

Course Review Final Report

Institution:	Graduation Alliance
Course Code:	Graduation Alliance TemplateGraduat031320
Course Number:	Graduation Alliance Template
Course Name:	Graduation Alliance Template
Course Representative:	Graduation Alliance
Review Start Date:	2020-04-21
Review End Date:	2020-05-18
Rubric:	The Quality Matters K-12 Rubric, Fifth Edition

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 guidance to ensure they get off to a good start.

STANDARD 1.1 T - (3 Points) Essential

Instructions make clear to learners how to get started and where to find essential course components.

Points Possible: 3

Points Awarded: 3

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

STANDARD 1.1 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template provides a general overview and navigation instructions (Standard 1.1) under the Dashboard > Guide Me link. These instructions include both how to get started and where to find essential Template components. The Course Syllabus, which contains a course overview and outline of topics, is prominently located under Course Introduction > Course Syllabus.

Suggestions For Improvement

STANDARD 1.1 T

Reviewer Recommendations

Evidence

Standard 1.1 is met, as instructions are made available to clarify/make clear to learners how to get started and where to find essential course components. For example, the Graduate Alliance Template provides two helpful components that address this standard: The Course Introduction and Course Success Strategies. The Course Introduction informs students of success tips and course strategies. The Course Success Strategies section helps students: select view preferences for completed lessons, locate resources for support, identify how to submit graded activities, discover how to post and participate in a class discussion, comprehend an assignment rubric. Helpful video walkthroughs of course components and common tasks were made available as well.

Suggestions For Improvement

STANDARD 1.1 T

Reviewer Recommendations

Evidence

You did a good job providing students with an interesting screencast to provide instructions on how to navigate the system, and your “Guide Me” link on the Dashboard provided information for learners to get started, as required by Specific Review Standard 1.1. I was unable to verify the introductory class “I Will Graduate” as mentioned in the email communication since I do not have access to the course, but from the screenshot and the explanation, the “I Will Graduate” course also supports this standard as well.

Suggestions For Improvement

While the introduction instructions are generic and apply for all courses, you may want to include subject-specific recommendations, especially course success strategies for subjects such as math, science, etc., so students can utilize skills that are specific to the subject and treat the introduction modules more seriously. You should also consider including an interactive activity, such as a scavenger hunt or an orientation quiz, to lead learners through an exploration of the different parts of the course (which you may have already in the “I Will Graduate” course, but since I was not able to confirm it, I would still like to recommend this strategy.)

STANDARD 1.3 T - (3 Points) Essential

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

Points Possible: 3

Points Awarded: 3

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

STANDARD 1.3 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template states the minimum technology requirements and provides information on how to obtain those technologies, particularly with regards to the use of Chromebooks, (Standard 1.3) under Course Introduction > Course Success Strategies.

Suggestions For Improvement

It would help for the Template to provide instructions for obtaining a PDF reader.

STANDARD 1.3 T

Reviewer Recommendations

Evidence

Standard 1.3 is met, as learners are provided with detailed, clearly worded information regarding the technologies they will need throughout the course, including information on where they can be obtained. This information is provided on page 3 of the Course Success Strategies in the Locate Resources for Support Section.

EX:

Technology to Participate in this Class: You will need to use a computer, Chromebook, or laptop with internet access. If you are provided with a Chromebook you will also receive a MiFi device, which provides internet access. You will need to know how to use your browser, have a PDF reader, know how to use email, and know how to create and submit files.

Google Chrome is the preferred browser.

Information Technology Support: Tech support is available from 7am-8pm Mountain Time. They can be reached at phone number: (855) 945-5472. This information is also located on the portal dashboard "**Need Help**" task bar on the far left.

Suggestions For Improvement

STANDARD 1.3 T

Reviewer Recommendations

Evidence

While I was able to find some mention of the technology requirements in the course, the information is vague and not enough for students to prepare their technology for the class. For example, in the template, I was able to find the following:

Technology to Participate in this Class: You will need to use a computer, Chromebook, or laptop with internet access. If you are provided with a Chromebook you will also receive a MiFi device, which provides internet access.

Unfortunately, this information may not be enough for students with limited technical understanding, or their parents, since it does not discuss the type of computer they should have or the type of internet access they need in order to be successful for the course.

Suggestions For Improvement

You may wish to include more detailed hardware and software requirements for your student, especially in the first semester of every course. Detailed hardware information can include:

- minimum CPU or memory,
- Speakers or headsets,

- or other peripherals needed.

Software can include

- recommended browser,
- calculator software (if needed),
- Google Doc or Google Suite,
- and other software used in the course.

You may also want to include other software such as Adobe Reader, since not every computer make come with the software pre-installed.

STANDARD 1.4 T - (3 Points) Essential

Minimum computer skills and digital literacy skills expected of the learner are clearly stated.

Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 2, No: 1)
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STANDARD 1.4 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template states the “minimum computer skills and digital literacy skills expected of the learner” (Standard 1.4) under the Course Introduction > Course Success Strategies. The Template provides tutorials on course-specific skills, including how to complete a quiz, check answers in a quiz, and submit an activity for a grade. Additional instructions for computer skills are located in the context of activities and assignments within the course (e.g., establishing the credibility of online sources, citing online sources properly, etc.).

Suggestions For Improvement

STANDARD 1.4 T

Reviewer Recommendations

Evidence

Standard 1.4 is met, as minimum computer skills and digital literacy skills expected of the learner are clearly stated. In the Course Strategies book within the Course Introduction module... a statement is made regarding minimal computer skills.

EX:

"If you are provided with a Chromebook you will also receive a MiFi device, which provides internet access. You will need to know how to use your browser, have a PDF reader, know how to use email, and know how to create and submit files."

Suggestions For Improvement

It is also valuable, but not required, to have learners practice computer skills as a part of the orientation or course introduction.

STANDARD 1.4 T

Reviewer Recommendations

Evidence

Specific Review Standard 1.4 asks the course to provide information about a list of needed computer and digital literacy skills tools and resources. While you have done a great job providing videos that teach students how to use specific tools within the learning management system, I was unable to find a list of computer and digital literacy skills in the course.

Suggestions For Improvement

It would be extremely helpful for both students and parents if you can include a section in the Course Introduction module the lists all of the skills the students should have, including but not limited to: download and upload files, share Google Docs (if needed), work in multiple browser windows and tabs simultaneously, use presentation programs, or use web conferencing tools, just to name a few.

STANDARD 1.5 T - (2 Points)

Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.

Points Possible: 2

Points Awarded: 2

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

STANDARD 1.5 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template states “etiquette expectations ... for online discussions, email, and other forms of communication” (Standard 1.5) under Course Introduction > Course Success Strategies.

Suggestions For Improvement

Reviewer Recommendations

Evidence

Standard 1.5 is met, as etiquette expectations are clearly stated. In the Course Success Strategies, on page 8, it informs students of the concept of "netiquette" and how to interact with other students on discussion boards. They are also reminded of these items on the discussion activity itself.

EX:

"When interacting in a discussion it's important to follow these tips. You will maintain your respect for your classmates, accept the vulnerability of posting a draft yourself, and ultimately learn new insights from your classmates!

1. Avoid replying with "I agree!" This doesn't show your knowledge or provide any feedback to your classmate.
2. Proofread your post and comment.
3. Be open to be challenged on your opinions.
4. The purpose of the discussion is growth, so it's okay to challenge other opinions, but in no way should your intention be to embarrass or degrade someone. Teacher note: In all my teaching at GA I have never seen disrespect in a discussion. Let's continue in this manner!
5. Try to encourage others! You never know how your comments may affect someone and a kind comment can go a long way to keep your classmates motivated.
6. Imagine yourself receiving the feedback you give to other classmates. Try to provide feedback with both positive and constructive statements. For example, you may post a comment that says: "The facts you provided were great, but I wondered where you found them. Try citing your sources to support your ideas."

Suggestions For Improvement

STANDARD 1.5 T

Reviewer Recommendations

Evidence

While I was not able to confirm etiquette expectations for online discussions, email, and other forms of communication in the course, I was able to find some information in the form of tips on how to best interact in the discussion forum. In addition, the course representative stated that in the “I Will Graduate” course, a prerequisite for all students, contain information on netiquette, which satisfies Specific Review Standard 1.5.

Suggestions For Improvement

Although the information is already included in the prerequisite “I Will Graduate” course, it is still highly recommended that you include the same information in the Course Introduction module for all courses. This way, students will be reminded that netiquette is a requirement when communicating with their peers and their teacher, and for students who may have forgotten what netiquette is from the prerequisite course, they can review the information once again.

STANDARD 1.6 T - (2 Points)

Standards of academic integrity are clearly stated.

Points Possible: 2	Points Awarded: 2	Result: MET (Yes: 3, No: 0)
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STANDARD 1.6 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template states the standards of academic integrity under Course Introduction > Student Course Contract. Students are asked to read the Academic Honesty Agreement & Course Contract and to state their intention of doing their work with integrity and honesty.

Suggestions For Improvement

STANDARD 1.6 T

Reviewer Recommendations

Evidence

Standard 1.6 is met, as standards of academic integrity are clearly stated. For example, the following elements are listed in a prominent place in the Graduate Alliance Template within the Course Introduction section in the Student Course Contract module: 1). An explanation of what plagiarism is and what the consequences are should a learner plagiarize another's work, 2). A Code of Honor statement to be signed and submitted by the learner. After reading the prominent message, students must indicate their agreement to the Academic Honesty Agreement/Course Contract.

EX:

Our School has a zero-tolerance policy for academic dishonesty. As part of your commitment to completing this course, you are responsible for doing all of your academic work with integrity.

Please read the following **Academic Honesty Agreement & Course Contract**. You must agree to and acknowledge these responsibilities before beginning this course:

1. **I understand that Plagiarism is a violation of my Academic Honesty Agreement.** It will result in a 1% score with no opportunity to redo the assignment. Plagiarism may also result in additional disciplinary action by the Principal.

Plagiarism is:

- passing off someone else's work as my own.

- using someone else's work without giving them the credit.
 - copying and pasting text into my work as if I wrote it.
 - changing a few words after copying and pasting text from another source.
2. **I understand that cheating (giving or receiving information on a test or exam) is a violation of my Academic Honesty Agreement.**
3. **I am responsible for:**
- Asking questions about the course content or assignment instructions as soon as I need to.
 - Completing my assignments by their due dates.
 - Doing my own work.
 - Giving credit to any author or source of information or content that I use.
 - Treating all staff, teachers, and other students with respect.
4. **I will make a goal for this course** to help me focus my efforts, learn something new, or stay on track with my pace in the program. My teacher will help me stick to my goal for the class.

Click on the 'Start' button below to indicate your agreement to all the sections of the Academic Honesty Agreement/Course Contract you read above.

Suggestions For Improvement

STANDARD 1.6 T

Reviewer Recommendations

Evidence

I was able to find the Academic Honesty Agreement and the Course Contract in the Course Introduction module, which satisfies Specific Review Standard 1.6.

Suggestions For Improvement

You may wish to include multimedia assets that further introduce and teaches students the importance of academic honesty and the impact it will have in their academic career beyond your course and high school. For example, you may wish to include videos or reading to help emphasize the importance of academic honesty, and interactive quizzes or games to test students' comprehension of what may be some gray areas of academic honesty and how they can avoid pitfalls or mistakes.

General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies are measurable and clearly stated. They assist learners in focusing their effort in the course.

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

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 and 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.

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

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

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 motivation and persistence.

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

Overview Statement: The technologies enabling the various course components facilitate active learning and do not impede the learning process.

STANDARD 6.2 T - (3 Points) Essential

Course tools facilitate student engagement and promote active learning.

Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 3, No: 0)
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STANDARD 6.2 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template uses tools to help students actively engage in the learning process (Standard 6.2). Notable examples are automated “self-check” questions with feedback, drag-n-drop matching activities, discussion tools, and checkmarks to indicate progress on the home page.

Suggestions For Improvement

STANDARD 6.2 T

Reviewer Recommendations

Evidence

Standard 6.2 is met, as the Graduate Alliance Template uses tools in the course that help learners actively engage in the learning process rather than passively absorb information. Examples of such tools are: automated “self-check” questions with instant feedback, discussion forums, and drag-n-drop matching activities.

Suggestions For Improvement

STANDARD 6.2 T

Reviewer Recommendations

Evidence

The tools used in your course “help learners actively engage in the learning process rather than passively absorb information,” such as lessons with audio podcasts and videos, assignments with instructor feedback opportunities, and knowledge check activities, as indicated in Specific Review Standard 6.2.

Suggestions For Improvement

For the knowledge check activities, you should consider setting the quizzes to provide feedback after they completed the quiz and use a quiz bank so each time students reattempt the activity, they get a new set of questions and answer orders. This way, students are able to use the quiz more effectively as a self-learning tool. In addition, you may want to incorporate more Web 2.0 tools that support active learning and self-sufficiency, such as Quizlet, VoiceThread, and other interactive tools. You would want the students to engage in the learner not only with the content but also with each other as often as possible.

STANDARD 6.3 T - (3 Points) Essential

The course takes advantage of technologies and tools that protect student privacy and maintain confidentiality of student information.

Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 3, No: 0)
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STANDARD 6.3 T

Reviewer Recommendations

Evidence

The technologies and tools used within the Graduate Alliance Template protect student privacy (Standard 6.5). The Template provides a link to the Privacy Policy under Course Introduction > Course Success Strategies. The policy makes assurances related to the Family Education Rights Privacy Act (FERPA).

Suggestions For Improvement

STANDARD 6.3 T

Reviewer Recommendations

Evidence

Standard 6.3 is met, as the Graduate Alliance Template takes advantage of technologies and tools that protect student privacy and maintain the confidentiality of student information. In the Course Introduction module, there is a lesson titled Course Success Strategies. On page 3 of the lesson is the Graduation Alliance privacy policy. The policy makes assurances related to cookie collection, personal information, and the Family Education Rights Privacy Act (FERPA).

Suggestions For Improvement

STANDARD 6.3 T

Reviewer Recommendations

Evidence

Since the LMS requires a username and password for students to log in, it satisfies Specific Standard 6.3, which asks for the course to protect student privacy and maintain the confidentiality of student information. In addition, each course provides the Terms of Use to students and parents, which has some information regarding student privacy and confidentiality.

Suggestions For Improvement

N/A

STANDARD 6.4 T - (2 Points)

Course tools and technologies are current.

Points Possible: 2	Points Awarded: 2	Result: MET (Yes: 3, No: 0)
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STANDARD 6.4 T

Reviewer Recommendations

Evidence

The course technology used in the Graduate Alliance Template is current (Standard 6.5) according to the information provided under Profile > About. The Template provides learners access to content and media using tools, including those offered within the LMS, that enrich the presentation of instructional materials and foster learner engagement.

Suggestions For Improvement

STANDARD 6.4 T

Reviewer Recommendations

Evidence

Standard 6.4 is met, as the course technologies used in the Graduate Alliance Template are current according to the information provided. The Template provides learners access to content and media using tools, including those offered within the LMS, as well as course technologies that are up-to-date and chosen to best meet the needs of the course

Suggestions For Improvement

STANDARD 6.4 T

Reviewer Recommendations

Evidence

The LMS used is current and functional, which Specific Review Standard 6.4 requires.

Suggestions For Improvement

You may want to incorporate more interactive Web 2.0 tools that support active learning, such as wikis, blogs, and other interactive tools. This will allow students to interact with the content more, receive immediate feedback, and interact with their peers in an appropriate learning manner.

General Standard 7: Learner and Instructor Support: The course materials include support services essential to learner and instructor success. Course instructions articulate or link to relevant information and services.

Overview Statement: Learners and instructors must be able to access just-in-time support when they need it. Learner support increases retention and supports increased achievement. The learner and instructor support addresses three types of support services: accessibility support, technical support, and academic support. It also addresses resources provided for instructors in order to promote effective facilitation.

In publisher courses, resources typically appear outside the course through the course login page or separate support website or portal. Upon adoption, additional student support resources will need to be added by the instructor or school district and may be communicated within the course or through other channels.

STANDARD 7.1 T - (3 Points) Essential

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 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template includes information about how to obtain technical support and the support services provided under Course Introduction > Course Success Strategies and within the student orientation under Course Introduction > Meet Your Support Team (Standard 7.1). The Need Help? link on the navigation drawer also provides a phone number for technical support.

Suggestions For Improvement

STANDARD 7.1 T

Reviewer Recommendations

Evidence

Standard 7.1 is met, as The Graduate Alliance Template articulates how students may find information regarding technical support and the support services. These statements can be found in the Course Introduction module, on page 3, within the Course Success Strategies lesson. Information may also be found within the student orientation under Course Introduction

> Meet Your Support Team (Standard 7.1). The "Need Help?" link on the navigation drawer also provides a phone number for technical support.

Suggestions For Improvement

STANDARD 7.1 T

Reviewer Recommendations

Evidence

You did a great job providing students videos on how to navigate within the course, and have the support phone number prominently displayed on the left side of the menu. This satisfies Specific Review Standard 7.1.

Suggestions For Improvement

You may wish to have either an extension or a number specifically for Technical Support and put it right underneath the "Contact Us" phone number. Or you can, in the Course Introduction module, include language that specifically says "Call _____ for technical support". At first glance, I was not sure where I can go for technical support, and I would imagine some students may be confused as I. While it may be the same number, having the language that indicates the "contact us" number also serve as technical support would be a mental relief for some students (and parents too!)

STANDARD 7.2 T - (2 Points)

Course instructions articulate or link to academic support services and resources that can help learners succeed in the course.

Points Possible: 2

Points Awarded: 2

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

STANDARD 7.2 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template includes academic support services and resources under Course Introduction > Course Success Strategies and within the student orientation under Course Introduction > Meet Your Support Team (Standard 7.2) by providing information on how to contact an instructor and an academic coach. In the context of various activities, the Graduate Alliance Template also includes context-specific academic resources for the learner (e.g., establishing the credibility of online sources, citing online sources properly, etc.)

Suggestions For Improvement

STANDARD 7.2 T

Reviewer Recommendations

Evidence

Standard 7.2 is met, as course instructions articulate and link to academic support services and resources that can help learners succeed in the course. A prominent location in the Graduate Alliance Template includes such information is within the Course Introduction module in the Course Success Strategies lesson. This may also be found within the student orientation under Course Introduction and Meet Your Support Team. There, information is provided on how to contact an instructor and an academic coach.

Suggestions For Improvement

STANDARD 7.2 T

Reviewer Recommendations

Evidence

I was able to find the academic support services and resources information in the Course Success Strategies pages of the Course Introduction module, which satisfies Specific Review Standard 7.2. I also really like the menu of chat rooms that students have access to using the "Chat" option on the main menu.

Suggestions For Improvement

You may wish to include other support information, either as a page within the Course Introduction module or as a link on the main menu, so it is easy to find. You may wish to include information such as tutoring, non-native language services, writing and/or math support, tutorials on citation or writing papers, etc. that can provide greater clarity for students on what services you provide and how they may go about obtaining them.

STANDARD 7.3 T - (2 Points)

The course articulates or links to resources to support effective course facilitation.

Points Possible: 2	Points Awarded: 2	Result: MET (Yes: 3, No: 0)
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STANDARD 7.3 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template provides instructor support resources (under Teacher Feedback > Course Guide: Teacher Graded) to promote effective course facilitation (Standard

7.3). These resources include templates and guidance for grading assignments and assessments.

Suggestions For Improvement

STANDARD 7.3 T

Reviewer Recommendations

Evidence

Standard 7.3 is met, as The Graduate Alliance Template provides the instructor with access to resources to promote effective course facilitation. Such resources include templates, teacher resource components, and grading guides for assignments and assessments.

Suggestions For Improvement

STANDARD 7.3 T

Reviewer Recommendations

Evidence

You did an excellent job providing a thorough and comprehensive Teacher Course Guide, under the “Course Feedback” module for each course. The Teacher Course Guide provides important facilitation information, pertinent course information, and additional worksheets for teachers to use during the course. This satisfies Specific Review Standard 7.3.

Suggestions For Improvement

You may wish to provide additional support for teachers, such as key terms in other languages or simplified explanations for English Language Learners, additional material for advanced or struggling students, etc., so teachers can provide differentiated instructional support for students.

STANDARD 7.4 T - (3 Points) Essential

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)
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STANDARD 7.4 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template provides information about the accessibility policies and services under Course Introduction > Course Success Strategies (Standard 8.6). The page informs the learner that they may obtain support services through their academic coach by email or phone through the dashboard (24/7/365).

Suggestions For Improvement

STANDARD 7.4 T

Reviewer Recommendations

Evidence

Standard 7.4 is met, as The Graduate Alliance Template provides information about the accessibility policies and services within the Course Introduction folder in the Course Success Strategies lesson. Page 3 of said lesson informs the learner of how Graduate Alliance and the instructor will accommodate student needs. Vendor accessibility policies for SOftCHalk and Agilix Buzz were made available as well.

EX:

Accommodating Student Needs:

- Our courses and learning management system are screen-readable and created with tools that comply with Web Content Accessibility Guidelines (WCAG).
- You have access to courses at any time through your dashboard: 24 hours a day, 7 days a week.
- Student IEP (individualized education program) needs are met through coordination with your academic coach.
- Assignment modifications are made on a case-by-case basis when necessary.
- YouTube videos will have either a transcript or closed captioning (CC). To view the transcript, click the keyhole symbol. To turn on CC, on the bottom bar of the video, you will see a CC symbol, click that to turn them on. A red bar will appear under the symbol, letting you know it is on.

Vendor Accessibility Policies:

SoftChalk: <https://softchalk.com/cloud/accessibility>

Agilix Buzz: <https://support.agilix.com/hc/en-us/articles/213781083-Accessibility-and-Buzz>

Suggestions For Improvement

STANDARD 7.4 T

Reviewer Recommendations

Evidence

I was able to find a list of accessibility policies for the course in the Course Success Strategies submodule within the Course Introduction module, as required by Specific Review Standard 7.4.

Suggestions For Improvement

N/A

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

Overview Statement: The course design reflects a commitment to accessibility so that all learners can access all content and activities and to usability so that all learners can easily navigate and interact with all course components.

Disclaimer: Meeting QM's accessibility Specific Review Standards does not guarantee or imply that particular country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

STANDARD 8.1 T - (3 Points) Essential

Course navigation is logical, consistent, efficient, and intuitive.

Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 3, No: 0)
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STANDARD 8.1 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template makes effective use of navigation devices provided within the LMS, especially the list of units and lessons on the home page with direct links to the different sections of the course. Within lessons, the Template uses links across the top of the page (Page: 1 | 2 | 3, etc.) and along the bottom of the page (return to top, previous page, and next page). The course uses a “consistent layout and design” and “enables learners to easily locate where they are within the course and to easily return to the home page from any location” (Standard 8.1).

Suggestions For Improvement

STANDARD 8.1 T

Reviewer Recommendations

Evidence

Standard 8.1 is met. This standard ensures the navigation throughout the Graduate Alliance Template is logical, consistent, efficient and intuitive. The Graduate Alliance Template's navigation structures facilitate ease of movement through the course and course activities. Consistent layout and design are employed throughout, making content, instructional materials, tools, and media easy to locate from anywhere in the course. Design elements are used repetitively, increasing predictability and intuitiveness.

This course template does an exceptional job of informing the learner of the topic, key items to focus on, and how their knowledge will be applied in the activities. Interactive lessons with instructional videos and practice questions are used throughout learning modules.

Throughout the template, learners are able to easily locate where they are within the course and return to the home page from any location.

Suggestions For Improvement

STANDARD 8.1 T

Reviewer Recommendations

Evidence

The navigation of the course is simple, efficient, and intuitive, which meets Specific Review Standard 8.1. The course has consistent layout and design, making content, instructional materials, tools, and media easy to locate.

Suggestions For Improvement

In some modules where there are SoftChalk modules that contain multiple pages, it was somewhat confusing at first since there are multiple "Next" buttons displayed on the screen. While students can quickly catch on, you may wish to have someone test it using screen readers such as JAWS to ensure the buttons wouldn't be confusing for students with sight impairment to navigate through the course properly.

STANDARD 8.5 T - (2 Points)

Course multimedia facilitate ease of use.

Points Possible: 2

Points Awarded: 2

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

STANDARD 8.5 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template maximizes usability and ease of use (Standard 8.5) by providing media to enhance instructional materials, placing images that are appropriately sized, by providing a video player that allows for the video window to be resized and by allowing the manual control of movement through presentations.

Suggestions For Improvement

STANDARD 8.5 T

Reviewer Recommendations

Evidence

Standard 8.5 is met. The goal of standard 8.5 is to ensure that course elements maximize usability by ensuring multimedia used as a vehicle for content or feedback are easy to use, intelligible, and inter-operational across devices. Integrated course multimedia was easy to view, operate and interpret. Movement throughout multimedia presentations can be easily controlled. Graphics and animations are used to enhance instructional materials and illustrate

ideas without causing distractions. Images are appropriately sized and can be viewed in their entirety without scrolling.

Suggestions For Improvement

STANDARD 8.5 T

Reviewer Recommendations

Evidence

The media employed in the course, which include instructional videos, are “easy to use, intelligible, and interoperable across devices”, which meets Specific Review Standard 8.5.

Suggestions For Improvement

Some images that contain critical content are low resolution and difficult to see. You may wish to comb through all of your courses again to ensure all images are at the highest resolution possible, and for images that contain important content, ensure they can be enlarged so students can see the details easily.

STANDARD 8.6 T - (2 Points)

Vendor accessibility statements are provided for all technologies required in the course.

Points Possible: 2	Points Awarded: 2	Result: MET (Yes: 3, No: 0)
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STANDARD 8.6 T

Reviewer Recommendations

Evidence

The Graduate Alliance Template provides information about the accessibility of the learning management system and technologies used in the Template under Course Introduction > Course Success Strategies (Standard 8.6). This information includes VPATs for the LMS and authoring software showing compliance with section 508 and a description of accessibility features used in the Graduate Alliance Template.

Suggestions For Improvement

STANDARD 8.6 T

Reviewer Recommendations

Evidence

Standard 8.6 is met. The Graduate Alliance Template provides information about the accessibility of the learning management system and technologies used in the Template under Course Introduction > Course Success Strategies (Standard 8.6). This information includes VPATs for the LMS and authoring software showing compliance with section 508 and a description of accessibility features used in the Graduate Alliance Template.

Suggestions For Improvement

STANDARD 8.6 T

Reviewer Recommendations

Evidence

I was able to locate the vendor accessibility statement in the Course Success Strategies submodule under Course Introduction, which meets the requirements for Specific Review Standard 8.6.

Suggestions For Improvement

Since the course also utilizes third-party technology such as YouTube, you may wish to include YouTube's accessibility policies within the same location. You can find it at <https://support.google.com/youtube/answer/189278?hl=en>

General Standard 9: National Standards for Quality Derived Standards Report Mapping

Organizations will self report response to several NSQ questions that are mapped to GS 9 SRS. Reviewers will score

Additional Review Comments:

Reviewer

While not included in the template review, I noticed that most of your images contain no alt tags, which will become an issue when your reviews begin. Many courses contain images that are critical to the content are difficult to read, low resolution, or cannot be enlarged, and do not have the proper alt tag. This will pose a problem for students with sight impairment who use screen reader software. In addition, you should also include transcripts for the audio files in many course introductions, so students with hearing impairment can still benefit from the information given in these audio files. You may wish to rectify this issue before submitting the course for a full QM review.

TOTAL POINTS AWARDED: 38

FINAL RESULT: STANDARDS MET