

Q17. Name:

Sarah Marvar

Q19. Course:

BIOL 2404

Q1. A. Learner Objectives & Interaction

	Evident	Not Evident	Not Applicable
The course learning objectives are measurable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning objectives are stated clearly and written from the student's perspective.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning objectives are appropriately designed for the level of the course.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructions make clear who the instructor is and how to contact the instructor.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The course timeline and schedule of assignments is clear.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q2. Comments:

There is a student notes file that accompanies each module that clearly states learning objectives.

Q12. B. Learner Support (adapted from Quality Measures Rubric Standards Fifth Edition, 2014)

	Evident	Not Evident	Not Applicable
Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help the student succeed in the course and how the student can access them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Course instructions articulate or link to an explanation of how the institution's student services can help the student succeed and how the student can obtain them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q13. Comments:

This is not evident in the course material, however on the central Blackboard page there were links to student support services.

Q3. C. Instructional Design

	Evident	Not Evident	Not Applicable
The course organization and design is clear, coherent, and structured in an appropriate way.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4. Comments:

The structure of the course is very clear and well organized.

Q5. D. Instructional Materials

	Evident	Not Evident	Not Applicable
The instructional materials contribute to the achievement of the stated course objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional materials are current.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning activities promote the achievement of the stated learning objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities provide opportunities for interaction that support active online learning.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course is designed into stages of introduction, development, and assessment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The videos, graphics and articles are appropriate for the level of learning and focus for the course.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities are engaging and support active engagement with the content and course objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Comments:

The instructional materials are of excellent quality and are appropriate for the level of learning. The concept checks incorporated into the course material allow the student to check their understanding of the material. The student notes file allows the student to actively work on concepts covered and to test their learning.

Q7. E. Assessment & Measurement

	Evident	Not evident	Not Applicable
The types of assessments selected measure the stated learning objectives and are consistent with module activities and resources.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The assessment instruments selected are varied and appropriate to the student work being assessed.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q8. Comments:

No assessment was included in the course pack.

Q9. F. Industry-Based Application

	Evident	Not Evident	Not Applicable
Course materials, activities, and learning outcomes reflect direct application to the target occupation.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10. Is it clear that this course is foundational, intermediate, or advanced in preparing students for high-wage, high-skill employment?

- Yes
- No
- Unclear

Q14. Comments:

This course would clearly serve as an excellent preparation for high-skill careers in the health fields.

Q17. G. Do the openly licensed works appear to have the proper attributions?

Evident

Not Evident

Not Applicable

Q18. Comments:

Q25. H. Do the course materials include features that make them accessible as a learning resource for all students, including students with disabilities?

Evident

Not Evident

Not Applicable

Q26. Comments:

Course materials are accessible to people with disabilities.

Q19. I. After reviewing the course in total, are there content topics that are missing or need to be improved?

Yes

No

Q20. Comments:

This is a well structured and thorough course which incorporates all the major topics that an Introduction to human anatomy and physiology should include in a logical sequence.

Q21. J. After reviewing the course in total, are there content variety (e.g. multimedia, project based learning, etc.) that are missing or need to be improved?

Yes

No

Q22. Comments:

Content is varied.

Q23. K. After reviewing the course in total, are there instructional design elements that are missing or need to be improved?

Yes

No

Q24. Comments:

Q11. Overall Review Comments:

This is an extremely clear, well designed and accurate course that delivers quality material in a very accessible format. Students are able to access the material at their own pace and actively engage with the material using the student notes sections. There is a variety of text and images used to convey concepts in a clear manner. There are some very minor edits that are required that include images that have yet to be inserted in chapters 5 & 6. Overall it is a high quality course that covers the major concepts of a Introductory Human Anatomy and Physiology course in a clear, concise and professional manner.