 8, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
2.11 Each learning objective is distinct from the others			X
2.12 Objectives utilize active verbs that can be measured		X	
2.13 Objectives are presented in a manner that learners will clearly know what they will be competent to do by the end of the course			X
2.14 Objectives demonstrate various levels of skills on the Bloom’s Taxonomy of educational objectives	X		
2.15 Course objectives are relevant to employers in the food industry		X	
2.16 Course objectives represent no less than the minimum level of knowledge and skills that students will need to have to provide entry-level leadership in the food industry	X		
<p><b>Comments:</b></p> <p>2.11 The first and the fifth learning objectives ask for definitions. However the latter is not specific, it simply says “know definitions”</p> <p>2.12 Reframe the first, fourth and fifth objectives to address what students should be able to do rather than focusing on what they should know.</p>			

**Table 3.** Review rubric for **supplementary reading**. Articles include “A century of ensuring safe foods and cosmetics”, “The story behind China’s tainted milk scandal”, and “2008 milk scandal: A new twist in China’s toxic tale”. Reviewed on May 8, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
3.11 Students are informed on how this reading links to the overall course objectives			X
3.12 Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
3.13 Supplementary reading contains accurate and high-quality content	X		
3.14 The content is appropriate for the level of the learner	X		
3.15 Source of content is cited with an appropriate citation style or is a direct link			X
3.16 At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
3.17 This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<p><b>Comments:</b></p> <p>3.11 Link to course objectives</p> <p>3.12 Add lesson objectives</p> <p>3.15 Use an appropriate citation style for article on “A century of ensuring safe foods and cosmetics”. Otherwise, link directly to source</p> <p>3.16 Link to assessment</p> <p><b>General comment:</b> I suggest reducing the number of additional readings, unless you link them to specific assessments. If you need to provide this additional information, I suggest using other forms such as video, audio and discussion to promote engagement</p>			

**Table 4.** Review rubric for **PowerPoint presentation on “Introduction to hazard analysis and critical control points system”**. Reviewed on May 8, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
4.11 Students are informed on how this presentation links to the overall course objectives			X
4.12 Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
4.13 PowerPoint contains accurate and high-quality content	X		
4.14 PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X

<b>4.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>4.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>4.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>4.11</b> Link to course objectives  <b>4.12</b> Add lesson objectives  <b>4.16</b> Link to assessment  <b>4.17</b> Great information but you may have to present this lecture over two sessions rather than one since it appears to have more information and potential discussion points than you can adequately cover in one session.			

**Table 5.** Review rubric for **PowerPoint presentation on “Basic research paper on GMP’s PRP’s, and SSOP’s”**. Reviewed on May 8, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>5.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>5.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>5.13</b> PowerPoint contains accurate and high-quality content		X	
<b>5.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>4.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>5.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>5.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry		X	
<b>Comments:</b> <b>5.11</b> Link to course objectives  <b>5.12</b> Add lesson objectives			

**General Comment:** It appears that this is not a typical class lecture as suggested in the course but a presentation to describe how a particular assignment should be done. You may want to re-consider if it is the best use of the student and instructor’s time to dedicate an entire lecture to discussing an assessment requirement.

**Table 6.** Review rubric for “Melamine” discussion assessment. Reviewed on May 7, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
6.11 Students are informed on the course and/or lesson objectives to be measured in this assessment			X
6.12 The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson		X	
6.13 The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)			X
<p><b>Comments:</b></p> <p>6.11 Link to learning outcomes</p> <p>6.12 Link to learning outcomes</p> <p>6.13 I suggest adding a rubric to this assessment. Students would like to know for example, do you have a minimum word count? What if some students give you a single sentence response while others provide an insightful and well-researched paragraph? Would they value the same? Are student’s required to reply to posts by their peers? Do you also have grading criteria for these replies?</p>			

MATERIALS SUBMITTED FOR WEEK 2

**Table 7.** Review rubric for supplementary reading. Articles include “GMP facility design checklist” and “Model SSOP”. Reviewed on May 8, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

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

<b>7.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>7.11</b> Link to course objectives			
<b>7.12</b> Add lesson objectives			
<b>7.15</b> Please provide reference for articles, and in appropriate citation style			
<b>7.16</b> Link to assessment			

**Table 8.** Review rubric for **PowerPoint presentation on “Prerequisites to HACCP and SSOPs”**. Reviewed on May 8, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>8.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>8.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>8.13</b> PowerPoint contains accurate and high-quality content	X		
<b>8.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>8.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>8.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>8.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>8.11</b> Link to course objectives			
<b>8.12</b> Add lesson objectives			
<b>8.16</b> Add assessments			

**Table 9.** Review rubric for research paper assessment on **“GMPs, PRPs and SSOPs”**. Reviewed on May 8, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
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9.11 Students are informed on the course and/or lesson objectives to be measured in this assessment			X
9.12 The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
9.13 The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)			X
<p><b>Comments:</b></p> <p>9.11 Link to learning outcomes</p> <p>9.12 Link to learning outcomes</p> <p>9.13 Students would benefit more by being informed on at least how many references you are expecting. Based on the rubric I assume the number is at least three which may or may not include the textbook and FDA cGMP website. Please make this more explicit.</p> <p>At least how many examples are you expecting for cGMPs, PRPs and SSOPs? As the rubric stands, the student who gives two examples of each will be due the same grade as the one who gives 10.</p> <p>You asked for 2 or 3 pages but I notice that according to the rubric the student that produce 2 pages only, "meet expectations" while the student that submits 3 pages "exceed expectations". This should be corrected so that if students give you what you ask for (2 or 3 pages), they get the maximum points.</p> <p><b>General Comment:</b> Students would benefit more from this exercise if they actually visited a facility to complete a mock audit. The video will limit how much they will be able to gain from this valuable exercise.</p> <p>Please note that the table columns in the assessment rubric are not properly aligned, which is very distracting to the reader.</p>			

### MATERIALS SUBMITTED FOR WEEK 3

**Table 10.** Review rubric for **supplementary videos**. Videos include **"Foodborne illness: What problem?"** and **GenomeTrakr: Transforming food safety"**. Reviewed on May 8, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
10.11 Students are informed on how this video links to the overall course objectives			X
10.12 Students are informed on specific lesson objectives to be achieved as a result of watching this video			X
10.13 Video presentation contains accurate and high-quality content	X		
10.14 The content is appropriate for the level of the learner	X		

<b>10.15</b> At the end of watching the video, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>10.16</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>10.11</b> Link to course objectives			
<b>10.12</b> Add lesson objectives			
<b>10.15</b> Link to assessment			

**Table 11.** Review rubric for PowerPoint presentation on “Prerequisites to HACCP and SSOPs”.

Reviewed on May 8, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>11.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>11.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>11.13</b> PowerPoint contains accurate and high-quality content		X	
<b>11.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>11.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)		X	
<b>11.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>11.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>11.11</b> Link to course objectives			
<b>11.12</b> Add lesson objectives			
<b>11.13</b> Please update slide 3 to reflect that molds are biological hazards due to production of mycotoxins			
<b>11.16</b> Add assessments			
<b>General Comment:</b> Excellent content. Note that this lecture can be more realistically delivered in at least two fifty-minute class sessions rather than trying to cover everything at once.			



**Table 12.** Review rubric for PowerPoint presentation on “Outbreak investigation”. Reviewed on May 8, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

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

**Table 13.** Review rubric for laboratory exercise on “CHARM testing for SSOP verification”. Reviewed on May 8, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
13.11 Students are informed on how this lab links to the overall course objectives			X
13.12 Students are informed on specific lesson objectives to be achieved as a result of doing this lab	X		
13.13 A background/introduction to the lab is given that clearly articulates the food science principles to be learned		X	
13.14 The lab materials and methods are presented in a clear manner, enabling students to comprehend and follow procedures independently		X	
13.15 Appropriate assessment questions are given at the end of the lab to ensure that learning objectives are met		X	
13.16 The lab can be completed within a reasonable time as set in the syllabus (2 hours)	X		
13.17 This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		

**Comments:**

**13.13** Providing background information on how the CHARM system operates would be helpful. Including a video demonstration that students are able to watch before the lab will help to better prepare them for the actual lab.

**MATERIALS SUBMITTED FOR WEEK 4**

**Table 14.** Review rubric for **supplementary reading**. Articles include “**Chemical hazards produced during food processing**”, “**Ohio company recalls 7 tons of barbecued beef for rubber**”, and “**OSHA Brief: Hazard communication standard – Safety data sheets**”. Reviewed on May 8, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>14.11</b> Students are informed on how this reading links to the overall course objectives			X
<b>14.12</b> Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
<b>14.13</b> Supplementary reading contains accurate and high-quality content		X	
<b>14.14</b> The content is appropriate for the level of the learner	X		
<b>14.15</b> Source of content is cited with an appropriate citation style or is a direct link			X
<b>14.16</b> At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>14.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>14.11</b> Link to course objectives  <b>14.12</b> Add lesson objectives  <b>14.13</b> The “chemical hazards produced during food processing” article should be expanded to also include two other common chemicals. That is, cleaners/sanitizers, and pesticides.  <b>14.15</b> Use an appropriate citation style for article on “chemical hazards produced during food processing”. Otherwise, link directly to source  <b>14.16</b> Link to assessment			

**Table 15.** Review rubric for **PowerPoint presentation on “Chemical hazards and controls”**. Reviewed on May 8, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>15.11</b> Students are informed on how this presentation links to the overall course objectives		X	

<b>15.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>15.13</b> PowerPoint contains accurate and high-quality content		X	
<b>15.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>15.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>15.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>15.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>15.11</b> Link to course objectives			
<b>15.12</b> Add lesson objectives			
<b>15.16</b> Add assessments			

**Table 16.** Review rubric for **PowerPoint presentation on “Physical hazards and controls”**. Reviewed on May 8, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>16.11</b> Students are informed on how this presentation links to the overall course objectives		X	
<b>16.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>16.13</b> PowerPoint contains accurate and high-quality content		X	
<b>16.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>16.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>16.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>16.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>16.11</b> Link to course objectives			
<b>16.12</b> Add lesson objectives			

**16.16** Add assessments

**Table 17.** Review rubric for PowerPoint presentation on “The globally harmonized system of classification and labelling chemicals”. Reviewed on May 8, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>17.11</b> Students are informed on how this presentation links to the overall course objectives		X	
<b>17.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>17.13</b> PowerPoint contains accurate and high-quality content		X	
<b>17.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>17.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>17.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>17.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>17.11</b> Link to course objectives			
<b>17.12</b> Add lesson objectives			
<b>17.16</b> Add assessments			

**Table 18.** Review rubric for PowerPoint presentation on “Safety data sheets”. Reviewed on May 8, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>18.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>18.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>18.13</b> PowerPoint contains accurate and high-quality content		X	
<b>18.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X

<b>18.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>18.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>18.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>18.11</b> Link to course objectives			
<b>18.12</b> Add lesson objectives			
<b>18.16</b> Add assessments			

**Table 19.** Review rubric for **laboratory exercise on “Use of mechanical means (sieves) for foreign material control”**. Reviewed on May 8, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>19.11</b> Students are informed on how this lab links to the overall course objectives			X
<b>19.12</b> Students are informed on specific lesson objectives to be achieved as a result of doing this lab	X		
<b>19.13</b> A background/introduction to the lab is given that clearly articulates the food science principles to be learned			X
<b>19.14</b> The lab materials and methods are presented in a clear manner, enabling students to comprehend and follow procedures independently		X	
<b>19.15</b> Appropriate assessment questions are given at the end of the lab to ensure that learning objectives are met		X	
<b>19.16</b> The lab can be completed within a reasonable time as set in the syllabus (2 hours)	X		
<b>19.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>19.13</b> In order to better support your objectives, the background principles should focus more on sieves as a means of removing contaminants. However, as part of the lab questions, students could be asked to research and report other methods that are used to remove physical hazards.			
<b>19.14</b> You did not say what the contaminants are. It seems as if you are calling the material that stays on the sieve the “contaminant”. The way I envision this lab is having students sieve flour containing different levels of a physical contaminant(s) e.g. salt, sugar and/or barley seeds. After sieving, the students would then determine which sieve removed what type of contaminant and what percentage was removed. This approach would be more in line with your lab objectives.			

MATERIALS SUBMITTED FOR WEEK 5

**Table 20.** Review rubric for **supplementary reading**. Articles include “**FDA’s HACCP appendix example of a flow diagram**”. Reviewed on May 9, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
20.11 Students are informed on how this reading links to the overall course objectives			X
20.12 Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
20.13 Supplementary reading contains accurate and high-quality content		X	
20.14 The content is appropriate for the level of the learner	X		
20.15 Source of content is cited with an appropriate citation style or is a direct link			X
20.16 At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
20.17 This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
20.11 Link to course objectives			
20.12 Add lesson objectives			
20.13 I suggest providing multiple example instead of just one since food processes are so diverse.			
20.15 Use an appropriate citation style or link directly to source			
20.16 Link to assessment			

**Table 21.** Review rubric for **PowerPoint presentation on “Initial tasks in developing HACCP plans”**. Reviewed on May 9, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

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

<b>21.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>21.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>21.11</b> Link to course objectives  <b>21.12</b> Add lesson objectives  <b>21.13</b> There is a HACCP form associated with describing the food and its distribution and intended use. I suggest that you provide an example of this form so that students will have a better understanding of how to document this information  <b>21.16</b> Add assessments			

**Table 22.** Review rubric for “Quiz - SDS” assessment. Reviewed on May 9, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>22.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>22.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>22.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)	X		
<b>Comments:</b> <b>22.11</b> Link to learning outcomes  <b>22.12</b> Link to learning outcomes  <b>22.13</b> Question 2 has two potential answers that could cause confusion. Both the first and the second answer for the question are plausible.			

MATERIALS SUBMITTED FOR WEEK 6

**Table 23.** Review rubric for **supplementary reading**. Articles include “**FDA’s HACCP Appendix C**”, **FDA’s HACCP Appendix D**”. Reviewed on May 9, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>23.11</b> Students are informed on how this reading links to the overall course objectives			X
<b>23.12</b> Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X
<b>23.13</b> Supplementary reading contains accurate and high-quality content	X		
<b>23.14</b> The content is appropriate for the level of the learner	X		
<b>23.15</b> Source of content is cited with an appropriate citation style or is a direct link			X
<b>23.16</b> At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned	X		
<b>23.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>23.11</b> Link to course objectives			
<b>23.12</b> Add lesson objectives			
<b>23.15</b> Use an appropriate citation style or link directly to source			

**Table 24.** Review rubric for **supplementary video on “Top tips for assessing ingredient risks and complying with FSMA”**. Reviewed on May 8, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

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



**Table 25.** Review rubric for PowerPoint presentation on “Hazard analysis”. Reviewed on May 9, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>25.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>25.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>25.13</b> PowerPoint contains accurate and high-quality content	X		
<b>25.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>25.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>25.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>25.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>25.11</b> Link to course objectives  <b>25.12</b> Add lesson objectives  <b>25.16</b> Add assessments			

**Table 26.** Review rubric for “Initial tasks for HACCP plan” assessment paper. Reviewed on May 9, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>26.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>26.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>26.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)		X	
<b>Comments:</b> <b>26.11</b> Link to learning outcomes  <b>26.12</b> Link to learning outcomes  <b>26.13</b> This is an excellent tool to build a food safety plan. However it is not clear on how students will be graded. For example, you said “the more details you add, the higher your grade”. This is not			

adequate in helping students know how to score maximum points. I suggest adding a rubric for this activity.

MATERIALS SUBMITTED FOR WEEK 7

**Table 27.** Review rubric for **supplementary video on “Food factory USA – Season 1, Episode 7: Easy Slider”**. Reviewed on May 9, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>27.11</b> Students are informed on how this video links to the overall course objectives			X
<b>27.12</b> Students are informed on specific lesson objectives to be achieved as a result of watching this video			X
<b>27.13</b> Video presentation contains accurate and high-quality content	X		
<b>27.14</b> The content is appropriate for the level of the learner	X		
<b>27.15</b> At the end of watching the video, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>27.16</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>27.11</b> Link to course objectives			
<b>27.12</b> Add lesson objectives			
<b>27.15</b> Link to assessment			

**Table 28.** Review rubric for **PowerPoint presentation on “Critical Control Points”**. Reviewed on May 9, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>28.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>28.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>28.13</b> PowerPoint contains accurate and high-quality content		X	
<b>28.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>28.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X

<b>28.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>28.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>28.11</b> Link to course objectives  <b>28.12</b> Add lesson objectives  <b>28.13</b> You indicated on slide 9 that each hazard has a CCP. Note however that not all hazards are controlled by a CCP. Some are controlled by prerequisite programs.  <b>28.16</b> Add assessments			

**Table 29.** Review rubric for “Quiz: Chapters 5, 6 and 7” assessment. Reviewed on May 9, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>29.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>29.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>29.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)		X	
<b>Comments:</b> <b>29.11</b> Link to learning outcomes  <b>29.12</b> Link to learning outcomes  <b>29.13</b> Question 1 and 5 has more than one correct answers			

#### MATERIALS SUBMITTED FOR WEEK 8

**Table 30.** Review rubric for “Midterm Exam” assessment. Reviewed on May 9, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>30.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>30.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X

<p><b>30.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)</p>		X	
<p><b>Comments:</b>  <b>30.11</b> Link to learning outcomes   <b>30.12</b> Link to learning outcomes   <b>30.13</b> Question 2 needs clarification. Perhaps there is a typo. Do you mean “conditions of improper controls”?   Typo in question 12. Remove the word “to”   There is a potential revision for question 43. The way it is phrased it appears to require a response of more than just one word. The single blank in the question suggest a one-word response.</p>			

MATERIALS SUBMITTED FOR **WEEK 9**

**Table 31.** Review rubric for **supplementary video on the “Agricultural Utilization Research Institute”**.  
Reviewed on May 9, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>31.11</b> Students are informed on how this video links to the overall course objectives			X
<b>31.12</b> Students are informed on specific lesson objectives to be achieved as a result of watching this video			X
<b>31.13</b> Video presentation contains accurate and high-quality content	X		
<b>31.14</b> The content is appropriate for the level of the learner	X		
<b>31.15</b> At the end of watching the video, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>31.16</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<p><b>Comments:</b>  <b>31.11</b> Link to course objectives   <b>31.12</b> Add lesson objectives   <b>31.15</b> Link to assessment</p>			

**Table 32.** Review rubric for PowerPoint presentation on “Critical Limits”. Reviewed on May 9, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>32.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>32.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>32.13</b> PowerPoint contains accurate and high-quality content	X		
<b>32.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>32.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>32.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>32.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>32.11</b> Link to course objectives  <b>32.12</b> Add lesson objectives  <b>32.16</b> Add assessments			

**Table 33.** Review rubric for “HACCP Principles 1 and 2” assessment paper. Reviewed on May 9, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>33.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>33.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>33.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)		X	
<b>Comments:</b> <b>33.11</b> Link to learning outcomes  <b>33.12</b> Link to learning outcomes  <b>33.13</b> Add rubric			

MATERIALS SUBMITTED FOR WEEK 10

**Table 34.** Review rubric for PowerPoint presentation on “Monitoring Critical Control Points”. Reviewed on May 9, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>34.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>34.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>34.13</b> PowerPoint contains accurate and high-quality content	X		
<b>34.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>34.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>34.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>34.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>34.11</b> Link to course objectives  <b>34.12</b> Add lesson objectives  <b>34.16</b> Add assessments			

**Table 35.** Review rubric for “Discussion: Critical Control Points” assessment. Reviewed on May 9, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>35.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>35.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>35.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)			X
<b>Comments:</b> <b>35.11</b> Link to learning outcomes  <b>35.12</b> Link to learning outcomes			

35.13 Add rubric

MATERIALS SUBMITTED FOR WEEK 11

**Table 36.** Review rubric for **supplementary reading**. Articles include “**FDA warning letter**” sent to Nautical Foods in 2017, and “**Should I vacuum package food at home**”. Reviewed on May 10, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

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

**Table 37.** Review rubric for **PowerPoint presentation on “Corrective Actions”**. Reviewed on May 10, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
37.11 Students are informed on how this presentation links to the overall course objectives			X
37.12 Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
37.13 PowerPoint contains accurate and high-quality content	X		
37.14 PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X

<b>37.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>37.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>37.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>37.11</b> Link to course objectives			
<b>37.12</b> Add lesson objectives			
<b>37.16</b> Add assessments			

**Table 38.** Review rubric for “HACCP Principles 3 and 4” assessment. Reviewed on May 10, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>38.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>38.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>38.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)		X	
<b>Comments:</b>			
<b>38.11</b> Link to learning outcomes			
<b>38.12</b> Link to learning outcomes			
<b>38.13</b> Add rubric			

#### MATERIALS SUBMITTED FOR WEEK 12

**Table 39.** Review rubric for **supplementary reading**. Articles include “FDA’s draft guidance for industry – Chapter 4: Preventive controls” and “Muffins baking kill step procedure” from AIB. Reviewed on May 10, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>39.11</b> Students are informed on how this reading links to the overall course objectives			X
<b>39.12</b> Students are informed on the specific lesson objectives to be achieved as a result of reading this material			X



<b>39.13</b> Supplementary reading contains accurate and high-quality content	X		
<b>39.14</b> The content is appropriate for the level of the learner	X		
<b>39.15</b> Source of content is cited with an appropriate citation style or is a direct link			X
<b>39.16</b> At the end of the reading, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>39.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>39.11</b> Link to course objectives  <b>39.12</b> Add lesson objectives  <b>39.13</b> The FDA guidance document is 42 pages long. Adding learning objectives will help students focus on the most important concepts and ideas they need to learn.  <b>39.15</b> Use an appropriate citation style for the document on “muffins baking kill step” or link directly to the source  <b>39.16</b> Link to assessment			

**Table 40.** Review rubric for **PowerPoint presentation on “Verification Procedures”**. Reviewed on May 10, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

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

**40.16** Add assessments

**Table 41.** Review rubric for “**Quiz: Corrective Actions**” assessment. Reviewed on May 10, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

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

MATERIALS SUBMITTED FOR **WEEK 13**

**Table 42.** Review rubric for **PowerPoint presentation on “Record Keeping”**. Reviewed on May 10, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>42.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>42.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>42.13</b> PowerPoint contains accurate and high-quality content	X		
<b>42.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>42.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>42.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>42.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>42.11</b> Link to course objectives			

<b>42.12</b> Add lesson objectives
<b>42.16</b> Add assessments

**Table 43.** Review rubric for PowerPoint presentation on “Organizing and managing HACCP programs”.  
Reviewed on May 10, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>43.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>43.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>43.13</b> PowerPoint contains accurate and high-quality content	X		
<b>43.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>43.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>43.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>43.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>43.11</b> Link to course objectives			
<b>43.12</b> Add lesson objectives			
<b>43.16</b> Add assessments			

**Table 44.** Review rubric for laboratory exercise on “Verify and Validate”. Reviewed on May 10, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>44.11</b> Students are informed on how this lab links to the overall course objectives			X
<b>44.12</b> Students are informed on specific lesson objectives to be achieved as a result of doing this lab			X
<b>44.13</b> A background/introduction to the lab is given that clearly articulates the food science principles to be learned			X
<b>44.14</b> The lab materials and methods are presented in a clear manner, enabling students to comprehend and follow procedures independently		X	
<b>44.15</b> Appropriate assessment questions are given at the end of the lab to ensure that learning objectives are met		X	

<b>44.16</b> The lab can be completed within a reasonable time as set in the syllabus (2 hours)	X		
<b>44.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>44.12</b> The lab promised that one of its goals would be to help students differentiate between validation and verification. However, the lab was not designed to achieve this purpose. It also has as another objective, for students to “appreciate the complexity involved using temperature as a critical control point”. This is a vague objective. I suggest creating one that is more specific and measurable.			
<b>44.13</b> Concepts involved in developing thermal processing schedules such as F, Z and D values can be complex. I suggest presenting these concepts in a lecture prior to the lab.			

**MATERIALS SUBMITTED FOR WEEK 14**

**Table 45.** Review rubric for **supplementary video on “The pasteurized milk ordinance and HACCP”**.  
Reviewed on May 8, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>45.11</b> Students are informed on how this video links to the overall course objectives			X
<b>45.12</b> Students are informed on specific lesson objectives to be achieved as a result of watching this video			X
<b>45.13</b> Video presentation contains accurate and high-quality content	X		
<b>45.14</b> The content is appropriate for the level of the learner	X		
<b>45.15</b> At the end of watching the video, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>45.16</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b>			
<b>45.11</b> Link to course objectives			
<b>45.12</b> Add lesson objectives			
<b>45.15</b> Link to assessment			

**Table 46.** Review rubric for PowerPoint presentation on “HACCP and the regulatory agencies”.  
Reviewed on May 10, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>46.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>46.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>46.13</b> PowerPoint contains accurate and high-quality content	X		
<b>46.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>46.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>46.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>46.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>46.11</b> Link to course objectives  <b>46.12</b> Add lesson objectives  <b>46.16</b> Add assessments			

**Table 47.** Review rubric for “HACCP Principles 5, 6 and 7” assessment. Reviewed on May 10, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>47.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>47.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>47.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)		X	
<b>Comments:</b> <b>47.11</b> Link to learning outcomes  <b>47.12</b> Link to learning outcomes  <b>47.13</b> Add rubric			

MATERIALS SUBMITTED FOR WEEK 15

**Table 48.** Review rubric for PowerPoint presentation on “Training and continuous improvement”.  
Reviewed on May 10, 2018

O = Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>48.11</b> Students are informed on how this presentation links to the overall course objectives			X
<b>48.12</b> Students are informed on specific lesson objectives to be achieved by the end of this presentation			X
<b>48.13</b> PowerPoint contains accurate and high-quality content		X	
<b>48.14</b> PowerPoint is designed to reduce cognitive overload, including limiting the use of text and using appropriate colors, fonts, images and graphical illustrations to support presentation			X
<b>48.15</b> PowerPoint presentation integrates other methods of delivery to engage students beyond lecture (this may include asking a relevant question to solicit feedback, pop quiz, team work or other class activity to increase engagement and learning)			X
<b>48.16</b> At the end of the PowerPoint, students are directed to a specific assessment e.g. quiz or other activity, to help them review and reinforce the information they have just learned			X
<b>48.17</b> This lesson is relevant to specific knowledge and skills students will need to be successful when they enter the food industry	X		
<b>Comments:</b> <b>48.11</b> Link to course objectives  <b>48.12</b> Add lesson objectives  <b>48.13</b> This is a brief PowerPoint. It is not clear how you will engage students for the typical 50 minutes of face-to-face time. I suggest including discussion on the role and impact of the organization’s food safety culture on continuous improvement  <b>48.16</b> Add assessments			

**Table 49.** Review rubric for “Audit Report: HACCP Plan” assessment. Reviewed on May 10, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

Criteria	O	S	U
<b>49.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>49.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>49.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)		X	
<b>Comments:</b>			

**49.11** Link to learning outcomes

**49.12** Link to learning outcomes

**49.13** I suppose you are referring to the HACCP plan that the students have been working on all semester. This was not necessarily the “Banana chocolate chip min-loaf plant” but any fictitious name the students came up with. If this is not the case, this is a point that needs to be clarified.

It seems as if you are asking the students to develop a HACCP audit sheet to evaluate the HACCP plan. I don’t suggest giving the students such a big assignment so late in the semester. At this point, I think it would be better to provide the students with an editable template for them to modify and use to evaluate their HACCP plan. However, if you still prefer to have the students develop the HACCP audit sheet on their own, please supply a rubric for that activity.

MATERIALS SUBMITTED FOR **WEEK 16**

**Table 50.** Review rubric for “**Final Exam**” assessment. Reviewed on May 10, 2018

Outstanding; S = Satisfactory, U = Unsatisfactory

<b>Criteria</b>	<b>O</b>	<b>S</b>	<b>U</b>
<b>50.11</b> Students are informed on the course and/or lesson objectives to be measured in this assessment			X
<b>50.12</b> The assessment is consistent with learning outcome(s) supplied, allowing instructor to know if students have learned the intended lesson			X
<b>50.13</b> The assessment instructions are clear enough for students to know what they are being asked to do and how they will be graded (includes total points to be earned and question rubric where appropriate)		X	
<b>Comments:</b> <b>50.11</b> Link to learning outcomes  <b>50.12</b> Link to learning outcomes  <b>50.13</b> In question 9, change the word “microbiological” to “bacterial”, since yeast which is a microbe, can survive and thrive below a pH of 4.6  Question 26 would seem to suggest that environmental hazards do not have to be addressed in the HACCP plan. Remember that environmental hazards may be physical, biological or chemical, and so they are inadvertently addressed in the HACCP plan.  Note that question 27 has mistakenly been assigned 100 points. I think 1 point was intended. On that note, I see that all questions are assigned 1 point although they have different degrees of difficulty. This should be adjusted so that the more difficult questions are assigned higher points.  There are multiple potential answers for question 50. Please revise the question.			