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Course Number:	CEVS 1103
Course Name:	Environmental Science
Course Representative:	Emily Frank
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Custom Rubric:	QM Rubric, LOUIS DE OER

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the outset.

STANDARD 1.1 - (3 Points) Essential
1.1 Instructions make clear how to get started and where to find various course components.
Points Possible: 3 **Points Awarded:** 3 **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations

STANDARD 1.1

Evidence

A **Getting Started** Module is provided. The statement in the Module is:

This module contains all the items you should review and complete before you begin Module 1. Before moving on, be sure to:

- 1. Check the News and Announcements Forum*
- 2. Read the Course Syllabus*
- 3. Introduce yourself to the class*
- 4. Read the instructions for the Q & A Forum*

Good luck in the course!

In the **Welcome! Module**, there is a section for **Navigation the Course**. In this section, it states, *"This course is set up in Modules covering various topics which may be accessed from the course navigation menu on the left or by scrolling below. Modules may be collapsed in the menu and it the body of the course to minimize scrolling... Please move through the items below and continue through the Learner Support and Getting Started modules before moving on to Module 1. Be sure to check for announcements and due dates to stay on track."*

Suggestions For Improvement

The **Getting Started** Module has "Read the Course Syllabus" but the Course Syllabus is in the Module above it. There is also a "Discussion Quality Measurement Rubric" page in this Module that I don't think belongs there.

Reviewer Recommendations

STANDARD 1.1

Evidence

There is a "Getting Started" tab which instructs the learner of what to do first in the course before moving to Module 1.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

The "Getting Started" icon is located on the main course page. It's the third icon after the "Learner Support". There is a clear statement that suggests to the learners to complete the following steps:

Welcome

Learner Support

Syllabus and Schedule

Getting Started

The "Getting Started" tab suggests learners to do the following-

This module contains all the items you should review and complete before you begin Module 1. Before moving on, be sure to:

1. Check the News and Announcements Forum
2. Read the Course Syllabus
3. Introduce yourself to the class
4. Read the instructions for the Q & A Forum

Suggestions For Improvement

While the course contains a visual and abundance of written information that will help learners get familiar with the course, I would suggest adding a syllabus quiz.

STANDARD 1.2 - (3 Points) Essential**1.2 Learners are introduced to the purpose and structure of the course.**

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations**Evidence**

The Course Introduction in the **Welcome!** Module is a great summary of the course and really outlines the course's purpose. The Syllabus document in the course has a sample Course Schedule and Weekly Breakdown.

Suggestions For Improvement**Reviewer Recommendations****Evidence**

Located in the syllabus under "Course Brief Description", there is a description of the purpose of the course.

Suggestions For Improvement**Reviewer Recommendations****Evidence**

The "Welcome" and course syllabus outlines the purpose of the course and informs the learner that each week is aligned with a module. This course has 7 educational modules addressing the major concepts in environmental science. Each module includes a link to the corresponding Pressbook chapter, an assignment, and a discussion post.

Suggestions For Improvement

Course Syllabus and Schedule are listed after the "Getting Started" section. A link for the syllabus should be included within the getting started to allow students with more information related to the course including a calendar of assignments with the actual structure.

STANDARD 1.3 - (2 Points)**1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.**

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations

Evidence

A page in the **Learner Support** Module states **Netiquette and Communication Expectations**:

Whether you are emailing the instructor, doing a written assignment, answering an essay question on an exam, or posting on a discussion board, you must adhere to the following:

- *Always be respectful in your communication with me and/or your fellow classmates.*
- *ALL communication in this class should be in Standard English.*
- *Please avoid texting-style language like LOL, OMG, etc. This is a college class. Your writing should be more formal.*
- *Proper grammar and spelling are expected.*
- *Minimum word requirements on assignments, exams, and discussion boards must be met.*

There is an **Online Etiquette** part in the Course Syllabus document, under **University Policies and Support**. This part was left blank, maybe since this Syllabus document is a template.

Suggestions For Improvement

Adding a statement in the course or the Syllabus for direct email communication is always a good idea. It can be added to the **Online Etiquette** part in the Course Syllabus document, under **University Policies and Support**.

For example:

I will do my best to respond to e-mail within a timely manner. Please use your university e-mail to communicate with me. When e-mailing, make sure you include: Your full name, the class you are in (include the time and day) and your ID.

Reviewer Recommendations

Evidence

Located in the syllabus is a placeholder for online etiquette. Additionally, in the course, there is a tab for "Netiquette and Communication" expectations.

Suggestions For Improvement

Reviewer Recommendations

Evidence

Under the "Netiquette and Communication Expectations" section, the following rules are displayed:

Whether you are emailing the instructor, doing a written assignment, answering an essay question on an exam, or posting on a discussion board, you must adhere to the following rules:

- Always be respectful in your communication with me and/or your fellow classmates.
- ALL communication in this class should be in Standard English.
- Please avoid texting-style language like LOL, OMG, etc. This is a college class. Your writing should be more formal.
- Proper grammar and spelling are expected.
- Minimum word requirements on assignments, exams, and discussion boards must be met.

Suggestions For Improvement

Your learners will benefit from the netiquette and communication section expectations to be included in the course syllabus. It would be a great idea to include the communication rules in the syllabus.

STANDARD 1.4 - (2 Points)

1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 2, No: 1)

Reviewer Recommendations

Evidence

A **Late Work** policy is provided in the Syllabus: "*Late work is not accepted.*"

The Syllabus document has sections to put the following institutional policies: Code of Conduct, Academic Integrity, Diversity Statement, Accessibility and Disability Services, and Academic Support Services. Most of those policies would be left for the adopting Institution.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 1.4

Evidence

Located in the syllabus are placeholders for university policies and support: Code of Conduct; Online Etiquette, Academic Integrity; Diversity Statement; Accessibility and Disability Services; Technology Support; Academic Support Services.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 1.4

Evidence

Placeholders within "Learner Support" section, but no information to review.

Your syllabus lists the following sections as placeholders-University Policies and Support:

- Code of Conduct
 - Online Etiquette
 - Academic Integrity
 - Diversity Statement
 - Accessibility and Disability Services
 - Technology Support
 - Academic Support Services
-

Suggestions For Improvement

Course administrator needs to include policies for the learners within the "Learner Support" section and within the syllabus that the learner is expected to follow.

Utilize the Standard checks for course and institutional policies. In another course that was reviewed, the Syllabus document has sample text sections for the following institutional policies: Academic Integrity, Accessibility and Disability Services, Student Services, Attendance Policy & Class Participation, Academic misconduct, and Course Evaluation Policy. There are sample text sections for the following course policies: E-mail, Learning Management System, Late Assignments, and Cell Phones/Technology.

STANDARD 1.5 - (2 Points)

1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 2, No: 1)

STANDARD 1.5

Reviewer Recommendations

Evidence

Course Syllabus has a **Technology Requirements** section:

- You need to understand how your computer, word processor, browser, Internet connection, WebEx, Zoom, and Canvas work.*
 - For software, you need to have access to a word processing program that can accept and open documents from Microsoft Word. Most of the files I upload to Canvas/Moodle are in this format. You will also need to download Adobe Reader (freeware) to access some of the files for the course.*
-

Suggestions For Improvement

Are there more technology requirements to be added to that policy statement?

Here is a sample list of minimum technology requirements:

1. *Computer access with broadband internet*
2. *Using email for communication*
3. *Sending an email attachment*
4. *Navigating the internet*
5. *Using the Learning Management System (Moodle)*
6. *Using a microphone or a headset for virtual office hours or synchronous class sessions.*

The Annotations of the Standard 1.5 also provide some other technology requirements:

1. *Links to all downloadable resources are provided. These resources include software and online tools, apps, plug-ins such as Acrobat Reader and Java, media players, MP3 players, wikis, social media, interactive multimedia apps, etc.*
2. *Instructions are provided for how to access materials available through subscription services, including online journals or databases. When available, links are also provided.*

3. If publisher materials are required, clearly stated instructions for how to obtain and use any required access codes are provided.

STANDARD 1.5

Reviewer Recommendations

Evidence

There is a placeholder in the syllabus to insert technology requirements for the course.

Suggestions For Improvement

STANDARD 1.5

Reviewer Recommendations

Evidence

While there is a placeholder within the "Learner Support" for technical requirements, no information included to verify the standard is met.

Suggestions For Improvement

There is a section in the course devoted to technical support. Your learners will benefit from an explanation of the minimum technology requirements.

Include technology requirements within the syllabus that are expected for course participation and course completion.

STANDARD 1.6 - (1 Point)
1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.
Points Possible: 1 Points Awarded: 1 Result: MET (Yes: 2, No: 1)

STANDARD 1.6

Reviewer Recommendations

Evidence

Course Syllabus has a **Computer Skills** section:

- You will need to be familiar with word processing programs and know how to upload and download documents.

Suggestions For Improvement

Are there more computer or digital information literacy skills to be added to that policy statement?
The Annotation of the Standard 1.6 provides computer skills and digital information literacy skill examples as -

Examples of technical skills might include:

1. Using the learning management system
2. Using email with attachments
3. Creating and submitting files in commonly used word processing program formats
4. Downloading and installing software
5. Using spreadsheet programs
6. Using presentation and graphics programs
7. Using apps in digital devices
8. Using web conferencing tools and software

Examples of digital information literacy skills might include:

1. Using online libraries and databases to locate and gather appropriate information
2. Using computer networks to locate and store files or data
3. Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
4. Properly citing information sources
5. Preparing a presentation of research findings

STANDARD 1.6

Reviewer Recommendations

Evidence

There is a placeholder in the syllabus where Computer Skills can be listed and clearly explained for the learners.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

The computer skills that the learners are expected to have are not articulated in the MOODLE course or the course syllabus. The course syllabus does not mention the digital literacy skills that learners need to efficiently use the online textbook and gather information to complete required assignments.

Suggestions For Improvement

Usually this Standard checks the Syllabus document for computer skills and digital information literacy skills.

Technical support section is included in the course. Your learners will benefit from course-specific technical skills that they must possess in order to succeed in the course.

STANDARD 1.7 - (1 Point)**1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.****Points Possible:** 1**Points Awarded:** 1**Result:** MET (Yes: 2, No: 1)**Reviewer Recommendations****Evidence**

Stated in the Syllabus document:

Prerequisite Knowledge: No prerequisites are required for this course.

Suggestions For Improvement**Reviewer Recommendations****Evidence**

There is a placeholder located in the syllabus where "Prereq. Knowledge" can be inserted for learners.

Suggestions For Improvement**Reviewer Recommendations****Evidence**

NO evidence was identified within the course introduction related to prerequisite knowledge. There is no syllabus to review at this time.

Suggestions For Improvement

Your learners will benefit from this section to include the course introduction the prerequisite knowledge required to take the course. This information should also be included within the syllabus.

STANDARD 1.8 - (1 Point)**1.8 The self-introduction by the instructor is professional and is available online.****Points Possible:** 1**Points Awarded:** 1**Result:** MET (Yes: 2, No: 1)**Reviewer Recommendations****Evidence**

For this template, there is a page for **About Your Instructor** (in addition to Office Hours Information) in the **Welcome!** Module.

The following text is provided in the page to adopters of the course:

Double-click to replace image placeholder with a picture of the instructor.

In this space, post a brief instructor introduction video or text bio, no longer than three minutes (video) or 100 words (text).

Suggestions For Improvement

Reviewer Recommendations

STANDARD 1.8

Evidence

There is a placeholder located in the course where "About Your Instructor" can be inserted. Information and an image can be placed there.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 1.8

Evidence

There is a placeholder within the course introduction for the instructor to introduce themselves and provide contact information.

Suggestions For Improvement

In the Course Welcome section, there is a section titled "About Your Instructor.". Your learners will benefit from this section by providing information such as the instructor's name, title, photo or other visual representation, field of expertise, email address, phone number, and virtual office hours.

STANDARD 1.9 - (1 Point)

1.9 Learners are asked to introduce themselves to the class.

Points Possible: 1 Points Awarded: 1 Result: MET (Yes: 3, No: 0)

STANDARD 1.9

Reviewer Recommendations

Evidence

A discussion titled **Introduce Yourself** is in the Getting Started Module. The following discussion prompt is provided:

Use this forum to tell us a little about yourself and your interests. Some topic ideas:

- 1. *What is your field of study/research interest or concentration?*
- 2. *What are you most interested in learning about in this class and why?*
- 3. *Have you ever taken an online class before?*
- 4. *Any other information you would like to share with your classmates, such as special interests or activities.*

Post a picture! We look forward to meeting you.

Suggestions For Improvement

There are no directions for posting length, requirements for replying in this forum, or if the instructor will reply to learners. Since there is an actual prompt for this forum, I expected there to be these policies in the forum as well.

STANDARD 1.9

Reviewer Recommendations

Evidence

There is a tab in the course called "Introduce Yourself" where learners can introduce themselves to other learners in the course.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 1.9

Evidence

A discussion titled "Introduce Yourself!" The following discussion prompt is provided:

Use this forum to tell us a little about yourself and your interests. Some topic ideas:

- What is your field of study/research interest or concentration?
- What are you most interested in learning about in this class and why?
- Have you ever taken an online class before?
- Any other information you would like to share with your classmates, such as special interests or activities.
- Post a picture! We look forward to meeting you.

Suggestions For Improvement

There are no directions for posting length, requirements for replying in this forum, or if the instructor will reply to learners. Since there is an actual prompt for this forum, I expected there to be these policies in the forum as well.

General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.

STANDARD 2.1 - (3 Points) Essential
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
Points Possible: 3 Points Awarded: 3 Result: MET (Yes: 2, No: 1)

Reviewer Recommendations

STANDARD 2.1

Evidence

The course learning objectives provided for the course all describe outcomes that are measurable.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 2.1

Evidence

The course learning objectives are written clearly and are measurable.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 2.1

Evidence

The Course Learning Objectives (CLOs) are noted in the course syllabus and in the MOODLE course under the *Welcome* section. The CLOs are clearly defined and measurable, stating what the learners will be able to know and do after completing the course. The objectives are broadly stated and can be used to develop module-specific student learning objectives. The CLOs employ action verbs from Bloom's Taxonomy, which allow the learners to engage in activities that can be assessed accurately.

Suggestions For Improvement

Aligning the CLOs with each module on the syllabus can help learners associate them with textbook topics.

STANDARD 2.2 - (3 Points) Essential
2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
Points Possible: 3 Points Awarded: 0 Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations

STANDARD 2.2

Evidence

The Modules that do have module learning objectives, are written to describe outcomes that are measurable. All module learning objectives that are written are consistent with the course learning objectives.

Suggestions For Improvement

This Standard was marked Not Met because of the many Modules that don't have module learning objectives.
What is also not done is, besides Module 1, the rest of the module level objectives don't show alignment with the course level objectives. This is usually done with parenthesis after each module level objective showing the CLO that it is aligned with. Copy what was done in Module 1.

Reviewer Recommendations**Evidence**

Some module level objectives are measurable and consistent with course level objectives. Active verbs are used in the objectives. However, modules 3 and 4 have a placeholder for objectives.

Suggestions For Improvement

Modules 3 and 4 have a placeholder for objectives. These need to be inserted into these modules.

Reviewer Recommendations**Evidence**

There is evidence of the module/unit-level learning objectives or competencies describe outcomes are measurable and consistent with the course-level objectives or competencies.

Suggestions For Improvement

Your learners will benefit from measurable module objectives that are consistent with the course learning outcomes listed in the syllabus.

Complete all modules before a thorough review can be completed in the learning objectives or competencies at the module/unit-level align with and are more specific than course objectives or competencies.

STANDARD 2.3 - (3 Points) Essential

2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.

Points Possible: 3

Points Awarded: 0

Result: NOT MET (Yes: 1, No: 2)

Reviewer Recommendations**Evidence**

The course learning objectives are stated in the Welcome! Module and also in the Syllabus document. A few of the Modules have module learning objectives listed.

All objectives are stated clearly and written from the learner's perspective.

Suggestions For Improvement

Module learning objectives need to be added to the Modules that don't have any.

Reviewer Recommendations**Evidence**

Learning objectives that are present are written clearly and prominently located in the course. Learners should be able to understand these. However, some modules do not have objectives listed.

Suggestions For Improvement

Some modules lack objectives. These should be inserted before course delivery.

Reviewer Recommendations**Evidence**

Each module outlines clearly the learning objectives and is written from the perspective of the learner.

Suggestions For Improvement

Each of the module objectives found under each "Modules" section is written in a manner that allows learners of all language proficiency levels to easily comprehend its meaning and its intended learning outcomes. Your learners will benefit from the module objectives listed in the Course Syllabus and Schedule tab.

STANDARD 2.4 - (3 Points) Essential**2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.****Points Possible:** 3**Points Awarded:** 0**Result:** NOT MET (Yes: 0, No: 3)

STANDARD 2.4

Reviewer Recommendations**Evidence**

Only Module 1 has "To achieve these objectives" and a list of activities.

Suggestions For Improvement

Each Module should provide the list of activities that are needed to be completed in each Module to achieve the objectives. While Module 1 does have a list, things can be added to that list (read the PowerPoint and view the Module 1 Resources).

You should try to be consistent in this list for every Module; for example:

1. *Read the Module # Introduction*
2. *Read and view the materials in the Chapter # Pressbook*
3. *Read Chapter # PowerPoint*
4. *Watch the videos in Module # Resources*
5. *Complete the following Discussion Board (or other activities)*

Reviewer Recommendations

STANDARD 2.4

Evidence

There are some instructions listed that are associated with activities which do explain and align activities with learning objectives. However, there should be information in each module that explains the tie between the learning objectives and activities.

Suggestions For Improvement

Include in each module instructions explaining learning objectives and activities.

Reviewer Recommendations

STANDARD 2.4

Evidence

There is no evidence that the course module objectives are located next to activities in each module

Suggestions For Improvement

Complete module level activities and include how the student will achieve each learning objective whether following suit with all modules or being more explicit in a syllabus when it is posted. All modules should be consistently following the template.

STANDARD 2.5 - (3 Points) Essential**2.5 The learning objectives or competencies are suited to the level of the course.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 3, No: 0)

STANDARD 2.5

Reviewer Recommendations**Evidence**

Those objectives that are listed are suited to the level of the course.

Suggestions For Improvement**Reviewer Recommendations**

STANDARD 2.5

Evidence

Both course and module learning objectives are appropriate for this course.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

The course's learning objectives use measurable verbs from lower and higher levels of Bloom's taxonomy to appropriately challenge students at the appropriate level.

Suggestions For Improvement

It would be helpful to indicate whether action-verbs assist in developing the learner's skills in assessments such as multiple-choice tests, essay examinations, and problem-solving.

General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content, but also allows learners to track their learning progress throughout the course.

STANDARD 3.1 - (3 Points) Essential

3.1 The assessments measure the achievement of the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 0

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations**Evidence**

Most of the Chapter Modules have a list of module level objectives. Modules have links to Module Assignments and Discussion Forums. Many of those links aren't actual assignments or discussions (no actual assessment prompt/topic is given in any of them) - but this could be left for the adopter of the course?

There are Modules for the Midterm Assessment and Final Exam, but no assessments are in them.

Suggestions For Improvement

Being that this is a template course, it is understandable that many assessments and discussion forums are not completed. Where there are assignments and discussions in a Module (example, Module 6) there is no alignment to the objectives. This isn't seen in the assignment/discussion itself (where it could list the CLO/MLO alignment) nor is it shown in the "To achieve these objectives" list in the Module - because the lists in most of the Modules are not completed.

The adopter of the course should make sure that the Module assignments and Discussion Forums given in the course achieve the stated learning objectives in each Module.

The list of objectives in the Midterm and Final Exam Modules are more like tasks: "Read and viewed the midterm/final assessment instructions" and "Prepared and submitted your midterm/final assessment." That may or may not be a template decision instead of a cohort decision.

Specific objectives for what is being tested on the Midterm and Final should be provided, instead of the task style objectives that are provided. Then make sure the assessment measures the achievement of those objectives.

Reviewer Recommendations**Evidence**

There are instructions for some assignments that specifically link course outcomes and module objectives.

Suggestions For Improvement

Make sure that modules that do contain assessments and/or exams have information on how they achieve the stated learning objectives.

Reviewer Recommendations**Evidence**

There are no evidence that assessments measure the learning objectives or competencies.

Suggestions For Improvement

It is difficult to assess the course as measuring objectives without the assessments that would have done the measuring.

Your learners will benefit from the quizzes and exams to include at least some essay questions to achieve measuring all the objectives in the course.

Consider labeling questions individually or in question groups as to which objective is measured, noting whether the objective used verbs that need an essay question (Explain, describe, define, discuss, etc) or that can be measured by multiple choice style questions (recognize, identify, recall).

Then include instructions to add questions that measure each of the objectives not already measured by the discussions or case studies.

STANDARD 3.2 - (3 Points) **Essential**

3.2 The course grading policy is stated clearly at the beginning of the course.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 1)

STANDARD 3.2

Reviewer Recommendations

Evidence

There is an **Evaluation** section and **Grading Policy** section in the Syllabus document.

Suggestions For Improvement

I understand this is a template Syllabus and course, but provide a section in the Syllabus for number of points for each discussion, participation, Quiz H5P, and Exam that will make up the points possible in the course.

STANDARD 3.2

Reviewer Recommendations

Evidence

There is a placeholder in the syllabus where the grading policy can be inserted.

Suggestions For Improvement

STANDARD 3.2

Reviewer Recommendations

Evidence

The course is still being developed, and although there is a placeholder in the syllabus, at the time of review, the reviewer is unable to evaluate the grading policies involved in this course.

Suggestions For Improvement

Complete the course and ensure these policies are included in the course introduction and the course syllabus. Redundancy at the module level also assists the learner to have a clear understanding of how he/she will be evaluated and graded

STANDARD 3.3 - (3 Points) **Essential**

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.

Points Possible: 3

Points Awarded: 0

Result: **NOT MET** (Yes: 1, No: 2)

STANDARD 3.3

Reviewer Recommendations

Evidence

The Module 6 Assignment does have criteria for grading: "(Points: 10; Word limit: 100 – 125; please do manual spell check before submission on Canvas)" and so does the Module 6 Discussion: "(Points: 20; Word limit for your own response: 100 – 125; Word limit for your critique on one of your peer's response: 50-70; Please do manual spell check before submission on Canvas). Discussion will be graded following the rubric

There is a Discussion Quality Measurement Rubric in the Getting Started Module, but also a different Discussion Forum Rubric in the Learner Support Module. These are both detailed rubrics.

Suggestions For Improvement

Continue completing the Assignments and Discussion Forums with directions, grading rubrics, submission criteria, due date, and any other requirements.

Having two grading rubrics for discussions is confusing. Also, I'm not sure why the "Discussion Quality Measurement Rubric" is in the Getting Started Module. This should be linked in the Discussions.

There should be point values in the Syllabus for the Quizzes, H5Ps, Reviews, and Exams.

There are Modules for a Midterm and a Final, but listed Exams 1-4 in the Syllabus.

Reviewer Recommendations

STANDARD 3.3

Evidence

Located in the assignments, there are instructions for the grading of work and response length.

Suggestions For Improvement

More detailed information needed on how the learners work will be evaluated. Review each rubric so there is no confusion as to which one is being used.

Reviewer Recommendations

STANDARD 3.3

Evidence

There is no evidence related to specific and descriptive criteria in the course and the syllabus.

Suggestions For Improvement

Your learners will benefit from the complete course syllabus and introduction with clear explanations of how assignments will be evaluated and graded for successful course completion.

STANDARD 3.4 - (2 Points)

3.4 The assessments used are sequenced, varied, and suited to the level of the course.

Points Possible: 2 Points Awarded: 0 Result: **NOT MET** (Yes: 1, No: 2)

STANDARD 3.4

Reviewer Recommendations

Evidence

The entire course is sequenced and appears to be suited to the level of the course. The assignments and discussion forums in each concept Module could be made sequential for the course - but this cannot be checked right now.

The Syllabus mentions "*H5P could be multiple choice questions or a couple of short answer questions or True/False questions or discussion question or watch a brief video and summarize or answer few follow-up questions, etc.*" There are none in the text though. Only one Quiz is provided in Module 1.

There is a Midterm Assessment Module and a Final Exam Module, both at the end of the course - but no assessments in either of them.

Suggestions For Improvement

Many of the Module assignments and discussions are left with the red text to be added by the adopters of the course. So varied and suited to the level of the course can't be checked.

As stated in the Evidence, no H5P are provided; however, a statement from the Syllabus suggests these should be varied.

Add more Focused Reading Quizzes throughout the Moodle course!

The Midterm and Final Exam Modules have no assessments (text is provided by the template creator - **Note: This course template does not include a sample midterm/final exam, but this is when the midterm/final exam should occur in the sequence.**)

Because of all this, I cannot check that the assignments are varied, but this should be something to consider by the adopters of the course.

STANDARD 3.4

Reviewer Recommendations

Evidence

The assessments (discussion, assignments, and midterm and final assessments) are varied and appropriate for this course.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

There is no evidence related to specific and descriptive criteria in the course and the syllabus.

Suggestions For Improvement

Your learners will benefit from additional assessments that could be added to the course by preparing PowerPoint presentations on various topics and providing a rubric that outlines expectations.

STANDARD 3.5 - (2 Points)

3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.

Points Possible: 2

Points Awarded: 0

Result: **NOT MET** (Yes: 1, No: 2)

Reviewer Recommendations**Evidence**

The Moodle course has **Mark as Done** buttons for "help to track your progress: some are automatic, and some are manual."

Suggestions For Improvement

This Standard would require having a policy for how the instructor will provide feedback throughout the course. This would include how assignments may provide feedback (automatic or graded timely) and a timeline should be provided for the instructor to give feedback. Since this is a template course, and a Syllabus isn't even provided, none of this is can be checked.

If there are assessments provided (like automatically graded quizzes) it could assist with providing an opportunity for feedback to the learner. There could also be assignments that require a grade and instructor feedback. You should always state how the feedback is given to the learner.

You could also add self-check assignments in the textbook (the H5P activities that are mentioned). Add more Focused Reading Quizzes throughout the Moodle course!

Reviewer Recommendations**Evidence**

There is a gradebook which allows learners to track work. Additionally, located in the syllabus is a placeholder for the evaluation of work which includes self-practice and specific criteria about expectations and feedback.

Suggestions For Improvement**Reviewer Recommendations****Evidence**

Although the instructor will have feedback built into assignments and assessments, there are no designated times embedded in the course with each scoring assessment on discussions, case studies, and quizzes.

Suggestions For Improvement

A section for Grading Policies and Feedback dates for assignments, quizzes, and assessments could be added to the Home page of the course.

General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

STANDARD 4.1 - (3 Points) Essential

4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 0

Result: **NOT MET** (Yes: 1, No: 2)

Reviewer Recommendations**Evidence**

The Pressbook chapters have listed "Key Concepts" at the top of each. The PowerPoint slides provided in the Modules are the same objectives listed in the Moodle course (where there are objectives listed).

Suggestions For Improvement

This was hard to check because the Moodle course had less chapters than what was in the Pressbook. The PowerPoint slides matched to what was in the Moodle course.

The chapters in the Pressbook didn't match (titles) to what was in the Moodle course for many of the Chapters in the Moodle course. Consider adding more Chapters to the Moodle course to match what is in the textbook and have the same order/content. Then list the same objectives from the Pressbook to the Moodle course.

The module level objectives don't show the alignment of the course level objectives (see Standard 2.2), but once this is addressed it will help with total alignment in the course.

Reviewer Recommendations**Evidence**

The instructional materials (textbook, ppt) assist in contributing to the achievement of the learning objectives. However, better alignment is needed between the objectives and instructional materials.

Suggestions For Improvement

Review learning objectives and clearly state alignment with instructional materials.

Reviewer Recommendations**Evidence**

There is no evidence the instructional materials used in the course align with the course and module/unit-level learning objectives or competencies.

Suggestions For Improvement

Your learners will benefit from including content to supplement the text, such as videos of lectures about the topics of each module.

Additionally, instructional materials may include but are not limited to textbooks, Open Educational Resources, publisher- or instructor-created materials, slide presentations, interactive content (such as simulations), expert lectures, videos, images, diagrams, and websites, as well as textbooks, Open Educational Resources, publisher- or instructor-created materials.

STANDARD 4.2 - (3 Points) Essential

4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.

Points Possible: 3

Points Awarded: 0

Result: NOT MET (Yes: 1, No: 2)

Reviewer Recommendations**Evidence**

The common activities in the course are reading/viewing the Chapter in the Pressbook and view the Chapter PowerPoint Slides.

Module 1 refers the learner to Read Chapter 1 in the Pressbook.

Suggestions For Improvement

Because the Pressbook chapters have different objectives than what is in the Moodle course, but yet the Moodle course has the same objectives as the Powerpoints, it is not **clearly explained** that the instructional materials help to contribute to the achievement of those.

Most Modules don't have a completed activities list with the instructional materials needed to complete the activities (Read the Chapter in the Pressbook and view the PowerPoint Slides). Many of the modules also need to have the link of the Pressbook in the URL section for it.

I like the Module 1 Resources page (videos provided), so I would suggest adding this to all Modules. Then add that learners should view the videos for the list of activities.

Reviewer Recommendations**Evidence**

There are placeholders in each module that state "To achieve the objectives, edit these to match your resources and activities".

Suggestions For Improvement**Reviewer Recommendations****Evidence**

There is no evidence that the learners are provided with an explanation of how the instructional materials and learning activities.

Suggestions For Improvement

The template will benefit your learners by providing instructions that are clear and assignments that are clearly explained as to how the instructional materials and learning activities should be completed.

STANDARD 4.3 - (2 Points)**4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.****Points Possible: 2****Points Awarded: 2****Result: MET (Yes: 2, No: 1)****Reviewer Recommendations****Evidence**

There is a **CC attribution license in the Welcome! Module:** This course and its contents are licensed under a [Creative Commons Attribution 4.0 International License](#) by LOUIS: The Louisiana Library Network, except where otherwise noted.

There is another copyright statement in the Pressbook:

[Environmental Science](#) Copyright © 2018 by Dalhousie University is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#), except where otherwise noted.

Suggestions For Improvement

None of the videos on the Module 1 Resources page are cited.

Reviewer Recommendations**Evidence**

There is a placeholder under "University Policies and Support" where "Academic Integrity" can be listed and explained.

Suggestions For Improvement

Review link in syllabus to pressbooks.

Reviewer Recommendations**Evidence**

It would be helpful to create a central **Citation Resource Page** for key terms, textbooks, PowerPoints, MOODLE website information, and recommended instructional materials.

Suggestions For Improvement

The course includes both citations and references to licenses for use for figures and other content used directly in the course. This helps students see that the teacher is following applicable copyright and citation rules, and sets an example for students to follow in their own work.

The text itself does not indicate any sources used except for external content accessed through a link.

STANDARD 4.4 - (2 Points)**4.4 The instructional materials represent up-to-date theory and practice in the discipline.****Points Possible: 2****Points Awarded: 2****Result: MET (Yes: 2, No: 1)**

STANDARD 4.4

Reviewer Recommendations**Evidence**

From my knowledge, yes the instructional materials represent up-to-date theory and practice in the discipline.

Suggestions For Improvement**Reviewer Recommendations**

STANDARD 4.4

Evidence

The material appears current with todays practice.

Suggestions For Improvement**Reviewer Recommendations**

STANDARD 4.4

Evidence

The course uses a newly developed e-text that includes links to glossary terms and a few external videos.

Suggestions For Improvement

There should be a statement on the Home-page of the course that says "instructional materials" used in the course reflect current practices in the discipline in Environmental Science.

STANDARD 4.5 - (2 Points)**4.5 A variety of instructional materials is used in the course.****Points Possible: 2****Points Awarded: 2****Result: MET (Yes: 2, No: 1)**

STANDARD 4.5

Reviewer Recommendations**Evidence**

Module 1 of the course has a link to the Pressbook (through Chapter 1). There is only a page in Module 1 with videos. All Modules have links to the PowerPoint slides.

Suggestions For Improvement

I would suggest using the links in the Modules to link to the Pressbook, and reference each Chapter in the Pressbook to a Module. Also, try to add more pages of videos for each Module.

Reviewer Recommendations

STANDARD 4.5

Evidence

There's a variety of instructional materials used in the course (texbook, ppt, videos).

Suggestions For Improvement**Reviewer Recommendations**

STANDARD 4.5

Evidence

The course textbook is the only learning material in the course. The course has links to Pressbook sections. The Press book sections are interactive with the concepts.

Suggestions For Improvement

Your learners will benefit from the integration of PowerPoint presentations with relevant articles, quotes from global experts, and pertinent stories to provide a variety of perspectives.

General Standard 5: Learning Activities and Learner Interaction: Learning activities facilitate and support learner interaction and engagement.

Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.

STANDARD 5.1 - (3 Points) **Essential**

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 0

Result: **NOT MET** (Yes: 1, No: 2)

STANDARD 5.1

Reviewer Recommendations

Evidence

The main activities in the course is for the learner to read and view the Pressbook sections (not linked in all Modules) and view the PowerPoint Slides (in all Modules).

Suggestions For Improvement

As stated a few times, the objectives don't match from the textbook, to the PowerPoints, to the Modules in the course.

The list of activities in many of the Modules are not completed, so once these are completed the course will look better. You don't necessarily need to have the objectives listed in the discussions and assignments (though it would be nice!), but these activities need to be stated in the list of activities.

Also, it would be good to add more interactive activities in the textbook (i.e. H5Ps)

STANDARD 5.1

Reviewer Recommendations

Evidence

There are placeholders for assignments and instructors instructions where they can define how learning activities promote the achievement of the learning objectives..

Suggestions For Improvement

Reviewer Recommendations

STANDARD 5.1

Evidence

There is no evident that the learning activities promote the achievement of the stated learning objectives or competencies.

Suggestions For Improvement

Your learners will benefit from all activities supporting the learning objectives or competencies and assessments. It would be beneficial to add more interactive activities in the textbook links.

STANDARD 5.2 - (3 Points) **Essential**

5.2 Learning activities provide opportunities for interaction that support active learning.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 1)

STANDARD 5.2

Reviewer Recommendations

Evidence

There is plenty of learner-content interaction with the Pressbook (seeing that these are linked in each Module) and viewing the PowerPoints - but there is room to add more.

There are separate **Announcements** and **News and Announcements** forums. I would guess these are there for the instructor-learner interaction to take place within the course.

There is also a **Q & A Forum for Students**. This forum has potential for instructor-learner and learner-learner interaction.

Suggestions For Improvement

Because this course is a template, guidelines for assignments and discussion forums are left out. That is where you would find more opportunities for learner-instructor and learner-learner interaction -

- usually learner-instructor interaction is found if the learner submits an assignment and the instructor gives feedback, or the course provides automatic feedback
- usually learner-learner interaction is found with the learners replying to each other in the Discussion Forums

Some of the same suggestions:

1. Link the Pressbook in each Module.
2. Add H5P content in the Chapters in the Pressbook.
3. Add more Focused Reading Quizzes in the Modules.
4. Finish the Assignments and Discussions

Reviewer Recommendations

STANDARD 5.2

Evidence

There are placeholders for discussion forums that provide opportunities for learner to learner and learner to instructor interaction.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 5.2

Evidence

There is no evidence of learner-content interaction with the Press book sections, assignments, and discussion forums.

Suggestions For Improvement

Your learners will benefit from creating PowerPoint presentations with small groups, course syllabus opportunities for interactive learning activities that promote active learning and engagement through three types of interaction: learner-content, learner-instructor, and learner-learner.

STANDARD 5.3 - (3 Points) Essential

5.3 The instructor's plan for interacting with learners during the course is clearly stated.

Points Possible: 3

Points Awarded: 0

Result: **NOT MET** (Yes: 1, No: 2)

STANDARD 5.3

Reviewer Recommendations

Evidence

In the **Q & A Forum for Students** there is a statement: *If you have questions about your grade, please email your instructor directly. You can expect a response to posts and emails within 48 hours M-F, and the next business day on weekends.*

Suggestions For Improvement

Once all the Assignments and Discussion Forums get created with topics and submission guidelines, **the instructor can provide how they will interact with the students to provide feedback.**

Also, the **Q & A Forum for Students** could be edited to have an expected response time posted. For example, *"You can expect a response to posts and emails within 48 hours M-F, and the next business day on weekends."*

Lastly, a suggestion for an E-mail statement can be placed in the Syllabus. For example, *I will do my best to respond to e-mail within a timely manner. Please use your university e-mail to communicate with me. When e-mailing, make sure you include: Your full name, the class you are in (include the time and day) and your ID.*

That statement may or may not be a statement provided in the Syllabus document for all adopters.

Reviewer Recommendations

STANDARD 5.3

Evidence

There is a placeholder in the syllabus under "Instructor Contact Information" where this information can be placed, as well as the communication policy.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 5.3

Evidence

The course does not specify how long students can expect to be waiting for feedback in response to their assignments.

Suggestions For Improvement

A schedule for instructors to provide feedback to the class would help to set student's expectations. Otherwise, students may be expecting responses at an instantaneous text-message pace, while instructors may plan to be grading and responding in detail over the course of the next week.

STANDARD 5.4 - (2 Points)
5.4 The requirements for learner interaction are clearly stated.
Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 2, No: 1)

Reviewer Recommendations

STANDARD 5.4

Evidence

In the **Q & A Forum for Students** there is a statement: *Use this forum to ask your instructor any questions you have about the course. You may post at any time, and your instructor will respond here. Be as specific as possible.*

The Discussion Forum Rubric (Discussion Quality Measurement Rubric) has a **Participation in the learning community (Second post)** grading section: Discussion responses stimulate and promote continued learning on the topic by building their peer's responses.

Suggestions For Improvement

Once the Discussion Forums are created, learner interaction can be required in those assignments. I think the better of the Discussion Rubrics (overall) and for interaction purposes is the one in the Getting Started Module.

Also, a suggestion for a **Class Attendance/Participation/Assignments** section can be placed in the Syllabus. For example, *This class will be horribly boring and ineffective, not to mention impossible without your regular participation in discussions, activities, etc. Both the quantity and quality of contributions will be taken into account.*

That statement may or may not be a statement provided in the Syllabus document for all adopters.

Reviewer Recommendations

STANDARD 5.4

Evidence

There are instructions listed in the "For Instructors: Important Guidelines for Using this Template" that state detailed suggestions for what to include in activities so learners will know the requirements.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 5.4

Evidence

The intent of this standard is to be able to easily identify a clear explanation of the requirements for learner interaction that helps learners plan and manage their class participation. This explanation of expectations is important for promoting learners' active involvement in the course. The statement of requirements also provides a basis for the instructor to evaluate learner participation. The more specifically the expectations are explained, the easier it is for the learner to meet the expectations.

Suggestions For Improvement

Your learner will benefit from creating a syllabus that includes these expectations, assignment instructions, and a course calendar with expectations for instructor-learner interaction.

General Standard 6: Course Technology: Course technologies support learners’ achievement of course objectives or competencies.

Overview Statement: The technologies enabling the various tools used in the course facilitate rather than impede the learning process.

STANDARD 6.1 - (3 Points) Essential

6.1 The tools used in the course support the learning objectives or competencies.

Points Possible: 3 **Points Awarded:** 0 **Result:** NOT MET (Yes: 1, No: 2)

Reviewer Recommendations

STANDARD 6.1

Evidence

The Pressbook is the primary tool that can be used to support the learning objectives, but I have a hard time making that connection because of the course having fewer Modules compared to the Chapters in the Pressbook.

Suggestions For Improvement

The first suggestion would be to match the Chapters in the Pressbook to the Modules in the course. Then the module learning objectives would line up.

Some of the module learning objectives use the verbs "explain" and "describe." I would guess that these would be supported with the use of the discussion forums, a submitted assignment, or a written response type question on an Exam. Right now these cannot be checked.

Reviewer Recommendations

STANDARD 6.1

Evidence

There are tools in the course, such as discussion forums, that support the learning objectives. Although this meets the standard, there is ample opportunity to add more tools in this course for enhancement.

Suggestions For Improvement

Consider adding more tools in the course for course enhancement and supporting learning objectives.

Reviewer Recommendations

STANDARD 6.1

Evidence

The purpose of the review of this standard is that the learner understands how the tools used in the course support the learning objectives or competencies. While tools are used and electronic textbooks videos; there is no evidence of explanations of how these tools assist the learner in achievement of learning objectives 85% of the time.

Suggestions For Improvement

Your learners will be able to interact with their peers and instructor using assignment tools, such as Google Classroom, Google Docs, Microsoft OneNote, or Coogle, which can help to support their learning objectives. Your learners will benefit from clear instructions and information regarding the use of tools that support learning objectives or competencies.

STANDARD 6.2 - (3 Points) Essential

6.2 Course tools promote learner engagement and active learning.

Points Possible: 3 **Points Awarded:** 0 **Result:** NOT MET (Yes: 0, No: 3)

Reviewer Recommendations

STANDARD 6.2

Evidence

There are options (see suggestions) in the Pressbook that can make the course engaging and promote active learning, but right now I don't see much besides just reading the Chapters.

The Chapter 1 Focused Quiz does provide feedback after it is submitted. There is an Assignment in Module 6 that requires the student to "define" and "differentiate" concepts. The Discussion in Module 6 requires the learner to watch a video for the discussion.

Suggestions For Improvement

More interactive options in the Pressbook would be a benefit. Using the **Questions for Review** parts as H5P activities and maybe giving answers in the back of the book for the **Questions for Discussion** and **Exploring Issues** sections.

There is only one Chapter Focused Reading Quiz, but adding more to the course would be a great asset.

STANDARD 6.2

Reviewer Recommendations

Evidence

There are a few tools in the course, such as the discussion forums, that promote learner engagement and active learning.

Suggestions For Improvement

More interactive tools would enrich the course.

STANDARD 6.2

Reviewer Recommendations

Evidence

There is no evidence to suggest that the tools used in the course enable learners to actively engage in the learning process rather than passively absorb information. The selected course tools help the learner actively engage in the course by facilitating ongoing interactions with the instructor, course materials, and other learners.

Suggestions For Improvement

Your learners will benefit from suggestions that keep in mind some tools that may not be easily accessible to all. Provide alternatives, such as video transcripts or PDF handouts for difficult-to-access video links.

STANDARD 6.3 - (1 Point)
6.3 A variety of technology is used in the course.

Points Possible: 1 Points Awarded: 0 Result: **NOT MET** (Yes: 1, No: 2)

STANDARD 6.3

Reviewer Recommendations

Evidence

The course has a link (in Module 1) for the Pressbook and videos in the Module 1 Resources page. Chapter 1 Focuses Reading Quiz is a good technology tool for using the Moodle course.

Suggestions For Improvement

I would suggest adding the H5P activities in the Pressbook and adding more Focused Reading Quizzes in the Modules.

Is there something that can be used for the PowerPoint slides to be viewed within the Moodle course, rather than downloading them to view outside of it? Just thinking - more technology there.

STANDARD 6.3

Reviewer Recommendations

Evidence

There is a variety of technology (such as videos and discussion forums) used in the course.

Suggestions For Improvement

STANDARD 6.3

Reviewer Recommendations

Evidence

The course has links to Pressbook sections.

Suggestions For Improvement

Your learners can benefit from technology tools, such as social media, mobile technologies, games, simulations, wikis, blogs, podcasts, and virtual worlds, such as virtual coffee shops for Q&A sessions.

STANDARD 6.4 - (1 Point)**6.4 The course provides learners with information on protecting their data and privacy.****Points Possible: 1****Points Awarded: 1****Result: MET (Yes: 2, No: 1)**

STANDARD 6.4

Reviewer Recommendations**Evidence**

There is a **Data and Privacy** section in the Learner Support Module with the following information:

Adopting institution should provide learners information about data and privacy. Considerations include:

- Providing links to the institution's data retention and website privacy policies
- Providing a link to the LMS privacy policy (ex., [Moodle Privacy Policy](#))
- [Pressbooks Privacy Policy](#)
- Providing links to privacy information for any multimedia sources used (e.g., YouTube)

Suggestions For Improvement**Reviewer Recommendations**

STANDARD 6.4

Evidence

There is a placeholder "Data and Privacy" located in the course where this information can be easily inserted for learners.

Suggestions For Improvement**Reviewer Recommendations**

STANDARD 6.4

Evidence

This purpose of this standard it to ensure the online course provides learners with information on protecting their data and privacy. There is no evidence of a course policy or statement within this course on how learners can protect their privacy.

Suggestions For Improvement

This course can easily be improved by including a data integrity or academic integrity policy within the syllabus and course policies.

General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.

Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

STANDARD 7.1 - (3 Points) Essential**7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.****Points Possible: 3****Points Awarded: 3****Result: MET (Yes: 2, No: 1)**

STANDARD 7.1

Reviewer Recommendations**Evidence**

Learner Support was marked Met by all reviewers, but it was not reviewed given that this content should be localized to the adopting institution and course. The associated Moodle template includes placeholders for the elements found in Learner Support, which should be completed by adopting instructors to articulate the elements contained within this standard.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

- Learner Support was marked Met by all reviewers, but it was not reviewed given that this content should be localized to the adopting institution and course. The associated Moodle template includes placeholders for the elements found in Learner Support, which should be completed by adopting instructors to articulate the elements contained within this standard.

Suggestions For Improvement**Reviewer Recommendations****Evidence**

The "Technical Support" tab includes placeholders for the elements found in Learner Support, which should be completed by adopting instructors to articulate the elements contained within this standard.

Suggestions For Improvement

Your learners will benefit from technical support services provided for them and that the course contains information about these services and how to access them.

STANDARD 7.2 - (3 Points) Essential**7.2 Course instructions articulate or link to the institution's accessibility policies and services.****Points Possible: 3****Points Awarded: 3****Result: MET (Yes: 2, No: 1)****Reviewer Recommendations****Evidence**

Learner Support was marked Met by all reviewers, but it was not reviewed given that this content should be localized to the adopting institution and course. The associated Moodle template includes placeholders for the elements found in Learner Support, which should be completed by adopting instructors to articulate the elements contained within this standard.

Suggestions For Improvement**Reviewer Recommendations****Evidence**

- Learner Support was marked Met by all reviewers, but it was not reviewed given that this content should be localized to the adopting institution and course. The associated Moodle template includes placeholders for the elements found in Learner Support, which should be completed by adopting instructors to articulate the elements contained within this standard.

Suggestions For Improvement**Reviewer Recommendations****Evidence**

The associated Moodle template includes placeholders for the elements found in Learner Support, which should be completed by adopting instructors to articulate the elements contained within this standard.

- Pressbooks Accessibility Statement
- Moodle Accessibility Statement

Suggestions For Improvement

Your learners will benefit from the following-

- A link to the institution's accessibility policy, if a policy exists
- A statement that informs the learner how to obtain the institution's disability support services

STANDARD 7.3 - (3 Points) Essential
7.3 Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course.

Points Possible: 3 **Points Awarded:** 3 **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations STANDARD 7.3

Evidence
Learner Support was marked Met by all reviewers, but it was not reviewed given that this content should be localized to the adopting institution and course. The associated Moodle template includes placeholders for the elements found in Learner Support, which should be completed by adopting instructors to articulate the elements contained within this standard.

Suggestions For Improvement

Reviewer Recommendations STANDARD 7.3

Evidence
•Learner Support was marked Met by all reviewers, but it was not reviewed given that this content should be localized to the adopting institution and course. The associated Moodle template includes placeholders for the elements found in Learner Support, which should be completed by adopting instructors to articulate the elements contained within this standard.

Suggestions For Improvement

Reviewer Recommendations STANDARD 7.3

Evidence
The associated Moodle template includes placeholders for the elements found in Learner Support, which should be completed by adopting instructors to articulate the elements contained within this standard.

Suggestions For Improvement

- Your learners will benefit from the following:
- A description on the institution’s website of academic support services, with information about each service
 - A link to the library
 - A link to tutorials or guides on conducting research, writing papers, and citing sources
-

STANDARD 7.4 - (1 Point)
7.4 Course instructions articulate or link to the institution’s student services and resources that can help learners succeed.

Points Possible: 1 **Points Awarded:** 1 **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations STANDARD 7.4

Evidence
Learner Support was marked Met by all reviewers, but it was not reviewed given that this content should be localized to the adopting institution and course. The associated Moodle template includes placeholders for the elements found in Learner Support, which should be completed by adopting instructors to articulate the elements contained within this standard.

Suggestions For Improvement

Reviewer Recommendations STANDARD 7.4

Evidence
•Learner Support was marked Met by all reviewers, but it was not reviewed given that this content should be localized to the adopting institution and course. The associated Moodle template includes placeholders for the elements found in Learner Support, which should be completed by adopting instructors to articulate the elements contained within this standard.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

The associated Moodle template includes placeholders for the elements found in Learner Support, which should be completed by adopting instructors to articulate the elements contained within this standard.

Suggestions For Improvement

Your learners will benefit from the following-

- A description of support services and how to obtain them (including email addresses and phone numbers for key personnel)
- Guidance on when and how learners may obtain a particular support service or resource
- Links to each of the institution's student support services web pages or a single student support web page detailing each of the institution's student support services

General Standard 8: Accessibility and Usability: The course design reflects a commitment to accessibility and usability for all learners.

Overview Statement: The course design utilizes the principles of Universal Design for Learning (UDL) and reflects a commitment to accessibility, ensuring all learners can access all course content and activities, and to usability, ensuring all learners can easily navigate and interact with course components.

Disclaimer: Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met.

STANDARD 8.1 - (3 Points) Essential**8.1 Course navigation facilitates ease of use.****Points Possible:** 3**Points Awarded:** 0**Result:** NOT MET (Yes: 0, No: 3)

STANDARD 8.1

Reviewer Recommendations**Evidence**

Course navigation is very easy for this course. The Moodle template is well-designed with the Welcome and Getting Started Modules. Module 1 was edited and does have some ease of use (suggestion provided).

Suggestions For Improvement

There are many modules that are not complete.

As an ease of navigation suggestion - add the link of the Pressbook under the **Module Pressbooks Resources and Activities** heading. The Placeholder URL is still unused in many Modules.

Reviewer Recommendations

STANDARD 8.1

Evidence

The course layout facilitates easy use.

Suggestions For Improvement

Review each module to ensure that it is complete.

Reviewer Recommendations

STANDARD 8.1

Evidence

The purpose of this standard is to ensure that the course navigation facilitates ease of use. The reviewer can easily navigate this course because of years of experience using LMS systems and the online environment. A new learner would have difficulty in this course due to a lack of instructions on how to navigate and multiple links as stated previously do not work

Suggestions For Improvement

Suggestion for improvement is to include instructions for navigation in the welcome and repeat again at the module level especially if the template is going to be different within each module.

STANDARD 8.2 - (3 Points) Essential
8.2 The course design facilitates readability.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 1)

STANDARD 8.2

Reviewer Recommendations

Evidence

The Introduction sections of each concept Module are readable (the ones that are completed). The text is all the same font style and size. There is also the right amount of white space and no color is used - besides the red text that is still there in some of the incomplete Modules.

The Pressbook Chapters are also readable pages of material. The sections of text use headers and constant font. I didn't see any colored sentences or words in the book Chapters (besides noting in Chapter 1 images that needed a source provided).

Overall, the entire course uses headings to separate the Modules and sections - this is done in Moodle.

Suggestions For Improvement

Chapter 1 in the Pressbook has the **Key Terms** (Learning Objectives) listed in a colored textbook and **Examples** in a purple box. These colored boxes are great to break up the white background of the text, but they aren't done in any of the other Chapters.

I would also suggest making some of the other parts toward the end of each Chapter (i.e. Chapter Summary, Discussion Questions, etc.) to have in colored boxes. Again, to break up the large amount of white and text in the book.

When the other Module Introductions get completed, make all of them look the same, for consistency.

STANDARD 8.2

Reviewer Recommendations

Evidence

The font, images, and course organization facilitates readability.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 8.2

Evidence

This course does not follow a consistent template format, therefore the learner will not easily navigate through the course if each module is set up differently having to search through the module to locate instructions and assignments.

Suggestions For Improvement

Your learners will benefit from the following-

- Heading and body styles are consistent throughout the course. Module 9 entire module is in bold letters and Module 12 To achieve these objectives' section is bold.
 - Color coding, e.g., text or highlighting, is used to serve specific instructional purposes.
-

STANDARD 8.3 - (3 Points) Essential

8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

Points Possible: 3

Points Awarded: 0

Result: NOT MET (Yes: 0, No: 3)

STANDARD 8.3

Reviewer Recommendations

Evidence

The Moodle Accessibility Toolkit only has two errors:

1. *The overall page content length should not exceed 500 words.* This error is noted by the designer of the template as a non-issue.
2. *Link text should be descriptive and provide context about its destination.* This can be fixed in the HTML code.

The Syllabus document has no accessibility issues.

Many of the images in the Pressbook have Media Attributions (showing they have alt-tags). Some of the other images have citations under the images.

Suggestions For Improvement

The PowerPoint Slides have accessibility issues when the checker is run on them.

The videos on the Module 1 Resources page are not cited and don't have the ability to have closed captioning.

When more images on the Module Introductions get added, make sure they have an alt-tag added (even if they have the decorative "null" alt-tag or an alt-tag that is proper for the image).

STANDARD 8.3

Reviewer Recommendations

Evidence

The course provides some accessible text and images. However, there are a few accessibility issues.

Suggestions For Improvement

Review PPT and videos to ensure that they are accessible by diverse learners. Also, if more content is added, it should be checked for accessibility by all.

STANDARD 8.3

Reviewer Recommendations

Evidence

This course does not provide alternatives to all images so that all learners have access to equivalent information. In instances in which alternative formats are provided, the general accuracy of the alternate content was not verified.

Suggestions For Improvement

Suggestions for improvement are taken directly from the standard:

Examples include:

- 1. Images and graphs are described via an alt-tag, long description, or audio description.
- 2. All tables are set up as text and not embedded as images. They are not presented as screen captures.
- 3. Tables are set up with headings for columns and rows and are used only for summarizing data, not for formatting. Tables have captions, alt-text or alt-tags, and are formatted so that headings repeat.
- 4. Document or HTML titles, headings, etc., are formatted using styles (Heading 1, Heading 2, etc.)

STANDARD 8.4 - (2 Points)
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.

Points Possible: 2 **Points Awarded:** 0 **Result:** NOT MET (Yes: 0, No: 3)

STANDARD 8.4

Reviewer Recommendations

Evidence

The Pressbook could be viewed with a screen reader for an alternative means of access.

Suggestions For Improvement

There is no option for closed captioning on the videos on the Module 1 Resources page.

The PowerPoint Slides don't have a way to provide alternative means of access. My suggestion is to have these provided and also read over (using the Record feature). Or to find a way to have them viewed to be read.

STANDARD 8.4

Reviewer Recommendations

Evidence

Pressbook can be viewed with alternative access. However, the video on the Module 1 Resource page doesn't provide closed captioning.

Suggestions For Improvement

Check the videos for closed captioning. Additionally, review the PPT slides to ensure alternative access for diverse learners.

Reviewer Recommendations**Evidence**

There is no evidence in this course of alternatives for all learners to easily access if the learner could not hear or see the video-captioning is not utilized nor are there transcripts of the videos.

Suggestions For Improvement

Suggestions for improvement are taken from the standard:

Examples of alternative means of access for different types of multimedia content:

1. If the audio content corresponds with the visual content in a way that conveys meaning (e.g., a video demonstrating how to operate a Bunsen burner in a chemistry lab), captions provide an equivalent experience. Reviewers review the captions to confirm the captions correctly represent the audio content, the speaker, and non-speech information conveyed through sound, such as meaningful sound effects.
2. If the audio content does not correspond with visual content (e.g., a visual of an instructor providing a lecture without visual aids), then a text transcript is sufficient.
3. Visual information that is critical to meaning is conveyed through audio description.

STANDARD 8.5 - (2 Points)**8.5 Course multimedia facilitate ease of use.**

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 2, No: 1)

Reviewer Recommendations**Evidence**

The Pressbook Chapters are easy to use. The images in the Chapters illustrate the concepts clearly and are there as necessity. Most images are the appropriate size

The videos provided in the Module 1 Resources page have clear audio and YouTube allows them to be resized, paused, and controlled.

Suggestions For Improvement**Reviewer Recommendations****Evidence**

Graphics used in the course do not cause distractions. Images appear to be appropriately sized.

Suggestions For Improvement**Reviewer Recommendations****Evidence**

The Press book sections are very easy to use. The images in the sections illustrate the concepts clearly and are there as necessity. Most images are the appropriate size, but a few in the Press books require scrolling to see the entire image.

Suggestions For Improvement

Your learners will benefit from ensure the usability of multimedia throughout the modules.

STANDARD 8.6 - (2 Points)**8.6 Vendor accessibility statements are provided for all technologies required in the course.**

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 2, No: 1)

Reviewer Recommendations**Evidence**

Accessibility policy links for Moodle and Press books are found in the **Accessibility Policies and Services** page in the **Learner Support** Module.

Suggestions For Improvement

Adopters of the course should also consider adding statements for common technologies that they may use: Microsoft, Adobe, YouTube, etc.

Reviewer Recommendations**Evidence**

Placeholder and Vendor accessibility states are listed under "Accessibility Policies and Services".

Suggestions For Improvement**Reviewer Recommendations****Evidence**

The course learner support module has an accessibility page with the vender accessibility statements provided.

Suggestions For Improvement

If additional tools are added to the course, such as the recommended anti-plagiarism or active learning tools, then the corresponding accessibility policies should be added as well.

Additional Review Comments:**TOTAL POINTS AWARDED: 54****FINAL RESULT: DID NOT MEET STANDARDS**