

Institution: Louisiana Board of Regents
Course Code: CPSY 2113Louisia090623
Course Number: CPSY 2113
Course Name: Developmental Psychology
Course Representative: Emily Frank
Review Start Date: 2023-09-11
Review End Date: 2023-10-07
Custom Rubric: QM Rubric, LOUIS DE OER

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

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

STANDARD 1.1 - (3 Points) **Essential**

1.1 Instructions make clear how to get started and where to find various course components.

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations

STANDARD 1.1

Evidence

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

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

Suggestions For Improvement

At the end of the first paragraph, it starts "the following objectives" but then proceeds to give instructions for forums and information of when materials for the course will be posted. Consider fixing this.

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

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

Reviewer Recommendations

STANDARD 1.1

Evidence

There is a "Getting Started" section in the course giving the learner key information before moving into the course.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

The home page has a section titled "Getting Started" that tells students what to review before beginning the course in Module 1.

Suggestions For Improvement

It would be helpful to add the getting started section at the top of the page before discussing how to navigate the course.

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**

A brief description of the course is given at the top of the LMS page and a longer one on the syllabus. There is a schedule outlined in the syllabus. There is a template placeholder for how information will be delivered and the structure of the course. The structure of each module can be found at the top of the module.

Suggestions For Improvement

Again - At the end of the first paragraph, it starts "the following objectives" but then proceeds to give instructions for forums and information about when materials for the course will be posted. Consider fixing this. Also, consider having the same course description on the LMS page and the syllabus. A course map would be very helpful for this course.

Reviewer Recommendations**Evidence**

In the Welcome section of the course, it provides a purpose and a structure of the course. It also lays out how the course will be run.

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

The Welcome message on the home page provides a course overview and regular activities, such as the class "week", when materials will be released, and when discussions are due. You also included that students will find all other assignment due dates posted in their respective assignments.

Suggestions For Improvement**STANDARD 1.3 - (2 Points)****1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.****Points Possible:** 2**Points Awarded:** 2**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations****Evidence**

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

Suggestions For Improvement

Reviewer Recommendations

Evidence

There is a placeholder in the syllabus under "Course Policies" where communication expectations can be inserted. There is also a "Netiquette and Communication Expectation" tab in the course.

Suggestions For Improvement

Reviewer Recommendations

Evidence

There is a placeholder for Netiquette and communication guidelines, but no content there. There are also som communication guidleings listed in the syllabus.

Suggestions For Improvement

STANDARD 1.4 - (2 Points)

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

Points Possible: 2

Points Awarded: 2

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

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

Evidence

Located in the syllabus is a placeholder for the University Polices and Support"; Code of Conduct; Online Etiquette; Drop and Withdrawal Deadlines; Academic Integrity; Assessibility, etc. There are also direct tabs to certain policies, such as technical support, netiquette (student handbook), and accessibility.

Suggestions For Improvement

Reviewer Recommendations

Evidence

Course policies are located in the syllabus.

Suggestions For Improvement

STANDARD 1.5 - (2 Points)

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

Points Possible: 2

Points Awarded: 2

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

Reviewer Recommendations**Evidence**

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

Suggestions For Improvement

Consider adding speakers to this list on the syllabus as speakers are needed for the audio given, such as videos in the course materials. It appears that there * may* be an assignment that will also require a video camera and microphone - it is listed in the Pressbook materials on Module 6, but the assignment listed here looks more of a view and then comment/discuss option.

Reviewer Recommendations**Evidence**

Located in the syllabus is a placeholder for Technololy Requirements.

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

Minimum tech requirements found in the syllabus under Course Policies.

Suggestions For Improvement**STANDARD 1.6 - (1 Point)****1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.****Points Possible:** 1**Points Awarded:** 1**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations****Evidence**

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

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

There is a placeholder in the syllabus under "Computer Skills" where information regarding computer skills and digital literacy skills can be inserted.

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

Digital literacy skills are mentioned throughout the course in guidelines, but not explicitly stated to learners. There should be a place that explains that student should be able to upload and download files, etc.

Suggestions For Improvement

STANDARD 1.7 - (1 Point)

1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

Points Possible: 1

Points Awarded: 1

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

STANDARD 1.7

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

Consider adding on the course page near the top that no prerequisites are needed for this course.

Reviewer Recommendations

STANDARD 1.7

Evidence

Located in the syllabus is a "Course Expectations" section under course policies where knowledge expectations (pre-reqs) can be inserted.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 1.7

Evidence

The syllabus contains a statement that says no prerequisite knowledge required.

Suggestions For Improvement

STANDARD 1.8 - (1 Point)

1.8 The self-introduction by the instructor is professional and is available online.

Points Possible: 1

Points Awarded: 1

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

STANDARD 1.8

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

STANDARD 1.8

Evidence

Under the Welcome section, there is a tab "About Your Instructor" where bio informatin and even a picture of the instructor can be inserted.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

There's a placeholder at the beginning of this course for the instructor's introduction.

Suggestions For Improvement**STANDARD 1.9 - (1 Point)****1.9 Learners are asked to introduce themselves to the class.****Points Possible:** 1**Points Awarded:** 1**Result:** MET (Yes: 3, No: 0)

STANDARD 1.9

Reviewer Recommendations**Evidence**

There is an introduction forum provided for learners.

Suggestions For Improvement

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

STANDARD 1.9

Reviewer Recommendations**Evidence**

In the "Getting Started" section, learners are given the opportunity to introduce themselves. There is also a forum labeled "Introduce Yourself" in the course.

Suggestions For Improvement**Reviewer Recommendations**

STANDARD 1.9

Evidence

Students can participate in the Introduce Yourself forum found in the Getting Started Module.

Suggestions For Improvement

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

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

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

STANDARD 2.1

Reviewer Recommendations**Evidence**

The CLOs are Identify..., Explain..., Analyze... and Express... While identify, explain, and analyze are measurable terms, the objective "express" is not. Being that there are only 4, this does not meet the 85% level.

Suggestions For Improvement

Consider changing CLO to a more measurable term. Such as, "Explain ideas clearly in writing through the completion of class assignments at the college level".

Reviewer Recommendations**Evidence**

Under the "Welcome" section there is a placeholder for where course objectives can be inserted. Under the "Navigating the Course" there are objectives listed. These 4 objectives are written with action verbs and are measurable.

Suggestions For Improvement

A suggestion would be to place these in a very prominate place in the course.

Reviewer Recommendations**Evidence**

Each of the 4 course objectives are measurable.

Suggestions For Improvement**STANDARD 2.2 - (3 Points) Essential**

2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

Points Possible: 3

Points Awarded: 0

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

Reviewer Recommendations**Evidence**

The majority of the MLO's are consistent with the CLOs in Modules 1-5 and Modules 9-10. Modules 6, 7, and 8 have MLOs that are "be familiar" and "understand".

Suggestions For Improvement

Consider changing the MLOs in Modules 6, 7, and 8 to be measurable and consistent with how they will be assessed. For example, if it is a discussion forum where the topic is covered - it could be "discuss" or "describe". If it is to be on a quiz, it could be "recognize" or "identify".

Reviewer Recommendations**Evidence**

There are module objectives (Module 6, 7, 8) where objectives are not measurable. Module11 allows you to insert objectives.

Suggestions For Improvement

These objectives are not written with action verbs. Understand is used in these objectives and is not measurable. Blooms Taxonomy is a great reference.

Reviewer Recommendations**Evidence**

If the course is using the objectives from the textbook, then they are met. The chapter outcomes are all measurable.

Suggestions For Improvement

I did notice the objectives in the video assignment in Module 6 were not measurable.

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)

STANDARD 2.3

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

STANDARD 2.3

Evidence

Objectives are clear and written so students can understand them. Note that some objectives are not measurable (example - see Module 7 and 8 objectives).

Suggestions For Improvement

Reviewer Recommendations

STANDARD 2.3

Evidence

The course objectives are listed in the syllabus and the chapter objectives are listed at the beginning of each chapter.

Suggestions For Improvement

It would be helpful to learners to have objectives listed/chunked in each module.

STANDARD 2.4 - (3 Points) Essential

2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.

Points Possible: 3

Points Awarded: 0

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

STANDARD 2.4

Reviewer Recommendations

Evidence

The MLOs that go with which learning activities are found at the top of each Module - this has been completed for Modules 2, 6, 7, 8, and 10. This is missing for Modules 3, 4, 5, and 9. This does not meet at the 85% level.

Suggestions For Improvement

Consider finishing this for all learning activity objectives. Also, consider writing learning objectives as "CLO1" and "MLO1" instead of only "LO1". This will make it more consistent and easier to locate.

STANDARD 2.4

Reviewer Recommendations

Evidence

There is a placeholder for activities where instructions are these for faculty to align resources/ activities with module learning objectives. However, some modules are missing these.

Suggestions For Improvement

Some modules are missing the relationship portion. The learning activities should align with the learning objections. Review each module objective and activities.

Reviewer Recommendations

Evidence

It's difficult to find a relationship here.

Suggestions For Improvement

It would be helpful if they were chunked in each module.

STANDARD 2.5 - (3 Points) Essential

2.5 The learning objectives or competencies are suited to the level of the course.

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

STANDARD 2.5

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

STANDARD 2.5

Reviewer Recommendations

Evidence

The learning objectives are suited to the course.

Suggestions For Improvement

STANDARD 2.5

Reviewer Recommendations

Evidence

The objectives are suitable to the level of a college-level college psychology course. The objectives also fit Bloom's Taxonomy.

Suggestions For Improvement

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

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

STANDARD 3.1 - (3 Points) Essential

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

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

STANDARD 3.1

Reviewer Recommendations

Evidence

There is a placeholder in this course for a mid-term and a final but could not be evaluated as it was not there for this course yet.

Suggestions For Improvement

There is a placeholder in this course for a mid-term and a final but could not be evaluated as it was not there for this course yet.

Reviewer Recommendations**Evidence**

There is a placeholder for assessments (activities, discussions and final exam) with instructions to align objectives with assessments.

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

All assessments are not visible/built. This shell allows instructors to build their own assessments.

If they were pre-built with options, it would be easier to determine if alignment is there. There are placeholders for it, but there's no content to review.

Suggestions For Improvement

It's okay to provide instructors options, but if you leave alignment up to an instructor who isn't familiar with assessment and alignment concepts and no examples or shells to use, alignment is at risk here.

STANDARD 3.2 - (3 Points) Essential**3.2 The course grading policy is stated clearly at the beginning of the course.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 2, No: 1)**Reviewer Recommendations****Evidence**

There is a grading scale available in the syllabus. Although there is a gradebook available, it does not indicate how much each of the items on this course is worth. Some of the discussion forms indicate that they are worth 15 points. There is no grading policy or rubrics in the syllabus (but there is a placeholder) or on the course page.

Suggestions For Improvement

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

Reviewer Recommendations**Evidence**

There is a placeholder in the syllabus for the grading policy which allows instructors to add rubrics, late work, credit, and grading scale.

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

Your grading policy is found in the syllabus.

Suggestions For Improvement**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:** 3**Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations**Evidence**

There are no rubrics or evaluation sheets in this course.

Suggestions For Improvement

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

Reviewer Recommendations**Evidence**

Under the grading policy, it suggests that rubrics be included with assignments. Instructions for adding assignments recommend providing clear expectations and rubrics for learners. These can be inserted into the course.

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

Rubrics are left up to the instructor to build. There's a message in the grading policy in the syllabus stating that rubric will be provided.

Suggestions For Improvement**STANDARD 3.4 - (2 Points)**

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

Points Possible: 2

Points Awarded: 2

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

Reviewer Recommendations**Evidence**

There is a variety of assessments and learning activities in this course - with a mid-term and a final for the assessments.

Suggestions For Improvement

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

Reviewer Recommendations**Evidence**

There are placeholders for assessments. The assessments seem sequenced and varied enough for the course.

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

No assessments with content to preview. I was only able to locate placeholders in each module.

Suggestions For Improvement

If some content was provided, even for one full module, I'd be able to determine if assessments align with the other elements of the course and if they are suitable to the level of the course. All information about assessment, including the final assignment, do not include content, only instructions telling instructors to find/develop their own content.

STANDARD 3.5 - (2 Points)

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

Points Possible: 2

Points Awarded: 2

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

STANDARD 3.5

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

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

STANDARD 3.5

Reviewer Recommendations

Evidence

There are instructions in the assignment placeholders to insert rubrics. There's also information in the syllabus about grading. The gradbook is also present to help track grades.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 3.5

Evidence

I didn't find any information in the syllabus or modules that explained feedback expectations or options to include draft submissions for a final project.

Suggestions For Improvement

Continuous feedback is an important part of the learning process. Learners should have an idea of the feedback turnaround time for assignments.

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

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

STANDARD 4.1 - (3 Points) Essential

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

Points Possible: 3

Points Awarded: 3

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

STANDARD 4.1

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

Reviewer Recommendations**Evidence**

There are instructional materials (PPT, videos, etc) in the course that contribute to the learning objectives.

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

The textbook included in this course is necessary for learners to achieve the unit and course objectives. The included videos were also useful and contribute to the achievement of learning objectives.

Suggestions For Improvement**STANDARD 4.2 - (3 Points) Essential**

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

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations**Evidence**

Each module has the readings and other materials, such as videos, listed as well as the MLOs and it is noted that the materials will be used to complete assignments.

Suggestions For Improvement

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

Reviewer Recommendations**Evidence**

There are instructions placed in the course for instructors to align instructional materials. This is listed under "For Instructor: Important Guidelines Using This Template".

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

Each module is well-organized with like-content where students can access materials and activities associated with them on the first page of each module.

Suggestions For Improvement**STANDARD 4.3 - (2 Points)**

4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.

Points Possible: 2

Points Awarded: 2

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

Reviewer Recommendations**Evidence**

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

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

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

Instructional materials have source references. The link to Pressbook has the link listed as an open resource. Images used in modules are sited.

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

All the included content included citations and reference information which models academic integrity.

Suggestions For Improvement

As noted in the course worksheet, some images are not referenced.

STANDARD 4.4 - (2 Points)**4.4 The instructional materials represent up-to-date theory and practice in the discipline.****Points Possible: 2****Points Awarded: 2****Result: MET (Yes: 3, No: 0)****Reviewer Recommendations****Evidence**

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

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

The instructional materials appear to be up-to-date for this subject matter.

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

Yes, the materials are recent and relevant for psych practice. The older theories and development stages are seminal works required to present the content.

Suggestions For Improvement

STANDARD 4.5 - (2 Points)

4.5 A variety of instructional materials is used in the course.

Points Possible: 2

Points Awarded: 2

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

Reviewer Recommendations

STANDARD 4.5

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

STANDARD 4.5

Evidence

The course uses a variety of instructional materials such as videos, links to pressbook.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 4.5

Evidence

Yes, this course uses a textbook and a variety of videos.

Suggestions For Improvement

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

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

STANDARD 5.1 - (3 Points) Essential

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

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations

STANDARD 5.1

Evidence

The learning activities in each module of this course include reading the textbook chapter, and at least one short assignment related directly to the chapter material and participating in a discussion. The learning activities are aligned with the objectives, and all are required for grades.

Suggestions For Improvement

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

Reviewer Recommendations

STANDARD 5.1

Evidence

There are placeholders for activities in the course with instructions for instructors on activities promoting learning objectives.

Suggestions For Improvement

Reviewer Recommendations

Evidence

Although many of the modules are not finished, the discussions presented in this course will help students achieve the objectives.

Suggestions For Improvement

STANDARD 5.2 - (3 Points) Essential
5.2 Learning activities provide opportunities for interaction that support active learning.

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

Reviewer Recommendations

Evidence

learner-instructor: Weekly feedback on assignments, FAQ forum.
learner-learner: Weekly discussion boards.
learner-context: Pressbook, videos, and a few websites.

Suggestions For Improvement

Reviewer Recommendations

Evidence

There are learning activities such as forums which support learner to learner active learning.

Suggestions For Improvement

Reviewer Recommendations

Evidence

Students are asked to read the text and view the videos to achieve the objectives. They are also asked to discuss concepts in the discussion forum. I didn't observe any activities that used interactive technology.

Suggestions For Improvement

STANDARD 5.3 - (3 Points) Essential
5.3 The instructor's plan for interacting with learners during the course is clearly stated.

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

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

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

Reviewer Recommendations**Evidence**

There is a placeholder under "Communication" in the course that provides a location to add information on how assignments will be returned, along with feedback. This will need to be inserted into the course.

Suggestions For Improvement

Communication information needs to be inserted into the course.

Reviewer Recommendations**Evidence**

I wasn't able to locate a communication statement (or placeholder) for the instructor. I combed through the syllabus and didn't notice anything in the Getting started module.

Suggestions For Improvement

I'm certain this will vary by instructor unless the institution has a standard. We should add a placeholder for this statement.

STANDARD 5.4 - (2 Points)**5.4 The requirements for learner interaction are clearly stated.****Points Possible: 2****Points Awarded: 2****Result: MET (Yes: 2, No: 1)****Reviewer Recommendations****Evidence**

Although there is a placeholder on the course page and on the syllabus for the communication policy (where this information about expectations could be included, although it could also be presented separately), it is not present, so it cannot be evaluated.

Suggestions For Improvement

Consider adding a formal plan at the beginning of the course, such as student learning expectations or participation expectations for the course to the syllabus that include expectations for frequency and quality of the learner's interactions and the role the student has in this course as noted in the annotation of this standard.

Reviewer Recommendations**Evidence**

In the discussion forums, there are instructions for instructors to add directions and information as to what is expected of learners when it comes to interaction. This will need to be inserted into the course.

Suggestions For Improvement

There are instructions for instructors to add directions and information as to what is expected of learners when it comes to interaction. This needs to be inserted into the course.

Reviewer Recommendations**Evidence**

There are expectations for learner interaction in each discussion question instructions for the teacher.

Suggestions For Improvement

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

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

STANDARD 6.1 - (3 Points) **Essential**

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

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations

STANDARD 6.1

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

STANDARD 6.1

Evidence

The tools used in the course such as the discussion forums and gradebook support the learning objectives.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 6.1

Evidence

The LMS is required for students to access discussion boards and submit assignments. Learners also have to access YouTube to view videos posted in the course. These tools are useful to the learning process and do not create a barrier for learning.

Suggestions For Improvement

STANDARD 6.2 - (3 Points) **Essential**

6.2 Course tools promote learner engagement and active learning.

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations

STANDARD 6.2

Evidence

There are weekly assignments and discussion boards that promote learner engagement and active learning.

Suggestions For Improvement

Consider adding self-check quizzes to go along with the readings to further promote learner engagement and active learning.

Reviewer Recommendations

STANDARD 6.2

Evidence

There are opportunities in the course for the instructor to add tools. The discussion forums promote learner engagement and active learning.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

Moodle allows automatic grading and notifications keeping learners engaged with course updates through announcements and discussion posts.

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

STANDARD 6.3

Reviewer Recommendations**Evidence**

This course uses a variety of technology throughout the entire course that includes videos, discussion boards, exams, and websites.

Suggestions For Improvement**Reviewer Recommendations**

STANDARD 6.3

Evidence

There are opportunities for varied technology use in the course. The discussion forums and videos are examples of this.

Suggestions For Improvement**Reviewer Recommendations**

STANDARD 6.3

Evidence

The course uses a variety of videos to go along with the textbook.

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

STANDARD 6.4

Reviewer Recommendations**Evidence**

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

Suggestions For Improvement

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

Reviewer Recommendations

STANDARD 6.4

Evidence

There is a tab for "Data and Privacy" information. This information will need to be inserted in the course.

Suggestions For Improvement

Although there is a tab for Data and Privacy, this information needs to be inserted before course delivery.

STANDARD 6.4

Reviewer Recommendations

Evidence

You provided a placeholder for data and privacy information at the beginning of the course under the Learner Support Module.

Suggestions For Improvement

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

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

STANDARD 7.1 - (3 Points) **Essential**

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

Points Possible: 3

Points Awarded: 3

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

STANDARD 7.1

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

STANDARD 7.1

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

STANDARD 7.1

Evidence

You provided technical support information for LOUIS in the Technical Support page under the Learner Support Module.

Suggestions For Improvement

STANDARD 7.2 - (3 Points) **Essential**

7.2 Course instructions articulate or link to the institution's accessibility policies and services.

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

Evidence

You included a placeholder for accessibility policies and services. You included links to VPAT statements for electronic materials embedded in this shell.

Suggestions For Improvement

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

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

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

Evidence

You included a placeholder for academic support services in the learner Support Module.

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

STANDARD 7.4

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

STANDARD 7.4

Evidence

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

Suggestions For Improvement

Reviewer Recommendations

STANDARD 7.4

Evidence

You included a placeholder for student support services in the learner support module. It was a nice touch to provide the instructor guidance for what types of services might qualify as student services to meet 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: 3, No: 0)

Reviewer Recommendations

STANDARD 8.1

Evidence

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

Suggestions For Improvement

Reviewer Recommendations**Evidence**

The course layout is organized and should be easy for learners to navigate.

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

This course is very easy to use. The content is organized in a logical order chronologically (course intro, midterms, finals) and by content progression (developmental stages by age.)

Suggestions For Improvement

STANDARD 8.2 - (3 Points) Essential
8.2 The course design facilitates readability.
Points Possible: 3**Points Awarded:** 3**Result:** MET (Yes: 2, No: 1)**Reviewer Recommendations****Evidence**

This course was hard to navigate because it is unfinished. There are several items that have not been set up at all or are noted that need to be edited or were old materials that will be deleted. This made it difficult to determine what needed to be evaluated and what did not.

Suggestions For Improvement

Consider adding an unseen material section for items that are still in transition.

Reviewer Recommendations**Evidence**

The course is organized and formatted for readability. Font and colors are appropriate.

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

This course is designed to facility ease of readability. There is no arbitrary use of font, color, styles, or underlining.

Suggestions For Improvement

STANDARD 8.3 - (3 Points) Essential
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
Points Possible: 3**Points Awarded:** 0**Result:** NOT MET (Yes: 0, No: 3)**Reviewer Recommendations****Evidence**

Some of the pictures in the course have alt-text. However, some of the images in the course did not use alt-text and did not provide descriptions of what was depicted - including charts and graphs - charts on Modules 2 and 3. Pictures without alt-text on the LMS page were on Modules 4, 5, and 10. Because it was not clear which chapters were to be used in Pressbook and not all were available (was unable to open some of them - such as the link to the Pressbook under Module 2) - the Pressbook images were not evaluated other than the first image in Chapter 1 which did not have alt-text).

Suggestions For Improvement

Consider adding alt-text to all images and figures (including tables and charts) for more accessibility.

Reviewer Recommendations

STANDARD 8.3

Evidence

Some text and images do meet the needs of the learners. However, there is a need to check all images and figures for accessibility.

Suggestions For Improvement

There is a need to check all images and figures for accessibility. Consider adding alt-text to images.

Reviewer Recommendations

STANDARD 8.3

Evidence

Many of the images in the course are not accessible. The headings are formatted correctly, but many images are not alt-texted appropriately depending on how the content is to be used. One example is the image of the egg, If it's descriptive at the beginning of the module (I think it is), then it's okay, but this picture describes a process. If it's meant to alert students of this cycle as an introduction to the content, then the alt-text needs a long description.

Suggestions For Improvement

I understand the images haven't been vetted thoroughly due to the nature of this process, so I didn't review each image I found, but most of them needed longer descriptions or marked as decoration. As you finish the course, include alt-text info as you add images so you don't have to keep going back into the course to check them.

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

STANDARD 8.4

Evidence

YouTube's videos have closed captioning available. However, the Pressbook chapters are not searchable files and do not provide for the audio reading of the content. This reviewer was also unable to use a reader for the course webpage.

Suggestions For Improvement

I would like to suggest providing an audio reader version or an add-on to the Pressbook chapters provided and the course webpage.

Reviewer Recommendations

STANDARD 8.4

Evidence

The videos in the course assist in meeting the needs of the diverse learner.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 8.4

Evidence

The videos all included closed captions.

Suggestions For Improvement

It would be helpful to provide text transcripts wherever possible.

STANDARD 8.5 - (2 Points)

8.5 Course multimedia facilitate ease of use.

Points Possible: 2

Points Awarded: 2

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

STANDARD 8.5

Reviewer Recommendations

Evidence

Most of the videos and links to other readings within the Pressbook chapters and on the course webpage are easy to use with clear images and clear audio. The videos are shorter than 15 minutes. However, the links for contraception and pregnancy worksheet assignment are not hyperlinks (even though it is indicated that they are) and have to be manually copied and pasted into a new window. The worksheet is a word document, and it is not clear how to turn it in. Also, the link to Pressbook under Module 2 does not work.

Suggestions For Improvement

Consider fixing the link to Pressbook under Module 2.

Consider having hyperlinks for all outside sources that open in a separate window for easier access. Also, consider putting assignments in fillable PDFs so there is no need to copy or print items that may create extra steps for learners to complete assignments.

STANDARD 8.5

Reviewer Recommendations

Evidence

The multimedia (graphics) used in the course enhance the instructional materials.

Suggestions For Improvement

Reviewer Recommendations

STANDARD 8.5

Evidence

Some images are a little large, but not enough to consider this standard not met. the videos have an option for playback, or resizing.

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)

STANDARD 8.6

Reviewer Recommendations

Evidence

Accessibility statements are provided for Pressbook and Moodle on the LMS page. Accessibility statements can be found on the links for YouTube, the websites on the site their pages.

Suggestions For Improvement

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

STANDARD 8.6

Reviewer Recommendations

Evidence

Under the "Accessibility Policies and Services" tab, there are links to vendor accessibility statements.

Suggestions For Improvement

Reviewer Recommendations**Evidence**

Vendor accessibility statements are located in the accessibility policies and services page at the beginning of the course.

Suggestions For Improvement

Additional Review Comments:**Reviewer**

Much of the content in this course could not be properly reviewed because alignment elements are not presented in a functional way in the course. This is understandable due to the nature of this project. However, omitting this information leaves the course vulnerable to misalignment which could affect learner success. I think it would be helpful if the course, unit objectives and materials were listed in each module and instructors have an opportunity to select an appropriate assignment that matches. This takes all the guess work out of the course design process for the instructor. Since the course worksheet stated modules 4-9 are missing multiple assignments, I provided feedback based on what was there, rather than what noted as omitted.

TOTAL POINTS AWARDED: 85

FINAL RESULT: DID NOT MEET STANDARDS