

<b>Institution:</b>	Louisiana Board of Regents
<b>Course Code:</b>	CHIS 1023Louisia090623
<b>Course Number:</b>	CHIS 1023
<b>Course Name:</b>	Western Civilization II
<b>Course Representative:</b>	Emily Frank
<b>Review Start Date:</b>	2023-09-11
<b>Review End Date:</b>	2023-10-06
<b>Custom Rubric:</b>	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

The Home page has a welcoming tone for learners. There is a "Getting Started" module. However, the instructions on what to do first need improvement. The module includes tasks that learners must complete before starting Module 1.

#### Suggestions For Improvement

Navigation information for the learners, including information about the organization of the course. The course schedule chart should include module dates on the course syllabus.

#### Reviewer Recommendations

STANDARD 1.1

#### Evidence

The course opens with an overview of the topics to be covered, followed by a summary of the course structure and navigation that includes instructions for what to do first:

"Please move through the items below and continue through the Learner Support and Getting Started modules before moving on to Module 1. "

Continuing in order from "Learner Support" to "Getting Started" there is a section titled "Syllabus and Schedule." That section is composed of a template syllabus that includes an 11-week schedule of activities.

#### Suggestions For Improvement

From the student perspective, a navigation detail worth explaining here would be how to return to this page after clicking on the items immediately below the navigation instructions such as the announcement forum. Since these items have not been made to have next buttons directing students from activity to activity the most direct path is to click the course name in the "cookie trail" at the top of the page to return to the main course page. The menu most available to students at the top of the page returns the student to the main LOUIS LMS home page, which involves many extra clicks for students to re-enter the course after viewing each item. It is therefore worth advising students to look for the course-specific menu icon halfway down the left side of each page.

**Reviewer Recommendations****Evidence**

Information provided in the "Welcome!" letter "provides a general course overview," including a course structure. The information about navigating the course is clear for learners, including the information about the checkboxes in the course.

Finally, the syllabus "presents the schedule of activities." These elements together meet SRS 1.1.

**Suggestions For Improvement**

The navigation information provided in the Course Introduction is great; the opening components of the course, I believe, are some of its strengths.

I would recommend adding a note to the syllabus for instructors to include module dates within the Course Schedule chart.

**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 syllabus contains information about the course's purpose and structure. The primary objective of the course is to assist students in comprehending how historical events have influenced the present, as well as to provide them with an understanding of the current world. The course will be divided into eleven modules that correspond to the chapters in the Western Civilization II textbook.

**Suggestions For Improvement**

A weekly schedule of learner activities coordinated with instructional materials should be included in each section of the MOODLE course to emphasize the course structure.

**Reviewer Recommendations****Evidence**

The course begins with an introduction that introduces students to the purpose of the course through the topics that will be covered, followed by a summary of the course structure that includes a description of activities and assessments.

A similar introduction and structure, are included in the template syllabus, which also includes an example course scheduler. Neither location explicitly states whether this course is an online-only, or blended (online and classroom), course.

Although modes of communication are not directly covered, there is a template page for office hours information that prompts course adopters to include information about when and how students may reach out to them.

**Suggestions For Improvement**

To ensure that the same information is available to students about the course purpose and schedule regardless of where they read about it, consider double checking the course introduction and structure summary to ensure that both the main LMS page and the template syllabus have the most up-to-date descriptions.

**Reviewer Recommendations****Evidence**

Per SRS 1.2, "learners are introduced to the purpose and structure of the course" in the Course Introduction, and a course schedule is provided on the syllabus. The various types of learning activities and information about how learning will be assessed are identified clearly in this opening section which welcomes students to the course.

**Suggestions For Improvement**

The course structure clearly lays out the course for the learners right at the beginning, which I think is great -- nicely done. I also like that there is a note to the adopting instructor suggesting an opening video, etc.

**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**

Under the *Netiquette and Communication Expectations* section of the MOODLE course, the following rules have been articulated to learners in the course:

- 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.
- Our writing should be more formal. Proper grammar and spelling are expected; minimum word requirements on assignments, exams, and discussion boards must be met.

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**Suggestions For Improvement**

It would be helpful to include links in the course syllabus outlining student communication expectations.

**Reviewer Recommendations**

**Evidence**

The "Learner Support" module includes a page titled "Netiquette and Communication Expectations." In addition to a prompt for the adopting institution to include a link to the student handbook or code of conduct, the page is prepared with easy to understand rules for polite online communication.

The template syllabus also has a blank titled "Online Etiquette" without any of those rules listed.

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**Suggestions For Improvement**

In order for students to consistently find the same rules in the course, it would be worth including the netiquette from the course page in the course template as well. In addition, it would help adopting institutions to have a prompt to find both locations when making any updates.

**Reviewer Recommendations**

**Evidence**

Netiquette and communication expectations for online discussions and email are provided in the "Learner Support" section. A suggested template for office hours also gives a detailed example for adopting instructors.

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**Suggestions For Improvement**

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**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**

The content in this section must be customized for the adopting institutions and courses. The Moodle template has placeholders for elements from course and institutional policies.

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**Suggestions For Improvement**

It would be helpful if course and policies were centralized and in one location. However, these policies should be accessible in the course syllabus as well as on the Home page.

**Reviewer Recommendations**

**Evidence**

In addition to the electronic communication policies reviewed in standards 1.2 and 1.3, the course syllabus also has a prompt for including the adopting institution's code of conduct. The course "Learner Support" module also has a page titled "Accessibility Policies and Services" that includes vendor accessibility statements and prompts the inclusion of the institution's policy.

The course syllabus prompts inclusion of an academic integrity policy and a late work policy, without any details. The syllabus and a course page each also include privacy policies for the technology used, however neither addresses confidentiality in the classroom as a potential

policy regarding student behavior and online discussions.

Other policies which would have to come from the college level (for the targeted Dual-enrollment students) at least in part, such as the grade of "Incomplete" and withdrawal without penalty, are not mentioned. The manner in which dual enrollment students should address misunderstandings with the college policies and procedures is also not addressed.

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### Suggestions For Improvement

Since academic integrity is such an important aspect of learning at the college level, it is worth including an example policy to introduce the topic to dual-enrollment students. App access for checking their writing for plagiarism prior to grading would also be worth including.

Confidentiality regarding the communications that students share with each other is worth considering prompt for, in order to maintain a "safe" environment for learning by dual-enrollment students that is free of bullies. At the college side of a dual enrollment partnership, the need for such policies might not be as readily known as at the high school side.

Other college-specific policies that might influence the transcript developed by the college side of a dual-enrollment partnership need to be introduced at the high school level, because college transcripts are not a part of the typical dual-enrollment student's prior experience.

The specific policies are not the point of this standard, but including examples that adopting institutions can work off of would help to bridge the dual enrollment environment. Empty placeholders do not quite meet this standard at the 85% level.

### Reviewer Recommendations

STANDARD 1.4

### Evidence

Some course policies, or mention of the needed course policies to be added by individual instructors/institutions, are provided on the syllabus. Placeholders for this information include those recommended by SRS 1.4, such as student conduct, academic integrity, accessibility, grading (including late submission of assignments), etc.

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### Suggestions For Improvement

Because QM notes that "the substance and number of policies are not to be evaluated," I've considered this standard "Met." However, sample language for various policies could be helpful for future course adopters, particularly for the grading policy/late submission of assignments and academic integrity

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## 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: 0**

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

### Reviewer Recommendations

STANDARD 1.5

### Evidence

The technology requirements are located in the course syllabus. These include computer hardware requirements, headphone/webcam requirements, computer software requirements, and browser requirements.

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### Suggestions For Improvement

It would be helpful to include technology requirements on the CANVAS Home-page and to provide links to technology requirements in the course syllabus.. This would make it easy for learners to navigate to technology requirements.

### Reviewer Recommendations

STANDARD 1.5

### Evidence

The syllabus template has not been updated to reflect the specific technological requirements of the course as designed. The italicized template content is still pending updates by the course designers.

The syllabus itself is a word doc and the software required for opening it is not provided in the course before or within the syllabus.

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### Suggestions For Improvement

Those portions of the syllabus that are not already built into a course page could be made into pages instead of a word document, if the course welcome included instructions to students that the syllabus was composed of the Welcome module and learner support module.

Alternatively, the [free for edu](#) copy of office 365 could be linked to the technical support page, or instructions to adopting institutions could include printing the syllabus to a pdf and link to the free [Acrobat Reader](#) could be added to the technical support page. In either case, at least one of these technologies is used in the course that would need to be added to YouTube and H5P in the syllabus. Listing the entire technology requirement on the technical support page also makes the information more accessible.

## Reviewer Recommendations

### Evidence

A placeholder is included in the syllabus for technology requirements, which states, "*May include computer hardware requirements, headphone/webcam requirements, computer software requirements, browser requirements.*" However, this information is not specific to the course, even within the parameters of the course as it currently exists.

Minimum technology requirements for the learner could include browsers, operating systems, computer requirements, and internet requirements so that learners know the technology requirements for the course.

## Suggestions For Improvement

I would recommend including information about the need for web cameras and microphones (if applicable), recommended web browsers for Moodle, and the ability to type, save, and submit files online. Links to how to obtain these technologies should also be provided to meet SRS 1.5.

## 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: 0

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

## Reviewer Recommendations

### Evidence

The required computer skills for the course are located in the course syllabus. They include skills with MOODLE LMS, proficiency with software packages (Microsoft Office), library databases, and Zoom virtual platform.

## Suggestions For Improvement

It would be helpful to include the computer skills required for learners in the course on the MOODLE Home-page.

## Reviewer Recommendations

### Evidence

The template syllabus includes a prompt for the adopting institution to include a list of computer (technical) skills such as: "*skills with LMS, proficiency with software packages (Microsoft Office)...*"

Digital literacy skills are not mentioned beyond the suggestion to reference library databases, which may not be relevant to this course.

## Suggestions For Improvement

Since the course related content is already included, the technical skills and digital literacy skills required by the course should be specified rather than relying on the adopting institution. This includes the technical skills related to using each of the course apps and the required microphone, as well as digital literacy skills that the annotations identify as "the ability to locate, evaluate, apply, create, and communicate knowledge using technology."

Examples of digital literacy skills from the annotations that may be relevant to this course include

1. Using computer networks to locate and store files or data
2. Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
3. Preparing a presentation

Also, the annotations reference citation methods as a digital literacy skill. Even without other specific writing assignments, student writing in discussion forums can be supported by reiterating the need to give credit where credit is due.

## Reviewer Recommendations

### Evidence

A placeholder is included in the syllabus for computer skills, which states, "*May include skills with LMS, proficiency with software packages (Microsoft Office), library databases, Zoom, etc.*" However, this information is not specific to the course, even within the parameters of the course as it currently exists.

Minimum computer & digital literacy skills for the learner could include:

- Using email for communication
- Sending an email attachment
- Navigating the Internet
- Using LMS
- Scan a document to create a PDF or image file
- Saving scanned and/or image files for uploading through email
- Using conferencing software (*i.e.* Zoom)

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### Suggestions For Improvement

I would recommend including information about expectations for using email, navigating the internet and LMS, creating and saving documents, etc.

Digital literacy information, as applicable, should also be included for the assignments/activities given in the course. QM recommends the following:

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
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### 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)

STANDARD 1.7

### Reviewer Recommendations

#### Evidence

A placeholder for any prerequisite knowledge is in the course syllabus. No prerequisite knowledge is articulated in any sections of the MOODLE course.

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### Suggestions For Improvement

It would be helpful to discuss prerequisite knowledge in a section of the MOODLE course.

### Reviewer Recommendations

STANDARD 1.7

#### Evidence

The course syllabus has only template language explaining the need to specify whether or not there are prerequisites for the course. Since the course content has been added to the course, it should already be known what prerequisites, if any, are required.

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### Suggestions For Improvement

Even if there is no required discipline specific prerequisite knowledge, there should also be mention of knowledge from related disciplines, such as a minimum competency in speaking and writing in English, that might be required in order for students to succeed at interacting online to complete this course.

A quick scan of the beginning of the first chapter of the text put the Flesch-Kincaid reading level at the 12th grade skill level. For dual enrollment students, it would help to know that they should have achieved the ability to read at the equivalent level of high school English before attempting this course.

### Reviewer Recommendations

STANDARD 1.7

#### Evidence

The syllabus provides a placeholder about prerequisites: "*If any prerequisite knowledge or course is required for the course, include that here. If no prerequisite is required for the course, state that.*"

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### Suggestions For Improvement

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### 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 in the MOODLE course for students to access information about their instructor.

**Suggestions For Improvement**

It is important to have this information available in both the course syllabus and on the MOODLE Home page.

STANDARD 1.8

**Reviewer Recommendations****Evidence**

There is a page in the Welcome module titled "About your Instructor" that prompts the inclusion of a photo and a short introduction. There is no suggestion regarding what to include, but there is a maximum length.

Contact information is listed separately on the office hours page of the same module.

**Suggestions For Improvement**

Instructors who are new to online teaching may benefit from a checklist of ideas for content to consider, so that they are presented as "professional as well as approachable." The annotations have a list of suggestions, but at a minimum, students should learn how their teacher expects to be addressed and receive an invitation to reach out to the teacher during office hours. Adding these ideas to the instructions would make a more complete prompt.

STANDARD 1.8

**Reviewer Recommendations****Evidence**

A self-introduction template is provided for future instructors to fill in. This includes guidelines for instructors to "post a brief instructor introduction video or text bio, no longer than three minutes (video) or 100 words (text)."

**Suggestions For Improvement**

I've considered this standard "Met" since there is a placeholder for this information. However, I would recommend including a sample bio that meets the parameters provided.

**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**

The course provides a Discussion Forum called "Introduce Yourself" where learners are able to post: 1. Their field of study/research interest or concentration; 2. Interests in learning about the class and why; 3. Whether learners have taken a class online before; and 4. Any other information they would like to share with their classmates, such as special interests or activities.

**Suggestions For Improvement**

It would be helpful to place this activity at the beginning of class to help create a welcoming learning environment.

STANDARD 1.9

**Reviewer Recommendations****Evidence**

The course getting started module includes an introduction forum with suggested topics for discussion.

**Suggestions For Improvement**

It is worth considering a reminder that students are introducing themselves to both each other and their teacher and that they are expected

to follow the class netiquette policy in this and every discussion. A link to the netiquette policy page might help students remember the policy.

STANDARD 1.9

## Reviewer Recommendations

### Evidence

The first assignment that learners complete is an "Introduce Yourself!" discussion board. Per SRS 1.9, "Learners are asked to introduce themselves and are given guidance on where and how they should do so." The guidelines for posting provide clear directions for participation:

*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?*
  1. *Have you ever taken an online class before?*
  2. *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.*

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## Suggestions For Improvement

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## 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: 1, No: 2)

STANDARD 2.1

## Reviewer Recommendations

### Evidence

The course learning objectives are measurable and clearly describe what learners will know and be able to do. The course learning objectives are broadly stated and are used to generate student learning objectives found in the modules. Action verbs from Bloom's Taxonomy enable learners to demonstrate measurable mastery.

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## Suggestions For Improvement

Using a single action verb makes it easier to measure objectives.

STANDARD 2.1

## Reviewer Recommendations

### Evidence

Two of the 4 CLOs describe measurable actions that students will be able to take upon completing the course. The third objective asks students to "Review the cause and effect..." which does not specify an action for them to use in demonstrating their review. The fourth objective asks students to "Apply critical thinking skills to knowledge learned." Unfortunately, we can only measure what students do, not how they thought about it. Also, the rest of the same objective is not specific as to the action involved either: "by participating in course activities" is a very general description.

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## Suggestions For Improvement

Consider taking time to map which MLOs from each module are meant to align with CLOs three and four. Those MLOs are all measurable, and so consider what they have in common as the inspiration for the CLOs. Many of the MLOs are written in a way that would be measured by written assessments, and so you could consider combining the third and fourth CLOs in a way that would align with those. For example, "Demonstrate critical thinking skills by analyzing the cause and effect of political, economic, cultural, philosophical, religious, and social developments in Western Civilization from the Reformation to the present."

STANDARD 2.1

## Reviewer Recommendations

### Evidence

Measurable verbs are used for all Course Learning Outcomes: identify, define, review, and apply. However, two of four of these do not "precisely and clearly describe what learners will learn and be able to do if they successfully complete the course"

The outcomes are found in the Welcome! letter and on the syllabus. However, because 2/4 do not clearly describe outcomes, I've considered this standard "Not Met."



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### Suggestions For Improvement

I do think that the last two objectives could be made more measurable. For example, rather than "review the cause and effect...", perhaps learners are required to discuss or analyze this instead.

"Participating in class activities" (taken from the last objective) is also not a learning objective; it's an activity to be done in the course. I'd suggest revising this objective to describe the learning goal rather than an action to be completed. What is the goal of "apply[ing] critical thinking skills"? I think the module-level objectives are much more robust than what would align with these objectives.

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### 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 learning objectives for each module unit are specific and measurable, and align with the overall course objectives. These objectives are more specific than the course objectives and are connected to them indirectly. They consist of concise statements that utilize action verbs from Bloom's Taxonomy.

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### Suggestions For Improvement

It would be helpful to move to module learning unit objectives in a table with corresponding course learning objectives to help learners see the big picture.

### Reviewer Recommendations

STANDARD 2.2

### Evidence

The module level objectives are all measurable and aligned with the CLOs.

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### Suggestions For Improvement

Consider making a course map to align CLOs to MLOs and MLOs to activities and assessments. Alternatively, consider noting the aligned CLOs in parenthesis after each of the MLOs.

### Reviewer Recommendations

STANDARD 2.2

### Evidence

The module-level learning outcomes are stated in measurable terms and located prominently within each module. These use measurable verbs such as describe, analyze, summarize, identify, etc.

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### Suggestions For Improvement

While the module objectives are measurable and are implicitly aligned with the course objectives, I would also recommend cross-referencing to the numbers of the course-level learning outcomes. Example: MLO 1.1: Identify the role history plays in higher education (CLO 3).

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### 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

STANDARD 2.3

### Evidence

The learning objectives are located in the course syllabus as well as at the beginning of each textbook chapter. The learning objectives are written from a learner's point of view.

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### Suggestions For Improvement

When learners first log onto the course, it will be easier for learning objectives to be located. Objectives should have a page by themselves.

### Reviewer Recommendations

STANDARD 2.3

#### Evidence

The CLOs and MLOs are both stated prominently. CLOs are in the welcome module and syllabus, while MLOs are in the introduction to each module. They are also stated from the learners perspective, without the use of jargon.

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#### Suggestions For Improvement

Consider placing a course map in the Syllabus and schedule module, so that students can see all of the MLOs of the course aligned with the CLOs, activities, and assessments. Understanding that the activities and assessments all contribute to achieve the goal of the course, will help students start off with the understanding that all of the activities "matter."

### Reviewer Recommendations

STANDARD 2.3

#### Evidence

The measurable module objectives are written from the learner's perspective and are certainly located prominently within the course (within individual modules) (SRS 2.3). The MLOs and those CLOs which were written in measurable terms were stated clearly so that learners can easily grasp their meaning and what is expected.

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#### Suggestions For Improvement

As suggested in SRS 2.1, I would recommend revising CLOs 3 & 4 to be more measurable and focused on learning outcomes rather than actions.

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### 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: 1, No: 2)

### Reviewer Recommendations

STANDARD 2.4

#### Evidence

Each module contains unit objectives and aligned learning activities, such as chapter quizzes. Each module contains unit objectives and aligned learning activities, such as chapter quizzes.

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#### Suggestions For Improvement

Designated learning activities need to be added to each course learning objective and module unit objective. This can easily be done with a course map or numbering system for learning outcomes.

### Reviewer Recommendations

STANDARD 2.4

#### Evidence

The modules each have between 3 and 13 objectives. Each module introduction includes a list of actions for students to take in order to achieve the module objectives. Through this list the module assessments are all linked to all of the module objectives. However, none of the activities specify which MLO is measured by which activity.

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#### Suggestions For Improvement

Consider adding a module or two where the objectives have become a longer than average (for the course) list. Dividing the assignments into more modules in those cases, will help students focus on each of the objectives to be measured.

Consider indicating which MLOs learning materials and activities are individually align with via parenthetical notations after aligned actions indicated by numbered MLOs. This helps students understand why they are required to complete each action of the module, and how it relates to their eventual question, "Will this be on the test?"

**Reviewer Recommendations****Evidence**

"The relationship between learning objectives... and learning activities" required by SRS 2.4 is unclear throughout the course. Each module does include a list of activities, but the only one specifically mentioned is reading the introduction and chapter. As for other learning activities, learners are only told that they should "complete the assessments and discussion questions."

Alignment is also not clearly defined on each activity to make up for the vagueness in the module overview.

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**Suggestions For Improvement**

I would suggest directly listing each learning activity in the module and also clarifying the information given on each activity.

I'm a bit confused by the alignment that is given on various assignments. For example, learners are told that the Chapter 2 Assignment "addresses [course outcome 1-4 and module learning objectives](#) 5.1 #1 and 2; 5.2 #1 and 4; 5.3 #1-3; and 5.4 #1-4." It's unclear which objectives are 5.1, 5.2, etc. since the MLOs aren't labeled in this way. It's also not intuitive where the "5" comes from since the module focuses on Chapter 2.

Additionally, alignment is missing or vaguely stated ("This writing assignment aligns with course level objectives and module level objectives") in a number of learning activities:

- Module 2 Discussion Board (red text also remains)
- Module 2 Source Assignment
- Module 3 Discussion Board (red text also remains)
- Module 3 Assignment (red text seems intentional here, given to adopting instructor)
- Module 3 Source Assignment
- Module 4 Discussion Board (red text also remains)
- Module 4 Assignment

etc. In short, this alignment seems to be in progress and cannot be considered "Met" at this time.

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**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**

The course learning objectives and module student learning objectives are appropriate for the level of the course, which uses lower-level action verbs from Bloom's Taxonomy. For example, learners can *identify, discuss, summarize, and explain*.

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**Suggestions For Improvement**

It would be helpful to use some higher-level action verbs to challenge students.

**Reviewer Recommendations****Evidence**

Although the course is designed for high school students, this is a dual-enrollment course earning college credit. Many of the MLOs call for writing style assessments, which are suited to the level of the course. It is appropriate to have written assessments for a college level history course.

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**Suggestions For Improvement**

Consider gradually increasing the level of writing requirements from "define, discuss, summarize" to "analyze, explain, interpret, defend, or assess"

**Reviewer Recommendations****Evidence**

The measurable verbs used throughout the objectives come primarily from the lower (identify, discuss, summarize, etc.) levels of Bloom's taxonomy, and some higher level verbs, such as analyze, are used as well to challenge students. These objectives are appropriate for a second semester Western Civ course with prerequisites which may vary by institution.

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**Suggestions For Improvement**

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## 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: 2, No: 1)

#### Reviewer Recommendations

STANDARD 3.1

#### Evidence

Throughout the course, students will be evaluated through a variety of assessments that effectively measure their progress in achieving the module's learning objectives. These assessments include quizzes and participation in discussion forums, which allow students to develop and refine the necessary skills outlined in the objectives.

---

#### Suggestions For Improvement

It would be helpful to build a map that links the learning objectives and assessments together.

#### Reviewer Recommendations

STANDARD 3.1

#### Evidence

Approximately 25% of the assessments in the course are blank or (in the case of exams) missing. It is difficult to assess what would be measured by those objectives until the assessments are completed.

---

#### Suggestions For Improvement

As you make the course map recommended in standard 2, take time to consider whether all parts of each MLO are measured by the assessments of the module. If any details are missing, use the remaining assessments to add a measurement of those objectives. Also, consider the exams as you write them, and compare them to both the module topics and the CLOs. Have all the CLOs been assessed, and has each module topic been assessed?

#### Reviewer Recommendations

STANDARD 3.1

#### Evidence

Assessments in the course include discussion boards, source assignments, assignments, and quizzes. Most of the assessments in the course have been built, and those that have been do "measure the achievement of the stated learning objectives" (SRS 3.1), specifically the MLOs since they clearly describe learning outcomes in the course.

---

#### Suggestions For Improvement

QM does not require explicit alignment between objectives and assessments. However, in many places throughout the course, either an incomplete placeholder or a vague statement about alignment has been included. These statements either need to be completed and/or made more specific or removed entirely.

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### 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

STANDARD 3.2

#### Evidence

A placeholder for the evaluation of students is noted on the course syllabus. The grading policy is not clearly articulated but the placeholder is for the adopting instructor.

---

#### Suggestions For Improvement

The grading policy should be introduced early on in the course. A grading section could be added to the MOODLE Home page.

### Reviewer Recommendations

STANDARD 3.2

#### Evidence

The syllabus includes a reminder to include evaluation methods, such as a list of assignments, as well as a grade scale that converts the points to a letter grade and a late policy comment.

---

### Suggestions For Improvement

Since the course has been designed and the assignments already created, the list of assignments and the number of points built into each should be available to put into the course specific template syllabus.

From the student perspective, knowing up front the instructors response to late submission attempts helps the students understand later reactions. Whether the late policy is that no late submissions are ever accepted, or that all late submissions are always accepted, or anywhere in between, stating the policy is an important communication with students. Consider removing the, "if applicable" comment from the late policy reminder in the syllabus.

### Reviewer Recommendations

STANDARD 3.2

#### Evidence

According to the annotation, "A clear, written statement at the beginning of the course fully explains to the learner how the course grades are calculated. The points, percentages, and weights for each component of the course grade are clearly stated. "

Unfortunately, beyond a placeholder in the syllabus that reminds instructors to include their own grading scale and late policy, I was not able to find a grading policy in the syllabus, the start here, or the introductory material. To meet this standard, please add the grading policy to the course, either in the syllabus, the getting started area, or an external document linked in the syllabus.

---

### Suggestions For Improvement

The syllabus should include a grade breakdown with the total number of points available for each category/activity.

For example:

Source Assignments (8): 10 pts each / 80 pts total

Discussion Boards (11): 10 pts each / 110 pts total

Final Assessment: 150 pts

etc.

\* NOTE: I have made up these grades/numbers; I cannot tell how many points each is worth)

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### 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

A placeholder for the evaluation and grading policy is located on the course syllabus.

---

### Suggestions For Improvement

It would be helpful if an example of the grading policy and evaluation were in the course syllabus. The course syllabus should identify letter grades and associated percentages. In addition, the grading scale should be aligned with quizzes and discussions.

### Reviewer Recommendations

STANDARD 3.3

#### Evidence

Prior to taking a quiz students do not receive any prompt regarding the number of questions, points per question, or total points on the quiz. Discussions and other writing assignments do not have rubrics detailing the criteria to be met by the writing.

---

### Suggestions For Improvement

With all quizzes and exams, consider adding the information about points per question (and question per quiz) that are not currently provided. With discussions, writing assignments, and with any essay questions on quizzes and exams, consider adding a rubric to the activity instructions explaining the writing requirements and how the points on each essay question will be assigned.

STANDARD 3.3

### Reviewer Recommendations

#### Evidence

The Course Representative does not provide a rubric, checklist, or other evaluation instruments to evaluate the learner's work. There are no assessment grading guidelines that would help learners identify the grading options to comprise their final scores.

---

### Suggestions For Improvement

I would recommend including a clear rubric or other grading guidelines for all activities as well as the assessments in the course. A universal Discussion Board grading rubric could be included on the course syllabus, for example. Additionally, point values for each question on the various assignments and source assignments could be given.

As noted in SRS 3.2, a grading policy is needed as well, which would also help to meet SRS 3.3's requirement that the connection of the learners' work to the grading policy is "clearly explained."

---

### 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

It appears that there is no definitive direction provided for what is expected of the learner's coursework and participation. Additionally, there is a lack of specific and detailed criteria for evaluating the learner's work. While quizzes are given a score, there is no accompanying scoring rubric for discussion questions.

---

### Suggestions For Improvement

Assignments should be graded using both a point system and a discussion rubric which should be accessed in the course syllabus. A point system could be used for discussions and assignments.

STANDARD 3.4

### Reviewer Recommendations

#### Evidence

The course includes both discussions and quizzes about each topic in a logical sequence of topics. The assessments appear to be varied, and the variety and sequencing of assessments is suited to the level of the course. However, only 75% of the assessments have been built and so it is difficult to be certain that the pending assessments will be sequenced and varied.

---

### Suggestions For Improvement

The missing assessments contribute to the varied and sequenced assessments, and so adding the rest of the assessments to the course is very important. As you add assessments, consider incorporating interactive learning activities, such as those suggested in standard 5.2

STANDARD 3.4

### Reviewer Recommendations

#### Evidence

A variety of assessments are used throughout: discussion boards, quizzes, assignments, source assignments, etc. These assessments are "sequenced, varied, and suited to the level of the course" (SRS 3.4). Multiple assessment strategies are used that require learners to apply what they learn and to think critically. Assessments are varied in order to provide multiple ways for learners to demonstrate progress and mastery.

---

### Suggestions For Improvement

The assessments which have not yet been built should also be "sequenced, varied, and suited to the level of the course," as required by SRS 3.4. Still, based on the variety visible in the course currently, I've considered this standard "Met."

---

**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)

STANDARD 3.5

**Reviewer Recommendations****Evidence**

Although some assessments have feedback built into them, the course does not articulate giving learners ample feedback throughout the course. Further, there are no distinct statements with regard to feedback responses to various assignments.

**Suggestions For Improvement**

It would be helpful to include feedback response statements in the course syllabus and on the MOODLE Home page.

**Reviewer Recommendations**

STANDARD 3.5

**Evidence**

Although the text has quiz questions added to it, those questions are not automated with feedback, and they are often associated with assignments in the modules. This does not provide students an opportunity for practicing and tracking their own learning progress.

The modules each have quizzes and discussions, and some have case studies. These are all opportunities for instructor feedback, however there is not a course schedule for instructor feedback.

**Suggestions For Improvement**

Adding practice activities with instant feedback to the text that students can use to ensure that they have studied and prepared adequately before beginning each module's graded activities would help the students track their progress.

Timely feedback of the existing and planned assessments would also provide opportunities for tracking progress and can be ensured by a course schedule for instructor feedback (see standard 5.3) that at least ensures that students hear back from their instructors about one module by the time the next one's graded activities are due.

**Reviewer Recommendations**

STANDARD 3.5

**Evidence**

Because this is course is a template to be used by a variety of instructors, I am considering this standard "Met" since "timely feedback" will vary from instructor to instructor. I do find that there are multiple opportunities wherein learners could receive feedback from an instructor.

**Suggestions For Improvement**

I would recommend including a sample turnaround grading policy for feedback. For example, should learners receive instructor feedback on module assignments? What is a reasonable timeframe for this feedback? Will students receive written feedback from the instructor or student feedback from a classmate on discussion boards? etc.

**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)

STANDARD 4.1

**Reviewer Recommendations****Evidence**

There is an array of instructional materials that support and contribute to the achievement of student learning objectives. The textbook is used to facilitate a variety of assessments, such as Review Questions, Check Your Understanding Questions, Applications, and Reflection Questions. There are Discussion Forums, Assignments, and Quizzes.

**Suggestions For Improvement**

It would be helpful to include additional resources, such as PowerPoints and YouTube videos, to enhance learners' academic success.

STANDARD 4.1

### Reviewer Recommendations

#### Evidence

The instructional materials include a text with chapters aligned with the completion of the MLOs and CLOs. However, there is no content after chapter 6 of 11

---

### Suggestions For Improvement

Finishing the text to cover the content needed for all of the modules would more effectively support student learning.

Consider including content to supplement the text, such as videos of lectures about the topics of each module. This gives students more than one way to interact with learning materials about the same topic. Pre-recorded lectures suitable for dual enrollment (high school) students in a college course on similar topics are already available at [World History Project AP® | Arts and humanities | Khan Academy](#)

STANDARD 4.1

### Reviewer Recommendations

#### Evidence

When available, the OER readings and other ancillary materials are clearly and prominently linked in each module, and these instructional materials "contribute to the achievement of the stated learning objectives or competencies," meeting SRS 4.1.

I like the inclusion of the "To achieve these objectives" sections within each module; they certainly help meet SRS 4.1 by providing a clear connection between the MLOs and the assigned readings.

However, because 8 of the 11 modules do not yet have Pressbooks embedded (or any other instructional materials), I cannot consider this standard "Met" at 85%. Only Chapters 1, 2, and 4 out of 1-11 are available for review.

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### Suggestions For Improvement

Here, I can only recommend to finish building the Pressbooks and embedding into the course. The chapters that are available are in alignment, but only 27% are reviewable.

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## 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: 2, No: 1)**

STANDARD 4.2

### Reviewer Recommendations

#### Evidence

Although there are no points associated with the completion of reading, learners are expected to read the course materials provided by the instructor. It is clear that the reading materials are aligned with the learning activities.

---

### Suggestions For Improvement

It would be helpful if videos, reference materials, and notes accompany each module.

STANDARD 4.2

### Reviewer Recommendations

#### Evidence

The course textbook is linked to the course by chapter with the specific chapters located at the beginning of the module to which they are aligned. The practice activities are built into each chapter of the text and so those are directly linked. The use of modules to present the chapters of the text that prepare students for module assessments also links learning materials with activities.

---

### Suggestions For Improvement

Specifying which chapters, or portions of chapters, are relevant to each graded assessment will help students further understand why the learning materials are required reading.



**Reviewer Recommendations****Evidence**

Because only 3 out of 11 modules have instructional materials included, I cannot determine alignment between objectives and learning materials.

Of the three that have been included, because the reading materials are provided at the beginning of each module, immediately below MLOs and immediately above assignments/activities to be completed in the module, "the relationship between the use of instructional materials in the course and completing learning activities is clearly explained" (SRS 4.2).

**Suggestions For Improvement**

Here, I can only recommend to finish building the Pressbooks and embedding into the course. The chapters that are available are in alignment, but only 27% are reviewable.

**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**

The textbook is licensed by LOUIS: The Louisiana Library Network and has the Creative Commons Attribution.

**Suggestions For Improvement**

The citations for instructional materials should be found in the course syllabus and in the MOODLE course.

**Reviewer Recommendations****Evidence**

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.

**Suggestions For Improvement**

Consider adding a Bibliography and Further Reading section to the end of each chapter so that students see modeling of citation methods for the facts and details included in the text.

**Reviewer Recommendations****Evidence**

The following CC:By information is available on the syllabus, so I've considered this standard "Met":

*Creative Commons attribution license* 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.

Other attributions, such as for images used in the Pressbooks text, have also been provided in the course.

**Suggestions For Improvement**

As mentioned elsewhere, Pressbooks needs to be included for each module. The attribution for material used should continue to be present throughout.

**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)

**Reviewer Recommendations****Evidence**

Pressbooks has not provided a publication date for the textbook, which is still in development and will contain up-to-date materials.

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**Suggestions For Improvement**

It would be helpful if there was a section in the course syllabus and on MOODLE for instructional materials.

**Reviewer Recommendations****Evidence**

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

---

**Suggestions For Improvement**

Consider adding more interactive content to maintain a modern "feel" to the course. Suggestions are included in standard 5.2

**Reviewer Recommendations****Evidence**

Because only 3 out of 11 modules have instructional materials included, I cannot determine whether the instructional materials "represent up-to-date theory and practice" at 85%. The chapters that have been included, though, do appear to use up-to-date material.

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**Suggestions For Improvement**

The Pressbooks needs to be completed. I would also recommend including a date of publication, which I assume is 2023, lending itself, ultimately, to a "met" rating here.

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**STANDARD 4.5 - (2 Points)****4.5 A variety of instructional materials is used in the course.****Points Possible:** 2**Points Awarded:** 0**Result:** NOT MET (Yes: 1, No: 2)**Reviewer Recommendations****Evidence**

The course relies heavily on the textbook, and additional assignments. The instructional materials are products in an assortment of formats from the textbook, which is licensed by a Creative Commons Attribution..

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**Suggestions For Improvement**

It would be helpful to put a section of instructional materials in the CANVAS course.

**Reviewer Recommendations****Evidence**

The course textbook is the only learning material in the course.

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**Suggestions For Improvement**

Consider adding a series of videos by instructors that designed this course directly into the course (not the text). If the instructors who designed the course are not prepared to share their own lectures, pre-recorded lectures on similar topics are already available at [World History Project AP@ | Arts and humanities | Khan Academy](#) Having video lectures in the course give students an opportunity to learn about the same topic through a different learning method.

**Reviewer Recommendations****Evidence**

It appears that the only instructional material to be used in the course is the Pressbooks text. However, because instructional materials have been included in only 3/11 modules, I cannot determine the ultimate variety of materials, so I've marked this SRS as "Not Met."

**Suggestions For Improvement**

I would recommend both finishing the Pressbooks texts as well as including other instructional materials, such as links to videos, online articles, etc.

## **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)**

STANDARD 5.1

**Reviewer Recommendations****Evidence**

A variety of learning activities help learners engage actively and to achieve learning objectives. Learning activities enable interactions that enhance learning. The assessment activities are embedded throughout the course and provide evidence of meeting SRS 5.1. Discussion forums, exams, quizzes, and module assignments promote learning toward the learning objectives.

**Suggestions For Improvement**

It would be helpful if the learning activities were aligned with each module unit objective.

STANDARD 5.1

**Reviewer Recommendations****Evidence**

The activities of the course include the textbook readings and the assessments, including discussions that engage students in interactive conversations with their classmates. The written nature of many of the assessments engages the student in interactions with the course content and supports their achievement of aligned objectives.

The learning activities do not include practice activities.

**Suggestions For Improvement**

Practice activities allow students to learn from their mistakes with low (or no) stakes at risk in terms of their grade. Adding practice activities as suggested in standard 3.5 will help students begin the graded activities already prepared.

STANDARD 5.1

**Reviewer Recommendations****Evidence**

Learning activities in the course include discussion boards, source assignments, assignments, and quizzes. Most of the activities in the course have been built, and those that have been do "promote the achievement of the stated learning objectives" (SRS 5.1), specifically the MLOs since they clearly describe learning outcomes in the course.

**Suggestions For Improvement**

Where learning activities have not yet been built, they should also align with the learning objectives.

QM does not require explicit alignment between objectives and activities. However, in many places throughout the course, either an incomplete placeholder or a vague statement about alignment has been included. These statements either need to be completed and/or made more specific or removed entirely.

**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**

Learning activities that support active learning through learner-content interaction include reading textbooks, taking exams, completing assignments, and participating in discussion forums. forums. Learner-instructor is whet the learner receives feedback from graded assignments.

**Suggestions For Improvement**

It would be helpful to facilitate more learner-learner interaction through discussion board posts and responses.

**Reviewer Recommendations**

STANDARD 5.2

**Evidence**

Students will participate in active learning through the discussion forums of each module, which involves student-student interaction and may involve direct student-teacher interaction. Student-teacher interaction follows the discussion when the discussion is graded. There are also planned writing assignments in the course that would include student-teacher interaction through grading. Student-content interaction is currently completely passive learning through reading the textbook (and if recommended recorded lectures are added also through watching those.)

**Suggestions For Improvement**

Active learning opportunities in the form of interactive learning material and practice activities would help students begin graded assessments (however actively engaging those assessments are) with the appropriate preparation. Textbooks with more interactive activities sometimes have interactive maps, flash cards, and other practice activities. Since this text is primarily a passive learning material, the addition of more interactive activities could supplement the active learning opportunities. For example, history courses are also very well-matched to virtual tours such as these: <https://www.history.com/news/10-best-virtual-museums-tours-history-from-home> or <https://naturalhistory.si.edu/visit/virtual-tour> A scavenger hunt type assignment can be paired to such practice activities. Game worlds with accurate historical themes can also result in very active learning if affordable, ontopic, and confirmed to have only accurate details.

**Reviewer Recommendations**

STANDARD 5.2

**Evidence**

According to the Annotation for SRS 5.2, interactive learning activities promote active learning and engagement through three types of interaction.

The learner-content interaction in this course is achieved by the textbook and other assigned readings. Learner-instructor interaction could be achieved by the feedback on the activities and the assignments (though there is no clear plan for this interaction) and the News and Announcements and Q&A forums for the students. Learner-learner interaction takes place through discussion board posts and responses.

**Suggestions For Improvement**

Though not all chapters have been built/included in the course, it is clear that those that have been included promote learner-content interaction (along with learner-learner and learner-instructor interaction visible elsewhere). Therefore, I've considered this standard met at 85%.

**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: 0, No: 3)

STANDARD 5.3

**Reviewer Recommendations****Evidence**

Although feedback responses from the instructor set the tone for learners when assignments are read and graded, there are no clear policies or declarative statements that have been articulated to the learner.

**Suggestions For Improvement**

It would be helpful to include feedback responses in the course syllabus and in the MOODLE course.

STANDARD 5.3

### Reviewer Recommendations

#### Evidence

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

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#### 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 5.3

### Reviewer Recommendations

#### Evidence

SRS 5.3 requires that the course creator provides "a clear plan for instructor-learner interaction, including when learners can expect the instructor's responses to discussion posts and feedback on assignments, helps ensure substantive interaction between instructors and learners during the course."

I did find sample office hours information in the course which could also serve as a "communication policy" section to meet SRS 5.3, but this placeholder does not indicate that the individual instructor should include such information as email response times, grading turnaround times, etc.

It is also unclear whether students should expect responses from the instructor on discussion board posts and other assessments.

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#### Suggestions For Improvement

I would recommend including sample language that would meet SRS 5.3 either on the office hours page (and perhaps change the name to something like "Office Hours and other Communication"). This would include email response times, grading turnaround times, etc. This could include ideas such as "Emails will be answered within 24 hours during the week. Emails sent after 4pm on Friday will be answered the following business day" or "Major assignments will be graded within two weeks of submission or before the next assignment is due, whichever comes first."

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### 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)

STANDARD 5.4

### Reviewer Recommendations

#### Evidence

Learners can find module expectations, including assignments, exams, quizzes, and discussions, to meet learning objectives.

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#### Suggestions For Improvement

It would be helpful to post deadlines for assignments on the MOODLE course.

STANDARD 5.4

### Reviewer Recommendations

#### Evidence

The discussion prompt specifies the nature and amount of interaction required by the assignment that re-occurs in each weekly module.

Each module also specifies that students are expected to read the assigned reading, take a quiz in all modules, and complete other written assessments in some modules. The writing assessments that have been built have questions, but not instructions that include the amount of detail and length of answer required.

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#### Suggestions For Improvement

In a course with this much writing, communicating the expectations to students is essential. How many words, paragraphs, pages, etc are expected in each assessment? How much detail is required in order to earn full credit? Are students allowed to use outside sources? If so, what type of source citation is expected? Consider using the rubric tool to add tables of criteria that tell students how they can expect to be assessed.

## Reviewer Recommendations

### Evidence

On the various discussion boards wherein learner interaction takes place, the "requirements for learner interaction are clearly stated," meeting SRS 5.4. For example on the Module One Discussion, learners are given the following criteria:

*Your [first] post is due on [day of week] by [time] CST. Your response to another student is due on [day of week] by [time] CST. [Adjust for number of posts required.]*

*Your response should be at least [length requirement in words, sentences, or paragraphs] long. This includes responses to other students' posts. [Include previous sentence if necessary.] 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. [Edit as needed.]*

### Suggestions For Improvement

I would recommend creating a universal rubric, perhaps provided on the syllabus or on each discussion board, that lets students know how their interactions with one another via these discussion boards will be assessed. How many points is the initial post worth? How many points is each response worth? etc.

## 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)**

STANDARD 6.1

## Reviewer Recommendations

### Evidence

**ANNOUNCEMENTS** is a tool embedded in the MOODLE LMS that is used to provide information for learners to inform them and remind them of mandated requirements that are connected to learning objectives.

The **GRADEBOOK** tool allows learners to see the graded assignments, exams, and quizzes.

**ASSIGNMENTS** is a tool embedded in the MOODLE LMS for learners to read and then perform.

### Suggestions For Improvement

It would be helpful if a page was designed to show how the various tools are used in the course.

STANDARD 6.1

## Reviewer Recommendations

### Evidence

The course uses the discussion board and quiz tools of the LMS. It also links to external video repositories from within the text. These activities and assessments are directly related to the MLOs and CLOs. The gradebook and announcement features of the LMS also support the learning objectives by providing a forum in which to communicate with, and provide feedback to, students.

The pressbook practice quiz tool is not used. Instead, a list of questions are included without available feedback.

The objectives in this course often require written submissions from students, and yet the course does not currently make use of a plagiarism detection tool.

### Suggestions For Improvement

Adding an antiplagiarism tool to the course would discourage plagiarism, and provide faculty a way to quickly evaluate details, such as the discussion rubric that assigns points for content written in the student's own words.

Consider updating the question lists at the end of chapters into practice activities with some amount of interactivity and instant feedback.

**Reviewer Recommendations****Evidence**

The various tools used in the course -- assignments, exams, discussion boards, and the gradebook -- are clearly and prominently linked in each module. These tools "support the learning objectives" by allowing learners to complete the activities and assessments aligned with the objectives.

**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: 2, No: 1)

STANDARD 6.2

**Reviewer Recommendations****Evidence**

There are several tools in the course that support student engagement and active learning. The **Discussion Forum** allows learners to demonstrate their mastery of the learning objectives through writing rather than passively reading without engaging with the information. The discussion boards allow for interaction with the content, other learners, and the instructor.

**Suggestions For Improvement**

It would be helpful to align the tools used in the course with learning activities.

STANDARD 6.2

**Reviewer Recommendations****Evidence**

The discussion forums have a subscription feature available, and the instructions indicate that it should be set to auto. That will help to promote engagement between learners by notifying them each time they receive a reply.

The module activities all have checklist functions that are either automatically completed in response to student interactions, or that use a checkbox for students to indicate completion. Some of the discussion forums indicate that students should "mark as done" instead of making a required minimum number of posts and replies. The chapter readings do not have a mark as done box for students to use in tracking their own progress.

**Suggestions For Improvement**

The discussion forum instructions require 1 post and 1 reply, and so active engagement could be more effectively supported by updating the use of the module checklist to require both rather than either a "mark as done" check box or only 1 post.

If the end of chapter questions are made into interactive practice quizzes, consider using the score to measure student practice and set a minimum score for the activity to be "complete."

Typing in a discussion forum and taking practice quizzes are only two ways to actively engage students with the content of the course. Consider the games and simulations suggested in standard 5.2 as ways to more directly engage students in active learning. Also, consider connecting those games to the LMS badging system as a leaderboard type interaction for students to have with each other.

STANDARD 6.2

**Reviewer Recommendations****Evidence**

According to the Annotations for SRS 6.2, tools used in the course help learners actively engage in the learning process rather than passively absorb information.

There are several tools which support engagement and active learning. The module assignments that have been built allow learners to demonstrate their mastery of the course- and module-learning objectives actively through writing rather than passively through reading without engaging with the information. The discussion boards allow for interaction with the content and the instructor (though, as noted elsewhere, the instructor's plans for interaction are unclear). However, because the tools themselves could allow for these types of interactions, I've considered the standard "Met."

**Suggestions For Improvement**

As suggested elsewhere, I would highly recommend including clear guidelines and expectations for learner-learner engagement and interaction as well as detailed information -- or sample information -- about instructor feedback and turnaround times.

As additional assignments are built, it is important to consider the types of active learning that should be incorporated.

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**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: 2, No: 1)

STANDARD 6.3

**Reviewer Recommendations****Evidence**

You can access the MOODLE learning management system on your mobile device. One of the great features of MOODLE is the Discussion Forum, where learners can engage in conversations on a variety of topics. Additionally, an eBook is used as a textbook, electronic exams are administered, and emails are utilized for communication. These technologies have been designed to help learners progress through the course with ease and achieve success.

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**Suggestions For Improvement**

It would be helpful if the instructor used a Web Conferencing Tool such as Zoom to engage students in topic discussions.

STANDARD 6.3

**Reviewer Recommendations****Evidence**

This is largely a text-based course. With the exception of a few videos to which the course provides a link, the course uses the technology of the e-text read by the student off of the screen. This design limits students to one pathway to learning.

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**Suggestions For Improvement**

Presenting information through more than one technology allows students multiple pathways to learning. Adding instructor videos by the course designers, or a prompt for the adopting institution to develop lecture videos, would add a video pathway to student learning. Adding interactive games and simulations such as those suggested in response to standard 5.2 adds pathways for students to "learn by doing." Especially for dual-enrollment (high school) students encountering the college courses remotely, technology that encourages them to learn by doing adds interest to the course.

STANDARD 6.3

**Reviewer Recommendations****Evidence**

Some variety of technology is used including Moodle, Pressbooks, discussion boards, quizzes, and assignments. I do think the variety could be improved, but I've considered this standard "Met" using the 85% rule.

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**Suggestions For Improvement**

Additional technologies could be used in the course such as web conferencing tools to facilitate peer interactions, wikis, Flip, etc.

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**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: 3, No: 0)

STANDARD 6.4

**Reviewer Recommendations****Evidence**

Moodle LMS is an open-source platform that allows schools to have full control over their data, including how and where it is stored. MOODLE provides advanced features and tools to ensure that the learners' data remains private and secure.

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**Suggestions For Improvement**

The use of login information requires a privacy policy. It would be helpful if a link is provided that discusses privacy in the course.

STANDARD 6.4

**Reviewer Recommendations****Evidence**

The learner support page also has a page titled "data and privacy" that reminds instructors to include Moodle and pressbooks privacy policy links as well as their school's data retention and privacy policies.

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## Suggestions For Improvement

Suggestions for adding anti-plagiarism and/or active learning tools to the course in support of other standards, also require adding links to privacy policies for the tools added in order to continue meeting this standard

STANDARD 6.4

## Reviewer Recommendations

### Evidence

A page titled "Data and Privacy" is provided in the "Learner Support" section. Links to the privacy policies for Moodle and Pressbooks are provided as is a note to adopting instructors that "Adopting institution should provide learners information about data and privacy" with suggestions.

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## Suggestions For Improvement

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## 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)**

STANDARD 7.1

## Reviewer Recommendations

### Evidence

The course provides a placeholder link to technical support and how to obtain it. On the MOODLE "Home Page," there is a placeholder link to be completed by adopting instructors.

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## Suggestions For Improvement

It would be helpful to put a technical support link in the course syllabus.

## Reviewer Recommendations

STANDARD 7.1

### Evidence

The course technical support page includes the helppage for Pressbooks. It does not mention Moodle help or support, and the LMS login did not have an easily found link to technical support information. The template syllabus has a header for the same information without a copy of what is in the course.

- *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.*
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## Suggestions For Improvement

Adding the moodle tech support information to the course template, would provide an example of including technical information for the course LMS, and would also assist any schools teaching from this louislibraries LMS.

Displaying the same information in the template syllabus would result in a more complete template. It would also help to display a reminder to check the course page to ensure identical content is displayed in both places.

Suggestions for adding anti-plagiarism and/or active learning tools to the course in support of other standards, also require adding links to tech support for the tools added in order to continue meeting 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 7.2 - (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)**

STANDARD 7.2

**Reviewer Recommendations****Evidence**

The course provides a placeholder link to institutional Accessibility Policies and Services and how to obtain it. On the MOODLE "Home Page," there is a placeholder link to be completed by adopting instructors.

**Suggestions For Improvement**

It would be helpful to include links to Accessibility Policies and Services in the course syllabus.

**Reviewer Recommendations**

STANDARD 7.2

**Evidence**

The course learner support module includes an accessibility policies page with venter information about accessibility for pressbooks and Moodle, and a reminder to include the school's policy. The template syllabus has a place for the same information.

- *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****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)**

STANDARD 7.3

**Reviewer Recommendations****Evidence**

The course provides a placeholder link to academic support services and how to obtain them. On the MOODLE "Home Page," there is a placeholder link to be completed by adopting instructors.

**Suggestions For Improvement**

It would be helpful to provide a link to academic support services in the course syllabus.

**Reviewer Recommendations**

**Evidence**

The course template page in the Learner Support module is blank, except for the red text reminder for the adopting institution to add their own resources. The template syllabus has a header for the same information.

- *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**

Consider adding a collection of [Khan academy](#) lessons for highschool content that might be treated as background material in writing. This could serve as "tutoring services" regardless of what services are (or are not) available at the adopting institution.

**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**

The course provides a placeholder link to student services and resources and how to obtain them. On the MOODLE "Home Page," there is a placeholder link to be completed by adopting instructors.

**Suggestions For Improvement**

It would be helpful to include a link for student services and resources in the course syllabus.

**Reviewer Recommendations**

**Evidence**

The Learner Support page is a blank template with only red-text encouraging adopting institutions to include access to their own student support resources. he template syllabus has a header for the same information

- *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**

Consider building free online resources into the course such as:

- [Khan Financial Literacy](#)
- [Khan Personal Finance](#)
- [Khan Internet Safety](#)
- [Khan Social Media Literacy](#)
- [Khan College Admissions](#)
- [Khan Careers](#)

**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)**

STANDARD 8.1

**Reviewer Recommendations****Evidence**

The course's navigation is consistent and facilitates ease of use. This creates an environment that allows learners to quickly understand what to expect in each chapter module.

**Suggestions For Improvement**

It would be helpful to include a MOODLE navigation video for learners.

STANDARD 8.1

**Reviewer Recommendations****Evidence**

The first module of this course has the textbook chapters displayed to students within the course by section, which keeps the student in the course, rather than sending them out to another website.

Using the menu to return to the main course page from an activity such as a discussion, "hops" the student back up to the top of the page, which interrupts the flow of the course.

There are two different places for students to look for announcements – the welcome module and the getting started module. This may cause students to miss some updates from their instructor.

There is a link to learning that already has a broken link: [The Slave Voyages website \(https://www.slavevoyages.org/\)](https://www.slavevoyages.org/)

**Suggestions For Improvement**

The pattern of textbook incorporation for module 1 is excellent. I would add a next button, however. Adding next buttons for students to move from activity to activity, instead of requiring them to use the menu to jump to the top of the page and then scroll or repeat the menu use to access the next activity, would help students to maintain steady progress in the course.

Setting up just one place for course announcements will make it more obvious to students where they should go to find updates about the course from their instructor.

Consider saving copies of all external resources, so that they can be durably linked to the course and textbook. The alternative will be reviewing for updated links on a regular basis.

STANDARD 8.1

**Reviewer Recommendations****Evidence**

SRS 8.1 requires that "navigation throughout the course is consistent, logical, and efficient." I do think that from a navigational perspective within the modules themselves, this is a well-designed course. The modules themselves are effectively and consistently organized to move learners through the chapters and the activities associated with each.

### Suggestions For Improvement

Step Two in the "Getting Started" module is to "Read the Course Syllabus." However, the Course Syllabus is available in the previous module ("Syllabus and Schedule"). I would recommend either adding a link to the syllabus in the Getting Started module, or, perhaps better yet, removing that step from "Getting Started."

There is also a link to the Google Docs blank syllabus template in the "Syllabus and Schedule" section that should be removed.

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

Points Possible: 3

Points Awarded: 3

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

STANDARD 8.2

#### Reviewer Recommendations

#### Evidence

The course has clarity and readability. For example, the text can easily be read and comprehended. . Once you click on the chapter modules, the information for that chapter is grouped together. For example, each module contains key terms and Assessments, Discussion forums, Assignments, Source Assignments, and Quizzes.

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### Suggestions For Improvement

It would be helpful if students are allowed to submit Word documents for assignments.

STANDARD 8.2

#### Reviewer Recommendations

#### Evidence

The course makes use of white space, headings, and formatting to group content and communicate key ideas. Consistent fonts are used throughout the course, and are presented at a legible size.

Some textbook chapters, such as "expansion in the Industrial age" and "colonization and expansion," are not yet embedded in pressbooks, and instead have to be downloaded from a link

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### Suggestions For Improvement

Students will have a more consistent experience if they do not need to download a word document of their reading assignment in order to read it. Finishing the textbook embedding into resssbooks would fix this.

STANDARD 8.2

#### Reviewer Recommendations

#### Evidence

SRS 8.2 requires that "course design elements maximize usability by facilitating readability and minimizing distractions." The layout and structure of the modules follow a consistent format and style. The course has clearly been closely and carefully edited. The text can be easily read and comprehended. Use of colors is minimal and, where used, neither distracting nor the only means of conveying information. Font is consistent throughout the course.

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### Suggestions For Improvement

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### 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: 3

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

STANDARD 8.3

#### Reviewer Recommendations

#### Evidence

The accessibility toolkit included in MOODLE does not flag any text or images inaccessible to students. If learners are visually impaired, they will not be able to see small images or icons.

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### Suggestions For Improvement

It would be helpful if learners brought their present needs to the instructor so that accommodations could be made.

**Reviewer Recommendations****Evidence**

The text and course module introductions both use headers that are formatted with header styles, instead of adjusting the font. This helps students who use screen readers access the content more effectively.

There are images in the text as well as in the module introductions have alt text, and there are some for which the un-descriptive word "image" serves as that alt text.

Tables and diagrams, such as the one in figure 1.2 are embedded as images, instead of as text. Without the text, students who rely on screen readers and other accessibility software will not have full use of the content on the table. The alt text for this example is simply "image".

**Suggestions For Improvement**

Creating tables and diagrams that display in a text form will make that content available to diverse learners.

Update the captions for every image and table, to find and replace all instances of alt text="image"

**Reviewer Recommendations****Evidence**

The accessibility toolkit included in Moodle does not flag any text/images, documents, LMS pages, etc. as inaccessible to students in ways that were not anticipated and likely fixed. Therefore, I've considered this standard "Met."

**Suggestions For Improvement**

There are quite a few places where the Accessibility Toolkit flagged bolded text: "Bold (b) elements should not be used; "strong" should be used instead." However, I know this is a known issue within Moodle. I wanted to point out the error in case it hasn't yet been addressed, but I've still considered the standard "Met."

**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)**Reviewer Recommendations****Evidence**

The course does not provide alternative access to multimedia to meet or accommodate the needs of diverse learners.

**Suggestions For Improvement**

It would be helpful to make a special page or section in the MOODLE course for diverse learners.

**Reviewer Recommendations****Evidence**

Many videos linked to through the text have captions that match the video. This enables students who to access the content in the video even if they cannot understand the audio. It is important for the captions to be entered correctly, and the videos used in this text do appear to have correct captions.

There are a few videos and/or websites hosting videos, for which there are no captions. If those videos are used in the course, a transcript should be provided

**Suggestions For Improvement**

To support learners who need captions or other assistive technology to understand the audio portion of videos, add transcripts to all videos that do not have captions, or repost an unlisted copy to youtube with your own captions added.

**Reviewer Recommendations****Evidence**

The accessibility toolkit included in Moodle does not flag any multimedia content as inaccessible to students. Therefore, I've considered this standard "Met."

**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)**Reviewer Recommendations****Evidence**

Multimedia videos are working appropriately and video streaming is working well with no breaks. There are no issues with distractions or interruptions.

**Suggestions For Improvement**

It would be helpful if all interactive components were listed under multimedia in the MOODLE course,

**Reviewer Recommendations****Evidence**

The videos built into the text are youtube videos or similar streaming video, most of which are not embedded, but rather linked into the course. The videos open with ads on the youtube site, and navigating to the external site takes students another step away from the course.

**Suggestions For Improvement**

Embedding the you tube videos in the text presents students with more direct access to the video content, keeps them in the course, and prevents the start-up ads on most videos. You can find the embed code by right clicking any video on you tube, and selecting embed. The video is then displayed as a picture would be in the text.

**Reviewer Recommendations****Evidence**

The accessibility toolkit included in Moodle does not flag any images, graphics, videos, etc. as inaccessible to students. Therefore, I've considered this standard "Met."

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

Vendor accessibility statements are provided for learners in the MOODLE course. These accessibility statements are provided under the Accessibilities Policies and Services section located under the left bar menu. A text placeholder is also added to the course. There are two vendor accessibility statements for the technologies required in the course:

- [Pressbooks Accessibility Statement](#)
- [Moodle Accessibility Statement](#)

**Suggestions For Improvement**

It would be helpful to provide links for vendor accessibility statements in the MOODLE course.

**Reviewer Recommendations****Evidence**

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

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**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.

**Reviewer Recommendations****Evidence**

A page titled "Accessibility Policies and Services" is provided in the "Learner Support" section. Links to the accessibility policies for Moodle and Pressbooks are provided as is a note to adopting instructors:

*"Adopting institutions should include accessibility policies or statements to indicate the availability of services and accommodations. Considerations include*

- *Providing a link to the institution's accessibility policy*
  - *Sharing contact information for the Office of Disability Services."*
- 

**Suggestions For Improvement****Additional Review Comments:****Reviewer**

We have made an effort to include helpful advice in all of the standards in this review. We know it is a lot to take in all at once, and so I want to direct your attention to the standards that can most directly help this course to meet expectations. Please pay special attention to Standard 2.1, 2.4, 3.2, 3.3, 4.1, 5.1, 5.2, and 5.3. The 24 points in these standards are required, and they are cumulatively enough for this course to meet expectations. Thank you for your hard work!

**TOTAL POINTS AWARDED: 73**

**FINAL RESULT: DID NOT MEET STANDARDS**