

Institution:	Louisiana Board of Regents
Course Code:	CCRJ 1013Louisia090123
Course Number:	CCRJ 1013
Course Name:	Intro to Criminal Justice
Course Representative:	Emily Frank
Review Start Date:	2023-09-11
Review End Date:	2023-10-02
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: 2, No: 1)

Reviewer Recommendations

STANDARD 1.1

Evidence

The course starts with a Welcome Label, description of the course, short video of what criminal justice is, course purpose, course objectives, a template for an instructor introduction, and a template for office hours information. There are a "Structure of the Course" and "Navigating the Course" sections here, but these sections are more instructions for the instructor.

After some learner support materials, there is a Syllabus and Schedule section, a Course Alignment section, and a Getting Started section.

Suggestions For Improvement

It would be helpful to have all of this information together that can be referred back into one section instead of scattered in several different sections.

Not sure if this is even possible given that this is a template course but, if possible, consider moving the Getting Started to closer to the top of the page and having the welcome information in that - along with the curriculum map, syllabus and schedule. The Getting Started section is far enough down on the screen to require scrolling and searching, which might be difficult for a learner that is new to the course and the layout. Consider also, adding a schedule of activities or a video guide of how to navigate the course as mentioned in the annotation and navigating the course section. Also, as noted in the annotation, having a "Read First" or "Start Here" label to make where the learner needs to start stand out more.

Reviewer Recommendations

STANDARD 1.1

Evidence

The course includes a section on navigating the course in the Welcome module that describes the components and how to progress through the course. It also allows for any modifications that may be made by an adopting instructor.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 1.1

Evidence

There is a Getting Started module that contains"

"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 and Schedule
3. Introduce yourself to the class
4. Read the instructions for the Q & A Forum

Good luck in the course!

Suggestions For Improvement

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)

STANDARD 1.2

Reviewer Recommendations

Evidence

The description of the course is given at the top of the LMS page. There is a schedule outlined in the syllabus. There is a template placeholder for how information will be delivered and the structure of the course. There is also a course map provided.

Suggestions For Improvement

Again, please consider adding all of these items together in one place at the beginning and labeling - "Read First" or having it all together in the first section of the course page.

STANDARD 1.2

Reviewer Recommendations

Evidence

The introduction and purpose sections of the Welcome module cover the purpose of the course and the basic structure is addressed in the section on navigating the course, but the section identified as "structure" is left to an adopting instructor to complete.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 1.2

Evidence

There is a section Course Purpose that contains:

The purpose is for students to gain an understanding of the American criminal justice system with a view to its social and institutional context and its structure and functioning. Designed for the beginning student in law enforcement, criminology, corrections, sociology, social welfare, government and pre-law, this course is an overview of the criminal justice system.

Students are expected to develop the following skills and knowledge base by the conclusion of the course:

- Able to demonstrate college level reading, writing, and oral communication skills.
- Possess adequate problem solving, creative reasoning, and critical thinking skills.

Suggestions For Improvement

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)

STANDARD 1.3

Reviewer Recommendations

Evidence

Netiquette in the Netiquette and Communication section of the Learner Support section on the LMS page (left hand menu). There is a placeholder for a section on the syllabus (online etiquette).

Suggestions For Improvement

Reviewer Recommendations**Evidence**

The page "Netiquette and Communication Expectations" under Learner Support clearly describes what is expected of students in any communications or written course work.

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

There is a Netiquette and Communication Expectations section that contains

"

Provide a link to institution's student handbook or code of conduct.

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."

Suggestions For Improvement**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: 3, No: 0)

Reviewer Recommendations**Evidence**

There are placeholders in the syllabus for items such as: Code of Conduct, Online Etiquette, Academic Integrity, and Diversity Statement.

Suggestions For Improvement

It might be a good idea to include additional policies related to courses such as student withdrawal, grievances, and incompletes.

Reviewer Recommendations**Evidence**

The "Netiquette and Communication Expectations" page and the Syllabus include placeholders for links to the institution's student handbook. Since this is a course meant to be shared with multiple institutions, this information will be provided by an adopter and there are placeholders for this information in the syllabus document.

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

There are placeholders for policies (listed below) in the syllabus that can be customized:

Grading Policy

Grading scale and late work policy, if applicable.

University Policies and Support: [Keep as a placeholder for future adopters]

Code of Conduct

Online Etiquette

Suggestions For Improvement

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: 3, No: 0)

Reviewer Recommendations STANDARD 1.5

Evidence
Technology Requirements are covered in the syllabus for this course currently starting on page 3 – the learner will need a computer (desk or laptop) with internet access. There is no indication that learners need any additional technology for this course - such as speakers, microphones, or video cams.

Suggestions For Improvement
Consider adding speakers to this list on the syllabus as speakers are needed for the audio given, such as in the what is criminal justice video in the first section.

Reviewer Recommendations STANDARD 1.5

Evidence
The Syllabus document includes the minimum technology requirements.

Suggestions For Improvement
The cohort should include any technologies to be used along with placeholders for any additional technology that an adopter may use.

Reviewer Recommendations STANDARD 1.5

Evidence
There is a technology requirements statement in the syllabus as follows
"Students must have access to a laptop or desktop computer that can connect reliably to broadband internet, as well as the ability to navigate the school's Learning Management System (LMS). Chrome, Firefox, and Safari are recommended web browsers to use for accessing the school's LMS and submitting materials online."

Suggestions For Improvement

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: 3, No: 0)

Reviewer Recommendations STANDARD 1.6

Evidence
Computer Skills Requirements are covered in the syllabus for this course currently starting on page 3 – the learner will need basic word document capabilities (such as MS Word or Google Docs) and to submit these files online for graded assignments.

Suggestions For Improvement

Reviewer Recommendations

Evidence

The syllabus includes a statement regarding the basic computer skills expected of students.

Suggestions For Improvement

A placeholder could be added if an adopter decides to use additional technologies.

Reviewer Recommendations

Evidence

There is a statement regarding Computer Skills in the syllabus as follows:

"Students must have at least basic proficiency in word processing applications (Microsoft Word, Google Docs, etc.) and be able to submit files to an online system."

Suggestions For Improvement

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: 3, No: 0)

Reviewer Recommendations

Evidence

It is stated on the course page near the top and in the syllabus on page 1 that no prerequisites are needed for this course.

Suggestions For Improvement

Reviewer Recommendations

Evidence

The course is described as an introductory course with no prerequisites.

Suggestions For Improvement

Reviewer Recommendations

Evidence

Prerequisite requirements are spelled out in the syllabus as follows:

"No prerequisite is required for the course."

Suggestions For Improvement

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: 3, No: 0)

Reviewer Recommendations

Evidence

There is a placeholder for this course with examples given within the course and in the annotation of this standard.

Suggestions For Improvement

Reviewer Recommendations

Evidence

An "About Your Instructor" page to be completed by an adopting instructor is available in the Welcome module and the syllabus includes placeholders for an adopter's details.

Suggestions For Improvement

Reviewer Recommendations

Evidence

There is a placeholder About Your Instructor with instructions and suggested verbiage.

Suggestions For Improvement

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)

Reviewer Recommendations

Evidence

There is an introduction forum provided for learners. This is a placeholder and there are suggestions about what could be provided here.

Suggestions For Improvement

Consider adding points to this to encourage participation. Also consider having a word count (ex:200 words minimum) and requiring learners to response to other posts (ex: respond at least 50 words each to two other posts) to encourage interaction.

Reviewer Recommendations

Evidence

The course includes an "Introduce Yourself" discussion in the Getting Started module.

Suggestions For Improvement

Reviewer Recommendations

Evidence

The students are tasked with introducing themselves in the Getting Started module.

Suggestions For Improvement

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

Reviewer Recommendations STANDARD 2.1

Evidence
The three CLOs are Recognize..., Identify... , Differentiate... and Analyze... While "identify", "differentiate" and "analyze" are measurable terms, the objective "recognize" is not. Being that there are only 4, this does not meet at the 85% level.

Suggestions For Improvement
Consider changing CLO to a more measurable term. Such as, "Define and describe how the criminal justice system operates, the processes, and areas of knowledge".

Reviewer Recommendations STANDARD 2.1

Evidence
While **recognize** is often found on various lists of Bloom's Taxonomy, it does not describe a measurable outcome, similar to terms like **understand, know**, etc. Since it is one of four objectives, this SRS falls short of 85%.

Suggestions For Improvement
Replace **recognize** with a measurable term like **identify, define, describe**, etc.

Reviewer Recommendations STANDARD 2.1

Evidence
There is an extensive Course Alignment map document that contains measurable CLOs and MLOs, and information showing the alignment between CLOs, MLOs, assessments, assignments, activities, materials, and tools.
However, **recognize** is not a measurable action verb.

Suggestions For Improvement
Change the verb **recognize** to a measurable verb from Bloom's Taxonomy.

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

Reviewer Recommendations STANDARD 2.2

Evidence
The majority of the MLO's are consistent with the CLOs and are measurable.
There are a few that are not measurable in the way they are used here: 1.4 - recognize..., 4.4 and 4.5 - understand.... 2.1, 3.1, 5.5, 6.5 - "distinguish"

Suggestions For Improvement
Consider changing "recognize" to "recall", "understand" to "describe", and "distinguish" to "describe" or "explain".

Reviewer Recommendations**Evidence**

The vast majority of the module-level objectives are written in measurable terms and all appear consistent with the course-level objectives. Four do use the terms **recognize** (1.4 & 8.4) or **understand** (4.4 & 4.5), which aren't observable/measurable.

Suggestions For Improvement

Replace **recognize** and **understand** with appropriate, measurable terms.

Reviewer Recommendations**Evidence**

There is an extensive Course Alignment map document that contains measurable CLOs and MLOs, and information showing the alignment between CLOs, MLOs, assessments, assignments, activities, materials, and tools.

Suggestions For Improvement**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: 3

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

Reviewer Recommendations**Evidence**

The CLOs can be found in the Welcome section of the course page, the course map, and the syllabus. The MLOs can be found on the course map and at the top of each module. The CLOs and MLOs are clearly stated and written from a learner's perspective.

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

All objectives are written from the student's perspective, and are prominently placed in the course, with the CLOs in the Welcome module and the MLOs in their respective module introductions with references to their relevant CLOs.

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

There is an extensive Course Alignment map document readily available in its own module, that contains measurable CLOs and MLOs, and information showing the alignment between CLOs, MLOs, assessments, assignments, activities, materials, and tools. All of the objectives are written in easily understood language.

Suggestions For Improvement**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: 3

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

Reviewer Recommendations**Evidence**

There is a course map that has clear markings of which CLOs and MLOs are related to the learning activities. In addition, this information is also listed on each learning activity.

Suggestions For Improvement

Consider numbering the MLOs on the learning activities as it is on the course map. For example, on the learning activities have "MLO 2.1" instead of MLO 1. This will make it more consistent and easier to locate.

Reviewer Recommendations**Evidence**

All module activities are listed in each module introduction and include references their relevant MLOs.

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

There is an extensive Course Alignment map document that contains measurable CLOs and MLOs, and information showing the alignment between CLOs, MLOs, assessments, assignments, activities, materials, and tools.

Suggestions For Improvement**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)

Reviewer Recommendations**Evidence**

It appears that the learning objectives are suited for a lower level, introductory course.

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

As an introductory course, the course and module-level objectives appear suited to the level of the course.

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

While I am not an SME, the CLOs and MLOs do seem to be suited for an introductory course.

Suggestions For Improvement

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

Reviewer Recommendations STANDARD 3.1

Evidence
The assessments - mid-term and final and quizzes were considered by this reviewer as assessments, although there could be debate if the quizzes were learning activities (leading up to the mid-term and final if feedback was given) and therefore, quizzes were also evaluated as learning activities.
Overall, the assessments measure the objectives of this course (with the exception of Module 2 Quiz).

Suggestions For Improvement
Consider fixing Module Quiz 2 - there was an error, and it did not run due to not enough questions.

Reviewer Recommendations STANDARD 3.1

Evidence
Assessments measure the achievement of the stated learning objectives with the following exceptions

- Module 2 quiz lacks questions.
- Module 8 writing assignment lacks concepts/topics to be addressed, only referring to the MLOs which are not stated in the assignment.

Suggestions For Improvement
Make sure that the module 2 quiz questions are available in Moodle.
For writing assignments, include the information needed within the assignment. If the topic will be left up to an adopting instructor, include that in the assignment's instructions to the instructor in the red text. No instructions for the instructor are included in the module8 writing assignment.

Reviewer Recommendations STANDARD 3.1

Evidence
There is an extensive Course Alignment map document that contains measurable CLOs and MLOs, and information showing the alignment between CLOs, MLOs, assessments, assignments, activities, materials, and tools.
From the types of assessments chosen, it is clear that learners can successfully complete the assessments if they have met the objectives or competencies stated in the course materials and learning activities.

Suggestions For Improvement

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

Reviewer Recommendations

Evidence

Although there is a gradebook available, it does not indicate how much each of the items in this course is worth. There is no grading policy in the syllabus (but there is a placeholder), grading scale or rubrics.

Suggestions For Improvement

Consider adding rubrics for all assignments, having a grading scale in the syllabus, and a breakdown of each of the point values. For example, the course author might list these in a chart: Discussion Forums 20%, Short Assignments 30%, Quizzes 30%, Exams 20%.

Reviewer Recommendations

Evidence

The syllabus includes a placeholder for the grading policy which will be determined by the adopting instructor or institution. It also includes a 10-point grading scale, which may also be subject to change.

Suggestions For Improvement

Reviewer Recommendations

Evidence

There is a placeholder for a grading policy, but it is not included in the syllabus or the course.

Suggestions For Improvement

Include a sample grading policy based on the structure of the course assignments and assessments.

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)

Reviewer Recommendations

Evidence

There are no rubrics or evaluation sheets in this course.

Suggestions For Improvement

Consider adding rubrics or elaborating on the evaluation of all graded work.

Reviewer Recommendations

Evidence

Some assessments are auto-graded while others will require manual grading with grading criteria included (see discussion forum instructions) or that may be decided on by the adopting instructor.

Suggestions For Improvement

Make sure that the adopting instructor is aware that they should include their specific criteria where needed, as in writing assignments that are left to the instructors.

Reviewer Recommendations**Evidence**

There is a placeholder for a grading policy, but specific and descriptive criteria for evaluation are not included in the syllabus or the course.

Suggestions For Improvement

Provide a sample of specific and descriptive criteria for the evaluation of learners' work and explain their connection to the course grading policy.

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: 2

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

Reviewer Recommendations**Evidence**

There is a variety of assessments and learning activities in this course - with quizzes, a mid-term, and a final for the assessments. There are quizzes that lead up to the mid-term and then to the final.

Suggestions For Improvement

It is unclear what the final covers. Consider adding the chapters or indicating that it is comprehensive so that it is clear.

Reviewer Recommendations**Evidence**

Each module includes assessments that are sequenced, varied, and appear to be suited to the level of the course.

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

There are placeholders for quizzes in each module, but there are no actual quizzes provided.

Suggestions For Improvement

Give a sample of potential quizzes and/or ancillaries that can be used to develop quizzes.

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: 2

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

Reviewer Recommendations**Evidence**

There are self-checks, weekly quizzes, weekly assignments, weekly discussion boards, a mid-term and a final in this course.

Suggestions For Improvement

Consider adding the assessments to this course for this standard to be evaluated. Also, there is no mention of when items will be graded. Also, consider adding a statement in the syllabus such as, "All assignments will be graded within 7 days unless notified otherwise".

Reviewer Recommendations**Evidence**

Students can track their grades in Moodle and they can also see responses in the practice activities in the textbook and within Moodle to gauge their understanding of the concepts presented in the course.

Frequency and response time is left up to the adopter and may be mandated by their institution.

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

There isn't a rubric for the written assignments and discussions, and the quizzes are not complete, so it's not clear how learners will track their progress.

Suggestions For Improvement

Provide a rubric for the discussions and self-scoring quizzes and tests.

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:** 3**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations****Evidence**

The instructional materials include the Pressbook Chapters provided, videos with provided links and/or embedded, and some news and government website sources that are provided or have links to get to the provided material.

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

Since the textbook and other materials were developed or adopted as part of the course development, the instructional materials contribute to the achievement of the stated learning objectives or competencies.

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

There is an extensive Course Alignment map document that contains measurable CLOs and MLOs, and information showing the alignment between CLOs, MLOs, assessments, assignments, activities, materials, and tools.

The textbook, podcast, and course materials provide the information and resources learners need to achieve the stated learning objectives or competencies.

Suggestions For Improvement

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: 3

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

Reviewer Recommendations

STANDARD 4.2

Evidence

Each module has the readings, assessments, and other materials, such as videos, listed as well as the MLOs. There is also a course map that clearly shows how the objectives, materials, and learning activities are related.

Suggestions For Improvement

Consider adding a study guide to each module for learners to use in taking notes while they read. It is one way to help students make effective use of the textbook in preparation for the assessments.

Reviewer Recommendations

STANDARD 4.2

Evidence

Again, since the textbook and other materials were developed/curated as part of the course development, the relationship between the use of instructional materials in the course and completing learning activities is clearly explained.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 4.2

Evidence

The textbook is broken down into chapters and relevant chapters are included in each module.

Also, each module contains the sequence of activities that should be followed.

Suggestions For Improvement

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

STANDARD 4.3

Evidence

The license for the OER Pressbook can be found in the lower left-hand corner of the screen of the Pressbook website and additional information at the end of each chapter. The figures from the Pressbook are referenced at the end of the chapter.

All materials in this course are referenced or have links that provide the reference on materials presented.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 4.3

Evidence

While the course includes copious references, there are instances of copyright infringement. Providing references does not constitute permission.

In ch.1.2 of the textbook, the section on "Louisiana's No Man's Land" includes content copied verbatim from the [Louisiana Travel website](#). This is copyrighted material and there is no statement indicating permission to use the content has been granted. If permission has been

granted, that needs to be clearly stated.

Another instance is the use of an uploaded PDF of an article obtained from JSTOR via Loyola's subscription in the Module 2 writing assignment. Instead, provide the citation for the article. For instructors whose institution's library subscribes to JSTOR, they should contact their respective libraries for access details and share the link to the article, not the downloaded PDF. While it is allowed to share copies of an article with students in a face-to-face class on an unplanned, one-time basis, reusing the same article repeatedly is not covered by Fair Use. Sharing an article obtained from a database subscribed to by the instructor's institution with others outside of the institution is a violation of the original institution's license with the database provider. This also applies to scanned and uploaded copies of an article from a print periodical. Instructors whose institutions do not subscribe to the database should be directed to a source (e.g., a local public library) that may be able to provide access.

Neither of these uses meet Fair Use and use of an article obtained from a subscription database for use by faculty and students who do not have such access is a violation of the licensing terms between the original institution and the database vendor, which could jeopardize the institution's access in the future. Even the fact that the course is not open to the public is not sufficient protection. The textbook, on the other hand, will be available to the public and would put LOUIS at risk of being sued for infringement.

Sources for many images are not provided. I realize that many were those included in the adapted text, but all images should include credits and source information.

Suggestions For Improvement

See [Copyright Title 17, section 107](#): Limitations on exclusive rights: Fair Use. All four factors must be considered when determining fair use. Use for educational purposes is not sufficient.

Regarding the use of articles uploaded to the course, see [Reproduction of Copyrighted Works by Educators and Librarians \(Circ. 21\)](#), page 6, "Multiple Copies for Classroom Use." Link to articles rather than uploading a digital copy. JSTOR may actually allow a number of articles to individuals at no cost. Provide just the JSTOR stable link (e.g., <https://www.jstor.org/stable/2083446> for the article in M2's writing assignment). If the student is on a subscribing institution's IP address, access should be seamless. If in the course remotely, the link will direct users to the page for the article that includes an option for independent researchers to create a personal account that will permit online access to 100 articles/month. For articles from publishers that are not Open Access, check for availability from the publisher rather than the database. Some publishers do make selected content available for free; if they do, link to the article on the publisher's website. Otherwise, look into getting permission.

For the website content, the easiest solution would be to just link to the website's page along side the embedded video (the source of which, not the same as the text, also needs to be stated). In order to keep the text copied from the website, you must request permission from the rights holder.

To obtain permission to use copyrighted material that is NOT covered by a CC license that grants permission, you must contact the rights holder and request permission. In the case of any article, the rights holder is not the database where the article was found, but the journal publisher or author. Since LOUIS is the publisher of the textbook, they should be involved in the process.

If the source of an image cannot be determined, it may be a copyright violation and an alternative image should be located. Using a reverse image search tool can be very useful. If the only source of a relevant image is copyrighted, permission needs to be sought.

Reviewer Recommendations

STANDARD 4.3

Evidence

A reference for the textbook is provided in the syllabus

Suggestions For Improvement

Provide acknowledgement for all of the videos and podcast being used

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: 3, No: 0)

Reviewer Recommendations

STANDARD 4.4

Evidence

This course uses a OER Textbook, there are links and short readings within the course, and videos and news sites, and government sites. A large majority of the materials in this course are current (5 years or less) except where it is expected to be older materials that are relevant - such as history and theory.

Suggestions For Improvement

Reviewer Recommendations

Evidence

As the textbook and other materials were developed/curated as part of the course development, the materials are current or have recently been evaluated and they represent up-to-date theory and practice in the discipline.

Suggestions For Improvement

Reviewer Recommendations

Evidence

From what I can tell, the Pressbook use in this course has a 2023 publication year.

Suggestions For Improvement

Add a publication date to the textbook.

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: 3, No: 0)

Reviewer Recommendations

Evidence

There is a variety of instructional materials, including a Pressbook online textbook, YouTube videos, government websites, and news websites.

Suggestions For Improvement

Reviewer Recommendations

Evidence

A variety of materials, textual and multi-media are used in the course.

Suggestions For Improvement

Reviewer Recommendations

Evidence

The course uses a textbook, videos, and podcasts.

Suggestions For Improvement

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

Reviewer Recommendations**Evidence**

The learning activities in each module of this course include reading the textbook chapter, and a short assignment related directly to the chapter material (except chapter 2, which has 2 additional exercises), participating in a discussion, and a quiz. The learning activities are aligned with the objectives, and all are required for grades.

Suggestions For Improvement

Consider cutting back on some of the assignments or combining some of them as it is quite a bit of work to do (and grade) per week. What works best for that week's materials? Is the simulation really worth it or is the activity better? Do they need to discuss this week AND do an activity? These items could probably be combined or mixed and matched depending on what the topic is that week. Could also make some of them optional or for bonus points.

Reviewer Recommendations**Evidence**

Since the learning activities have been developed within the course and textbook development, they promote the achievement of the stated learning objectives or competencies.

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

There is an extensive Course Alignment map document that contains measurable CLOs and MLOs, and information showing the alignment between CLOs, MLOs, assessments, assignments, activities, materials, and tools.

From the types of activities chosen, it is clear that learners can successfully complete the assessments if they have met the objectives or competencies stated in the course materials and learning activities.

Suggestions For Improvement**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: 3, No: 0)**Reviewer Recommendations****Evidence**

learner-instructor: Weekly feedback on assignments and quizzes, FAQ forum.

learner-learner: Weekly discussion boards.

learner-context: Pressbook, videos, and self-check quizzes.

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

The learning activities, e.g., the practice activities in the course, provide opportunities for interaction between the student and the content. Discussions provide opportunities between students and with the instructor. An adopting instructor will also be able to offer other options for student-instructor interaction in addition to stated office hours and communication guidelines.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

There are learner-content interactions via readings.

There are learner-learner interactions via discussions.

There is a Q&A forum for interaction with the instructor.

Suggestions For Improvement**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: 3

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

Reviewer Recommendations**Evidence**

Although there is a placeholder on the course page and on the syllabus for the communication policy, it is not present, so it cannot be evaluated.

Suggestions For Improvement

Although there is a placeholder on the course page and on the syllabus for the communication policy, it is not present, so it cannot be evaluated. Consider adding information including how to get in touch and that it needs to be in a professional manner and how often the learner should check email and the response time expected from the instructor (such as within 24 hours) and when to expect feedback on assignments (such as within one week from the due date).

Reviewer Recommendations**Evidence**

This is left to the adopting instructor and there is a placeholder in "Instructor Contact Information" for the instructor to add information about communication and interacting with learners.

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

There is a recommended feedback time of 24 hours for the Q&A forum.

Suggestions For Improvement

Include a feedback statement for emails and grading.

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

Points Possible: 2

Points Awarded: 0

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

Reviewer Recommendations**Evidence**

Although the learning activities do somewhat indicate what is expected of the learner, there is no formal plan at the beginning of the course on the course webpage or in the syllabus. Consider adding student learning expectations or participation expectations for the course to the syllabus and course page in the Welcome or Getting Started Section.

Suggestions For Improvement

Although there is a placeholder on the course page and on the syllabus for the communication policy, it is not present, so it cannot be evaluated.

Reviewer Recommendations

STANDARD 5.4

Evidence

The course includes basic language for communication guidelines/netiquette. The introduction for each module includes information on the sequence of the activities, etc. Discussions include suggested instructions regarding replying to classmates' posts (e.g., number and substance) Other details will be determined by an adopter.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 5.4

Evidence

There are guidelines included in some of the discussion prompts, but not all of them.

EX Module 2: "In a post below, respond to the following prompt, which assesses Course Outcomes 1, 3, and 4 and Module Learning Objectives 1, 2, and 3. Then, you must respond to 2 of your classmates' posts. After you post a response, you will be able to see other responses.

Your response should be at least 1 paragraph long. This includes responses to other students' posts. A simple "I agree" or "Yes" or "LOL" will not count. Please think about the questions and your peers' responses and reply thoughtfully and courteously, according to netiquette rules. Use good English grammar, correct punctuation, and complete sentences. While the posts will mostly be judged by their thoughtfulness and completeness, I reserve the right to take off points for grammatical errors, especially if they interfere with the clarity of the post."

For Modules 1 and 3 the discussion prompts are not complete.

Suggestions For Improvement

Add clear and consistent discussion guidelines in each module.

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

Reviewer Recommendations

STANDARD 6.1

Evidence

As designed, this course uses discussion boards, a grade book, announcements, videos (mostly YouTube) and various news and government websites. These tools are directly related to the learning objectives in this course.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 6.1

Evidence

The interactive elements (practice activities) in the textbook and those tools used in the LMS (discussions, quizzes) support the learning objectives.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

There is an extensive Course Alignment map document that contains measurable CLOs and MLOs, and information showing the alignment between CLOs, MLOs, assessments, assignments, activities, materials, and **tools**.

The types of tools chosen (discussion boards, announcements, and gradebook) support the achievement of the CLOs and MLOs.

Suggestions For Improvement

STANDARD 6.2 - (3 Points) Essential**6.2 Course tools promote learner engagement and active learning.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations****Evidence**

This course has some self-checking activities that in particular promote learner engagement and active learning. However, there are also discussion boards used also.

Suggestions For Improvement

The self-check exercises were nice and there were several. This was a nice touch added to this course.

Reviewer Recommendations**Evidence**

Use of features within the Pressbooks platform, e.g., text boxes to provide emphasis on specific or related content, embedded videos, and the integrated practice activities promote engagement and active learning.

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

The course uses discussion tools with automatic notification of new posts

Suggestions For Improvement

STANDARD 6.3 - (1 Point)**6.3 A variety of technology is used in the course.****Points Possible:** 1**Points Awarded:** 1**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations****Evidence**

This course uses a variety of technology throughout the entire course that includes videos, discussion boards, self-check quizzes, quizzes, and websites.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

The course uses a variety of technology, including use of the interactive Pressbooks platform (quizzes to self-check understanding), discussion and quiz tools in the LMS, and embedded videos.

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

The course uses videos and podcast

Suggestions For Improvement

Maybe other tools such as journals or other web-based tools can be incorporated to offer more variety.

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)

Reviewer Recommendations**Evidence**

This reviewer was unable to locate privacy policies or a placeholder for privacy policies in this course other than for the LMS page.

Suggestions For Improvement

It would be helpful to include a statement on the syllabus and/or Moodle providing learning with information on protecting their data and privacy.

Reviewer Recommendations**Evidence**

The course provides privacy information for Moodle and Pressbooks. Any adopting instructors are expected to add any relevant policies/information for their institutions.

Suggestions For Improvement

Since YouTube videos are used, include Google's (YouTube's parent company) [privacy policy](#).

Reviewer Recommendations**Evidence**

Sample privacy statements for Pressbooks and Moodle are included and suggestions for other privacy policies are included.

Suggestions For Improvement

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: 3, No: 0)**

Reviewer Recommendations STANDARD 7.1

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 7.1

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.
Support for Pressbooks is included in the textbook.

Suggestions For Improvement

Reviewer Recommendations STANDARD 7.1

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

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: 3, No: 0)**

Reviewer Recommendations STANDARD 7.2

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 7.2

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

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: 3, No: 0)

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.

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

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: 3, No: 0)

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

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

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

Reviewer Recommendations

Evidence

The course is posted in a logical order. The chapters are in order (with sometimes additional materials - podcast or reading) and also the items within are consistent with most having a written assignment, possible additional exercises (in chapter 2), discussion forum, and a quiz throughout the course.

Suggestions For Improvement

Reviewer Recommendations

Evidence

The course modules are structured consistently, starting with an introduction, followed by the list of MLOs and module activities, then the activities and assessments. Tables are not used in the course.

However, link text (see images) and links are problematic throughout the course and in the textbook where embedded in the course.

Most of the images in the module intros(1,2,3, 5, 6, 7, & 8) include the URL of the image source as text. Screen readers will read this text verbatim (i.e., "https://www...") to the user, which can be an issue. See Annotation example #2 above.

Some external links in the course which indicate "opens in a new window" (see Module 8 discussion) do not open in a new window or tab, but instead open in the same window as the course, which may be confusing for students and result in them closing the window or tab without realizing that they closed the LMS.

Links to external sites, especially in the textbook,should open in a new tab or window rather than in the same window/tab or, in the case of links in the textbook, within the reading pane of the textbook.

Re: Annotation example 3 above, some links are problematic. The Freepik link below the image in the welcome module directs to a 404 page; The link below the image in module 1 just opens the image rather than linking to the image source. Some links to external sources in the textbook may not open within the Moodle (see the Forbes article link in chapter 1.3., the link in the text via Moodle will not open in Firefox, Chrome, or Edge unless I right-click and select open in a new tab/window. This behavior is repeated for other external links found in the textbook from inside Moodle. Firefox does provide details why and includes a prompt to open the site in a new window, but Chrome and Edge

just give the error that the site refuses to connect.

Links in the textbox on Immigration and Crime in ch.1.9 and in ch.3.5 include various links using "here" as the link text. This is not a best practice and should be avoided.

Note that a link validation tool within an LMS may not catch a 404 error if the link directs to the parent website, but the image that the link may direct to has been removed.

Suggestions For Improvement

Re: link text, use descriptive text for links rather than the URL itself, e.g., the image title or variation thereof ([Law and Crime](#)). Also, avoid using terms such as picture, icon, or image in the link text for an image.

Change links to all external sites in the textbook to open in a new tab or window.

Change any links that use "here" or "click here" as the link text to the name of the source; e.g., for the first "here" link in 1.9, use the title of the article. I strongly recommend removing the link to the second article since it is clearly labeled for "private study" and is a copy that had been obtained via an Interlibrary Loan which has been uploaded and made publicly available which is a copyright violation, not on the part of either textbook authors or editors, but on the part of whoever uploaded the article to the UMass website.

Reviewer Recommendations

STANDARD 8.1

Evidence

There is a module that contains information on Navigating the Course.

Suggestions For Improvement

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)

Reviewer Recommendations

STANDARD 8.2

Evidence

This course has little to no spelling and grammar errors that distract from learning. There are pictures within some course materials, however, these are referred to and enhance the materials and are not viewed as distractions.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 8.2

Evidence

In the course, design elements appear consistent, headings are used appropriately with a couple of exceptions, there is ample whitespace in the text, color is not used, font size and contrast is appropriate. The exceptions to heading use are in the course welcome section, with the description of the video and the video itself in heading level 6 tags; neither should be within heading tags.

In the textbook, however, color is used in the form of textboxes used to set off blocks of information from the rest of the text. Some use is clear (learning objectives are all in green textboxes and are clearly identified). The textbook includes textboxes in other colors (purple, blue, and orange) and some with no color, but other than the LO textboxes, the choice of color (or lack thereof) seems to be arbitrary. E.g., an "In The News" textbox in ch.1.6 uses no color, but another "In The News" in 1.7 uses blue.

Color is also used in some H5P charts in the textbook. In the one on support for marijuana legalization in Pennsylvania (ch.1.4), it uses color and the contrast between the color block and the white text is too low.

Headings are not used consistently in the textbook. Some textboxes use heading level 3 (Learning Objectives, purple and orange textboxes), which may be how the textbox is formatted in Pressbooks. Others use the paragraph tag. Bold text which appears to be section headings in the textbook (e.g., **Cops, Courts, and Corrections** in chapter 1.6) should be formatted as heading levels, at least heading level 2 or 3, depending on the chapter structure.

Handling of images is inconsistent in the textbook. E.g, None are numbered (e.g., fig 1.1, 1.2, etc) while some in chapter 2 are numbered. Some pictures include captions (added to the image data when uploaded), others just a paragraph placed above or below the image, some have both (this is redundant and may be frustrating for screen reader users).

Some grammatical errors have been noticed:

In the course:

- Module 4 discussion, Forum Instructions, there is what appears to be a stray character on the first line.
- Word choice/spelling error in question 2 of mod 5 quiz; sever when you men severe.
- Subject/verb agreement in mod 6 written assignment, "describe how each sanctions is;" should be "sanction is"

In the textbook:

- A comma splice in the first sentence of the "Working Together?" box in ch.1.1.
- In **Corrections**, ch.1.6, change "but longer sentences will served in prison" to "but longer sentences will be served in prison."
- A typo in the H5P activity at the end of ch 1.6 - "The ____ are were criminal defendants are adjudicated ... ' "Were" should be "where."

Suggestions For Improvement

Change the paragraph style of the video in the welcome from to paragraph. Playback of the video doesn't appear to be affected as it is, but the tags may be affecting how it displays.

Use textboxes consistently. Textboxes intended to convey specific types of information (e.g, specific cases, concepts to consider, statistics, news, etc.) could be identified as to the nature of the content.

Check contrast ratios for text and background in charts used in the textbook.

Review for bold text used as headings and add tags as appropriate.

For consistency in the textbook, either number all images similar to those in ch.2 or don't number any. In either case, use the caption field in the image properties in Pressbooks rather than a separate paragraph to identify the image and to include source information. The text is identified as a caption attached to that image, while an adjacent paragraph's relationship to an image may not be clear for users of screen readers. Having done this myself for a previous LOUIS OER textbook, I know how time-consuming and meticulous this work is.

Proofread for grammatical and typographical errors in the course and the textbook.

Reviewer Recommendations

STANDARD 8.2

Evidence

The course is formatted using modules that have a consistent structure, and similar content is grouped together; headings are used to indicate change of topic.

Suggestions For Improvement

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: 1, No: 2)

Reviewer Recommendations

STANDARD 8.3

Evidence

Many of the images in the course did not use alt-text and did not provide descriptions of what was depicted - including charts and graphs.

Suggestions For Improvement

Considering adding descriptions and alt-texts to the following in Pressbook - 2 pictures in section 1.3, chart in section 1.4, chart in section 1.9, figure in section 5.1, figure in section 5.3, figure in section 7.9, figure in section 8.1 (same as figure in section 9.10), map in section 9.8, two figures in section 10.2, chart in section 10.6, image in section 10.6.

Reviewer Recommendations

STANDARD 8.3

Evidence

Images used in the course are decorative and should be marked as such. Since descriptions or captions are provided below the images, including alt text in the HTML is redundant and unnecessary. Also, the alt text for the image in Module 1, doesn't describe the image, but instead lists steps to find an image, update the alt text, and set the size of the image. The same image used in the textbook does include a more accurate alt text, but again, the use is decorative.

Inclusion of alt text for images in the textbook is inconsistent. E.g., the map in the section on Louisiana's No Man's Land includes descriptive alt text, but the posters in the section on jaywalking do not. While they do have captions, they are vague.

Images that have captions can also be marked as decorative; see "Police on Standby" in ch 1.7, which is marked as decorative. The text above is redundant and unnecessary since the image also has a caption below.

One image that needs more description than can fit in an alt text is the map of marijuana laws by state. Someone using a screen reader will not be able to "read" in which states it's legal or for which use, and in which it has been decriminalized. A text alternative (e.g., a paragraph, list or an accessible table) should also be made available.

The PDF APA 7th Edition Guidelines does not pass the accessibility check in Adobe Pro Tools. It is recommended (per WebAIM at Utah State) not to convert Word documents to PDF without access to Adobe Pro DC or later versions to check accessibility. While a Word file may have passed the accessibility check in Word, conversion to PDF from Word is problematic and not all content converts as one might expect. When opening the file in a browser, the tab indicates a Word document, but the file link is clearly a PDF.

Suggestions For Improvement

Whether an image is decorative or not and how the image may be described in alt text depends on the context of its use. One image can be used in various contexts and be marked as decorative in one, or have different alt texts based on its relationship to the surrounding text. Mark images in the course as decorative where appropriate and review use of images in the textbook and add or delete alt text based on the use of the images. E.g., regarding the jaywalking posters, the first could include the following as alt text: "A 1923 ad in the Cincinnati Post by auto dealers opposing governors on vehicles to limit speed"; the second could be better described in the alt text with the same text below the images, "Government safety posters ..."

Alt text should be brief, with less than 125 characters.

Two resources that can help with images and alt text are the [Poet Training Tool](#), which can help make decisions about alt text based on the use of images, and a character count tool such as [Word Counter](#).

Re: documents, unless you have access to Adobe Pro, upload the Word version instead.

STANDARD 8.3

Reviewer Recommendations

Evidence

The accessibility checker shows that the course passed all aspects of the accessibility review. The videos and podcast used have transcripts.

Suggestions For Improvement

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: 2

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

STANDARD 8.4

Reviewer Recommendations

Evidence

Many of the links to other sources in the course did not work.

Suggestions For Improvement

Consider fixing the following broken links:

Vox Article in section 1.3, Gideon v Wainwright podcast in section 3.15, Death Penalty Information Center in section 3.16, racial profiling link in section 4.1, NYCPD and NOPD links in section 4.2, Body-worn cameras... in section 4.9, Deprivation of Rights...and Failure to Intervene in section 4.10, Federal Judicial Center and US Supreme Court tour in section 5.3, Sentencing Reform.... and US Sentencing Guideline... in section 6.4, Violent Crime Control.... and Special report, and Three Strikes Law in Section 6.5, Pew Research Center Death Penalty in section 6.6, US Courts' website in section 6.8, Crime Solutions in section 7.5, Proliferation link in section 7.8, Sentence Project link in section 7.9, Alabama Prison Violence in section 7.11, Louisiana's Diversion Program in section 8.1, Crime Solutions and The Dark Side of Boot Camp links in section 8.4, Drug Courts in section 8.5, The Marshall Project archive and the YouTube link in section 9.1, Ted Talk: Stephen Case in section 9.2, Raise the Age in section 9.8, A look at the US... link in section 10.3, The Worst States... and NAMH in section 10.4, 18 YS Code 2331 link and Hate Crimes link in section 10.6 and Homeland Security Act link in section 10.8

STANDARD 8.4

Reviewer Recommendations

Evidence

A transcript is provided for the video in the course introduction. Videos linked in the textbook include auto-generated captioning.

Suggestions For Improvement

Review the auto-generated captions for videos.

Reviewer Recommendations

STANDARD 8.4

Evidence

Transcripts are provided for the podcast and videos

Suggestions For Improvement

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)**

STANDARD 8.5

Reviewer Recommendations**Evidence**

It is easy to move around in the course to multiple sites through links and definitions with pop-up windows. It is noted in standard 8.4 of the broken links, but for the ones that did work - the audio was clear and closed captioning was available and the length was no more than 15 minutes long. The law references within the course had alt-text options already embedded.

Suggestions For Improvement**Reviewer Recommendations**

STANDARD 8.5

Evidence

Videos embedded within the textbook have clear audio and play smoothly on a stable internet connection. Playback tools are available and easy to use.

The one video that may be problematic is the description of the criminal justice system in the U.S. It does play and does include some tools (playback speed, volume control, etc.), but it lacks the closed caption option which is available in the video on YouTube. It may be due to how it's embedded in Moodle (it's within a heading level 6, ...)

The podcasts listed in Module 5 discussion don't play and appear to be just the controls without the audio.

Suggestions For Improvement

You could try removing the video and putting it back in the course, being careful not to enclose it inside other HTML tags that aren't necessary.

RE: The podcasts in module 5: Since this material is copyrighted, you should link to the podcast website instead of trying to upload the file itself. See their [terms of use](#). You could also refer students to streaming platforms that they may subscribe to (e.g., Spotify, IHeartRadio, etc.)

Reviewer Recommendations

STANDARD 8.5

Evidence

Some of the podcasts can't be played from the discussion forum. They have to be played from within the transcripts.

Suggestions For Improvement

Make sure that the podcasts can be played from within the discussion forum.

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: 3, No: 0)**

STANDARD 8.6

Reviewer Recommendations**Evidence**

Accessibility statements are provided for Pressbook and Moodle on the LMS page. Accessibility statements can be found on the links for YouTube, the news (articles, podcasts, videos) and the government law sites on the site their pages.

Suggestions For Improvement

Consider adding accessibility statements to all sources, including outside sources such as government pages and YouTube to the LMS page.

Reviewer Recommendations

Evidence

The course includes links to accessibility statements for Pressbooks and Moodle.

Suggestions For Improvement

An adopting instructor would include any accessibility statements for technology that they may use in the course.

Reviewer Recommendations

Evidence

Accessibility for Pressbooks and Moodle is provided

Suggestions For Improvement

Additional Review Comments:

Reviewer

Small items that you may want to look into with the Pressbook materials: The references seem to be missing from Chapter 4 materials. In Chapter 1 - does the Muhlenberg college site have accessibility in the form of an audio reader? In section 7.11 - there seems to be a paywall for the New York Times article. In section 9.3, why is the reference to the Louisiana Law Library crossed out?

Module 2 quiz would not open due to an error.

TOTAL POINTS AWARDED: 86

FINAL RESULT: DID NOT MEET STANDARDS