

### OHLC Course Criteria Worksheet: CDV 423

The purpose of this worksheet is to aid in aligning the course modality to the criteria provided by the OHLC for course review.

OHLC Course Criteria	Explanations, plans, statements, and/or other relevant examples of information that may be provided throughout the course.	Examples of activities, assessments, and/or practices that may be used throughout the course (where applicable).
<p><b>1. Course Integrity:</b>            The course’s adherence to online teaching best practices</p>	<p><b>Organization:</b> Course will contain navigation panel with key entry points to the course. All modules will be linked to one another to allow the user to move easily through the course. Weekly modules and instructions for how to navigate the course will be made available via the “Start Here” module in the navigation panel.</p> <p><b>Netiquette:</b> An item describing course netiquette will be posted in the “Start Here” course information module and reviewed in a video. Students will be advised about the proper modes of communication in an online course.</p> <p><b>Online Learning Success:</b> An item will be posted in the “Start Here” course information module describing how students can succeed in the online course, including a welcome video describing how to navigate the specific course, when/how to contact the instructor or other campus agencies for support, and links to resources for online learning assistance.</p>	

<p><b>2. Course Assessment:</b> Alignment of assessment tools, course objectives, and delivery mode</p>	<p><b>Assessment Plan:</b> The course will adhere to each SLO and align it to a formative or summative assignment and grading criteria.</p>	<p><b>Example of an Assessment:</b></p> <p><b>Course Objective:</b> SLO 2: Explain age related variations in developmental risk and their significance for policy development and intervention.</p> <p><b>Assessment Tool:</b> Discussion questions, group outline, group paper. Students will 1) become familiar with a landmark court case that help set the stage for policy that impacts children/families and 2) integrate what they know about age related variations in developmental risk and their significance for policy development and intervention. Students will be graded against a rubric that asks about what is significant about age and intervention in forming a policy to address the outcome of the case, and to discuss which youth would be more at risk than others, based on age and the court decision.</p> <p><b>Delivery mode:</b> The assignment will be delivered in four parts:</p> <ol style="list-style-type: none"><li>1. via independent discussion questions, in which students will answer prompts on their own that require them to review the case and do additional research to support their understanding of the prompts.</li><li>2. in meeting with their group members to discuss their responses and determine the best way to address the prompts in the discussion questions.</li></ol>
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<p><b>3. Course Equity minded and diversity practices:</b> Course adherence to a clear understanding of the population it serves</p>	<p><b>Equity Minded Pedagogical Practices Plan:</b> The course will consider the students enrolled in the course (many are non-traditional, female, work full time, are caretakers) and will employ practices to ensure student success.</p>	<p><b>Practices</b> will include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Transparent assignments (providing rubrics and instructions for all assignments on the first day of class</li> <li>• Making all learning content (videos, lectures, Powerpoint slides) available on the first day of class</li> <li>• Allowing students extensions for assignments</li> <li>• Providing extra credit</li> <li>• Not penalizing students for keeping their cameras off</li> <li>• Frequent and early communication</li> <li>• Supporting multiple avenues of student communication with the instructor and each other</li> <li>• Direct, personalized communication with at-risk students</li> <li>• Soliciting student feedback on the course</li> </ul>
<p><b>4. Course Accessibility:</b> Availability of technology resources and assistance for</p>	<p><b>Course Accessibility Plan:</b> The course will include closed captioning on all videos, embedded hyperlinks, alt-text on images, information for how to request additional support</p>	

instructor and student success	services through the university and will encourage students to contact the instructor for additional guidance/support as needed. Students will be provided with information/links to learn how to use the LMS that hosts the course.	
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### OHLC Rubric Worksheet: CDV 423

The purpose of this worksheet is to aid in aligning the course modality to the rubric provided by the OHLC for course review.

OHLC Rubric	Explanations, plans, statements, and/or other relevant examples of information that may be provided throughout the course.	Examples of trainings, activities, assessments, and/or practices that may be used throughout the course.
<b>Instructor Training:</b> Evidence of Department/Program plan for vetting/training online instructors	<p><b>Plan for vetting/training online instructors:</b></p> <p>The department will survey instructors who are capable of teaching CDV 423 on their education/training for teaching online. The department will only staff online courses of CDV 423 with online-certified instructors. Instructors desiring to teach this course will be required to complete trainings (such as ACUE or QM) prior to teaching this course online.</p>	
<b>Active Learning:</b> Evidence of robust active learning opportunities		<b>Active Learning Opportunities:</b>

		<ul style="list-style-type: none"> <li>• Think/pair/share (Discussion Questions, issued twice during the semester)</li> <li>• Group Discussion Board posts to discuss concepts in the course</li> <li>• Entry-point quizzes that ensure completion of one module to move to the next module</li> <li>• Main Discussion Board threads, including “Ask the Instructor” for students to solicit feedback from the instructor, “Exam Q&amp;A” for students to ask and answer questions in anticipation of an exam</li> <li>• Group projects (students are grouped at the beginning of the semester and work together on three major projects, meeting weekly to contribute to their development and submission)</li> </ul>
<p><b>Assessment:</b> Evidence of a robust assessment plan that includes a balance of formative and summative assessment</p>	<p><b>Formative Assessment Plan:</b></p> <p>Students will be tasked with submitting 3 outlines (each worth less than 10% of the grade) for feedback from the instructor prior to submitting a paper (each worth more than 10% of the grade). Students will also be tasked with completing discussion questions twice, which are not graded, and can be checked with the instructor for clarity.</p> <p><b>Summative Assessment Plan:</b></p> <p>Students will complete 3 multiple choice exams based on course content that is presented throughout the semester; and submit 2 group</p>	

	papers and deliver a group presentation after having received instructor feedback.	
<p><b>Accessibility:</b> Evidence of adherence to campus guidelines for accessibility and universal design</p>		<p><b>Accessible Design</b> will include:</p> <ul style="list-style-type: none"> <li>• closed captioning on all videos</li> <li>• embedded hyperlinks</li> <li>• alt-text on images</li> <li>• documents that include headers for clear navigation/compatibility with accessible software</li> <li>• information for how to request additional support services through the university and will encourage students to contact the instructor for additional guidance/support as needed</li> <li>• Students will be provided with information/links to learn how to use the LMS that hosts the course.</li> </ul>
<p><b>Equity:</b> Evidence of equity minded and inclusive pedagogical practices.</p>		<p><b>Pedagogical Practices</b> will include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Transparent assignments (providing rubrics and instructions for all assignments on the first day of class</li> <li>• Making all learning content (videos, lectures, Powerpoint slides) available on the first day of class</li> <li>• Allowing students extensions for assignments</li> <li>• Providing extra credit</li> <li>• Not penalizing students for keeping their cameras off</li> </ul>

		<ul style="list-style-type: none"><li>• Frequent and early communication</li><li>• Supporting multiple avenues of student communication with the instructor and each other</li><li>• Direct, personalized communication with at-risk students</li><li>• Soliciting student feedback on the course</li></ul>
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