

# Food Science and Technology 1110

## Chocolate Science, Spring 2021

Mondays, 10:20 am-11:15 am

One half of the class will meet from 10:20-10:45; the other half will meet from 10:50-11:15 am

Room 164 Howlett Hall

Course Format: Hybrid (lectures online with activities in person)

### Instructor:

Louise A. Campbell, Ph.D.

[Campbell.2127@osu.edu](mailto:Campbell.2127@osu.edu)

No office phone! Please use in-course email

264C Howlett Hall

Office hours: immediately after class or via Zoom

### Credit Hours:

**Pace of online activities:** This course is divided into **weekly modules** that are released at least one week ahead of time. It is expected that all material is viewed prior to the class time.

**Credit hours and work expectations:** This is a **1-credit-hour course**. According to [Ohio State policy](#), students should expect around 1 hour per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Prerequisites:** There are no prerequisites for this course.

**Textbooks/Readings:** This course does not have a required text. The lecture videos and accompanying slides will be posted on Carmen. You can find them under the appropriate module for the week. The PDFs of the slides are provided for easy note-taking.

### Optional Readings:

The Science of Chocolate (2<sup>nd</sup> Ed) by Stephen T. Beckett. (2008; RSC Publishing)

The Emperors of Chocolate by Joël Glenn Brenner (1999; Random House Publishing)

The Chocolate Tree by Allen M. Young (2007; University Press of Florida)

**Additional Required Materials:** none

**Other Fees or Requirements:** none

**Course Description:** This course is basic and will cover chocolate production from agriculture through processing.

**Goals:** After taking this course, students will understand history of chocolate, the different cacao products and how they are produced and used, be able to evaluate chocolates, and recognize the social issues that surround chocolate production.

### Learning Outcomes:

#### *Course Learning Outcomes*

By the end of this course, students should successfully be able to:

1. Understand the complexity of chocolate processing from the cacao tree through commercial marketing.
2. Develop skills in sensory evaluation of commercially available chocolate products
3. Understand the processes necessary to produce specific characteristics of chocolate

#### *Topic/Week Outcomes*

1. Week 3, Obtain an overview of chocolate production and understand the sensory evaluation of chocolates [LO1, LO2]
2. Week 4, Understand the history of cacao products and cacao agriculture [LO1, LO2]
3. Week 5, Recognize the health benefits and myths associated with chocolate consumption [LO2]
4. Week 6, List the ingredients for making chocolate and understand their nature and how they influence the final product [LO2, LO3]
5. Week 7, Name and define the basic steps in manufacturing chocolate and how they affect the final product [LO1, LO2, LO3]
6. Week 8, Describe the characteristics of the products that can be produced when cocoa powder or cocoa butter are used as ingredients [LO2, LO3]
7. Week 9, Describe other chocolate products, [LO2, LO3]
8. Week 10, Understand the process of tempering: Manufacturing details [LO1, LO2, LO3]
9. Week 11, Explain the role of packaging and understand the rules for labeling [LO1, LO2]
10. Week 12, Explain the basics of advertisement and marketing [LO1, LO2]

11. Week 13, Understand the role of research in revolutionizing chocolate production and understand the social and cultural issues in chocolate production [LO1]

### Course technology

For help with your password, university e-mail, [Carmen](#), or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

### Technology skills necessary for this specific course

- Zoom text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

### Required equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested;

### Required software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation is found <https://ocio.osu.edu/kb04733>.

### Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

## Course schedule

Week	Dates	Topic, Assignments, Deadlines, Events	Associated course learning outcome(s)	Associated week learning outcome(s)
1	1/11	Introduction; syllabus, LIVE VIA ZOOM (entire class, one session)		
2	1/18	MLK day – no class		
3	1/25	Overview video of chocolate and sensory evaluation	LO1, LO2	W1
4	2/1	History and agriculture, <b>Quiz 1 due</b>	LO1, LO2	W2
5	2/8	Health/nutrition	LO2	W3
6	2/15	Ingredients for making chocolate, <b>Quiz 2 due</b>	LO2, LO3	W4
7	2/22	Manufacturing basics, <b>Quiz 3 due</b>	LO1, LO2, LO3	W5
8	3/1	Chocolate as an ingredient: powder, butter	LO2, LO3	W6
9	3/8	Other chocolate products	LO2, LO3	W7
10	3/15	Tempering; Manufacturing details <b>Quiz 4 due</b>	LO1, LO2, LO3	W8
11	3/22	Labeling and Packaging	LO1, LO2	W9
12	3/29	Advertisement; Marketing	LO1, LO2	W10
13	4/5	Current events in chocolate, <b>Quiz 5 due</b>  <b>Project Due</b>	LO1, LO2, LO3	W11
14	4/12	<b>Review (zoom session)</b>		
15	4/27	<b>Final (online) 10AM</b>		

**All quizzes and written assignments (except final exam) are due on the date indicated in the course schedule by 11:59pm**

**Instructor's policy on late or make-up work:**

**Individual Project and quizzes** must be submitted through Canvas. Unless there is an unforeseen catastrophe with the system, I will not accept any work through email. **It is your responsibility to make sure your assignment is submitted properly.**

The Canvas system is set to insert a 0 into your grade at the deadline if your assignment is missing. When the assignment is graded that will be removed, but a 25% point deduction will be levied at the deadline and will compound for each 24 hours late. **At 72 hours past the deadline, the deduction is 100%, therefore, past that point, no late work will be graded.**

Extensions on assignment due dates may be granted for **valid** and **documented** reasons, such as medical emergency or death in the family. **Documentation of the emergency should accompany the request.**

### Evaluations:

**Sensory Evaluations:** An important part of this course is evaluating different chocolates. These evaluations will take place at home, and the associated discussions will be in person in the classroom. All samples will be provided by the instructor. Chocolate samples will be prepared at least a week in advance of the tasting. One half of the class will attend the evaluation in first 25 mins and second half of the class will evaluate chocolates in the last 25 mins. There will be 10 chocolate tastings; 9 are counted in your grade. The 10th one will be counted as extra credit or may replace one if you miss a class. You will not be able to make up a missed tasting. However, if you have an excused absence, I will drop that from your final grade so that you still have the opportunity for a bonus tasting. **Sensory evaluations measure LO2 of the course Learning Outcomes.**

**Tests:** There will be 5 quizzes during the semester, each worth 20 points for a total of 100 points. The final will be worth 120 points. All quizzes and the final will be objective, that is, multiple choice, multiple answer, true/false, matching and fill-in-the-blank. The final exam will be cumulative. You will be using Proctorio to take the quizzes and the final exam.

**Quizzes and exam measure LO1, LO2 and LO3 of the course Learning Outcomes.**

**Individual projects:** You will create a unique idea for a new chocolate product and a plan for the marketing of that product. You will turn in a short report **and** a front of the package design and a nutrition label (25 pts) for your product. The report will include: a Company Mission Statement (15 pts), Ingredients (10 pts), Product Manufacturing (20 pts), and the Marketing Plan (20 pts). This report may be in written format, a video, a power point, or a voice-over power point. Any submission with video or narration is limited to 5 minutes in length and must include the same information as would a written report. You are free to pick a written format **OR** a video format for submitting your work. **The project measures LO1 of the course Learning Outcomes.**

## How your grade is calculated

**The maximum number of points that can be earned in this class is 400.** The OSU standard scale for percentages will be used.

<b>ASSIGNMENT OR CATEGORY</b>	<b>POINTS</b>
<b>Sensory Evaluation</b> (10 pts each -If all 10 are completed, the 10 <sup>th</sup> will be counted as bonus)	<b>90</b>
<b>Quizzes</b>	<b>100</b>
<b>Project</b>	<b>90</b>
<b>Final</b>	<b>120</b>
<b>Total possible points</b>	<b>400</b>

See course schedule below for due dates.

## Grading Scale:

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
93-100	A	73-76.9	C
90-92.9	A-	70-72.9	C-
87-89.9	B+	67-69.9	D+
83-86.9	B	60-66.9	D
80-82.9	B-	<60	E
77-79.9	C+		

## COURSE POLICIES

### Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **7-14 days**.
- **E-mail:** I will do my best to reply to e-mails within 36 hours on school days.

### [Proctorio](#)

Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your quizzes and exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the

testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you must be **over 18 years of age**. (Please contact the Instructor if under 18.) Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available.

Students will be given the opportunity and encouraged to take a practice quiz with Proctorio before an examination for credit is deployed. This will ensure that the entire class, including those with accessibility concerns, will be ready to use Proctorio or have an alternative in place.

### Attendance Policy:

Because this is a hybrid, in-person and distance-education course, your attendance is based on your online activity and in-class participation. The following is a summary of everyone's expected participation:

- *Logging in:* **AT LEAST ONCE PER WEEK**
- Since this is a hybrid course you are expected to finish the online material weekly before the class time. **There are deadlines throughout** to ensure that you complete the course in a timely manner. Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- *Office hours and live sessions:* **OPTIONAL OR FLEXIBLE**  
If you would like to discuss an assignment with me, or feel that you need to talk to me in person rather than by email, please contact me initially by email so that we can schedule a time to meet on campus or by Zoom.

### E-Mail Etiquette:

Professional relationships should be maintained when using e-mail for a class. Below I have included guidelines from Bloomsbury's guide on email etiquette that you should follow when drafting your e-mail. I will not respond to e-mails that I consider inappropriate. I will respond to appropriate emails in a timely manner; do not expect an immediate reply. If you require an immediate response, consider visiting with me in person.

As I teach more than one class, it would speed my response time if you indicate right up front (subject line) that you are in FDSCTE 1110 or mention Chocolate Science.

#### DO

- Include a descriptive statement in the subject line.
- Use proper salutations when beginning an e-mail.
- Be concise in the body of the e-mail, use complete sentences and proper grammar.

- Use an appropriate closure at the end of each e-mail followed by your first and last name.
- If replying to an e-mail, reference the original e-mail and its content.
- Be selective of your choice of words. Emotions are difficult to convey in text and without the benefit of facial expressions your sentiment can be lost in the words you choose to write.

#### DON'T

- Use all capital letters; this conveys a tone of ANGER.
- Use e-mail as a format to criticize other individuals.
- E-mail to inquire when grades will be posted. We will work toward submitting grades promptly, however, recognize that grading assignments and exams requires considerable time to ensure uniformity and fairness.
- Send an e-mail out of frustration or anger. Learn to save the e-mail as a draft and review at a later time when emotions are not directing the content.

#### Exams:

You must complete the quizzes and final exams yourself, without any external help or communication. You will be using Proctorio for taking the tests, which are timed.

#### Written assignments:

Your written assignments should be your own original work. In formal assignments, you should follow [APA](#) style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

#### Reusing past work:

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

#### Falsifying research or results:

All research you will conduct in this course is intended to be a learning experience. You should never feel tempted to make your results or your library research look more successful than it was.

#### UNIVERSITY POLICIES

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentconduct.osu.edu>.



## Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute Academic Misconduct.

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**Intellectual Property** (covered by copyright) includes Course materials (Text, Audio, Video, Multimedia, Sims, Apps, etc.), and Student Generated materials

## Safety and health requirements:

All teaching staff and students are required to comply with and stay up to date on all University safety and health guidance, which includes wearing a facemask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

## Disability Services:

**The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

## Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools
- [Definition OSU](#)
- [Overview of Accessibility at OSU](#)
  - [Adobe Connect \(Carmen Connect\) Accessibility](#) [Adobe Privacy Policy](#)
  - [MediaSite Accessibility Statement](#)
  - [Microsoft Office Accessibility](#) [Microsoft Office 365 Privacy](#)

## UNIVERSITY RESOURCES

### Counseling and Consultation Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

### Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).

### Grievances:

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

### Trigger Warning:

I do not expect that the material in this course would be disturbing – Since it has to do with chocolate and chocolate containing products. However, if you encounter an issue, please take care of yourself while watching/reading this material (take a break, debriefing with a friend, contacting a Sexual Violence



Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting me if needed).

#### University Escort Service:

A safe ride is a service provided to university students who would like safe transportation across campus. Any university student, faculty, or staff member may request a safe ride. Hours: 7pm to 3am; phone: 614-292-3322.

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Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

General Standards	Specific Review Standards Points: 3 = Essential (must have), 2 = Very Important, 1 = Important	Points
<p>Course Overview and Introduction</p> <p><a href="#">Standard 1 explanation</a></p>	1.1 Instructions make clear how to get started and where to find various course components.	3
	<p><a href="#">Instructor Credit Hours Course Description Course Schedule</a></p>	
	1.2 Learners are introduced to the purpose and structure of the course.	3
	<p><a href="#">Course Description Goals</a></p>	
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	<p><a href="#">E-Mail Etiquette</a></p>	
	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.	2
	<p><a href="#">UNIVERSITY POLICIES</a></p>	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	1
<p><a href="#">Course technology Skills Required Software</a></p>	1	
1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1	
<p><a href="#">Technical Skills Required Equipment</a></p>	1	
1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	
<p><a href="#">Prerequisites Technology Skills</a></p>	1	
1.8 The self-introduction by the instructor is professional and is available online.		
1.9 Learners are asked to introduce themselves to the class.		
<p>Learning Objectives (Competencies)</p>	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	<p><a href="#">Learning Outcomes</a></p>	
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	<p><a href="#">Learning Outcomes</a></p>	
2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3	
<p><a href="#">Learning Outcomes</a></p>	3	
2.5 The learning objectives or competencies are suited to the level of the course.	3	
<p><a href="#">Learning Outcomes</a></p>		
<p>Assessment and Measurement</p>	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	<p><a href="#">Evaluation</a></p>	3

General Standards	Specific Review Standards Points: 3 = Essential (must have), 2 = Very Important, 1 = Important	Points
	<p>32 The course grading policy is stated clearly at the beginning of the course. <a href="#">Late/Make Work Evaluation Grading Scale</a></p> <p>33 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. <a href="#">Evaluation</a></p> <p>34 The assessments used are sequenced, varied, and suited to the level of the course. <a href="#">Evaluation</a></p> <p>35 The course provides learners with multiple opportunities to track their learning progress with timely feedback. <a href="#">Outcomes Evaluation</a></p>	<p>3</p> <p>2</p> <p>2</p> <p></p>
Instructional Materials	<p>41 The instructional materials contribute to the achievement of the stated learning objectives or competencies.</p> <p>42 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained. <a href="#">Evaluation</a></p> <p>43 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials. <a href="#">Textbooks/Readings Additional Required Materials</a></p> <p>44 The instructional materials represent up-to-date theory and practice in the discipline. <a href="#">Textbooks/Readings Optional Readings Additional Required Materials</a></p> <p>45 A variety of instructional materials is used in the course. <a href="#">Textbooks/Readings Optional Readings Additional Required Materials Course Schedule</a></p>	<p>3</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>
Learning Activities and Learner Interaction	<p>51 The learning activities promote the achievement of the stated learning objectives or competencies.</p> <p>52 Learning activities provide opportunities for interaction that support active learning.</p> <p>53 The instructor's plan for interacting with learners during the course is clearly stated. <a href="#">Faculty feedback response time</a></p> <p>54 The requirements for learner interaction are clearly stated. <a href="#">Attendance Policy Communication Guidelines Tardiness Technology Devices Quizzes and exams Written assignments Reusing past work Falsifying research Collaboration peer-review Group projects</a></p>	<p>3</p> <p>3</p> <p>3</p> <p>2</p>
Course Technology	<p>61 The tools used in the course support the learning objectives or competencies.</p> <p>62 Course tools promote learner engagement and active learning.</p> <p>63 A variety of technology is used in the course. <a href="#">Technical Skills Technology Skills Technology Devices</a></p> <p>64 The course provides learners with information on protecting their data and privacy.</p>	<p>3</p> <p>3</p> <p>1</p> <p>1</p>

General Standards	Specific Review Standards Points: 3 = Essential (must have), 2 = Very Important, 1 = Important	Points
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. <a href="#">Course technology</a>	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services. <a href="#">Disability Services Accessibility of course technology</a>	3
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course. <a href="#">Counseling and Consultation Services</a>	3
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed. <a href="#">UNIVERSITY RESOURCES</a>	1
Accessibility* and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course. <a href="#">Accessibility of course technology</a>	2

<a href="#">Academic integrity policy</a>	<a href="#">Communication guidelines</a>	<a href="#">Course Title</a>	<a href="#">Falsifying research</a>	<a href="#">Late or make work</a>	<a href="#">Prerequisites</a>	<a href="#">Textbooks/ Readings</a>
<a href="#">Academic Misconduct</a>	<a href="#">Copyright disclaimer</a>	<a href="#">Credit Hours</a>	<a href="#">Feedback and response time</a>	<a href="#">Learning Outcomes</a>	<a href="#">Quizzes and exams</a>	<a href="#">Title IX</a>
<a href="#">Accessibility of course technology</a>	<a href="#">Counseling and Consultation</a>	<a href="#">Department</a>	<a href="#">Goals</a>	<a href="#">Logging in</a>	<a href="#">Requesting accommodations</a>	<a href="#">Tone and civility</a>
<a href="#">Additional Required Materials</a>	<a href="#">Course Coordinator</a>	<a href="#">Disability Services</a>	<a href="#">Grading and feedback</a>	<a href="#">Meeting Dates and Location</a>	<a href="#">Required equipment</a>	<a href="#">Topic/Week Outcomes</a>
<a href="#">Attendance Policy</a>	<a href="#">Course Description</a>	<a href="#">Discussion board</a>	<a href="#">Grading Scale</a>	<a href="#">Number</a>	<a href="#">Required software</a>	<a href="#">Trigger Warning</a>
<a href="#">Backing up your work</a>	<a href="#">Course Format</a>	<a href="#">Diversity</a>	<a href="#">Grievances</a>	<a href="#">Off Campus Field Experiences</a>	<a href="#">Reusing past work</a>	<a href="#">University Escort Service</a>
<a href="#">Baseline technical skills</a>	<a href="#">Course Learning Outcomes</a>	<a href="#">E-mail</a>	<a href="#">Group projects</a>	<a href="#">Office hours and live sessions</a>	<a href="#">Tardiness</a>	<a href="#">UNIVERSITY POLICIES</a>
<a href="#">Carmen Access</a>	<a href="#">COURSE POLICIES</a>	<a href="#">E-Mail Etiquette</a>	<a href="#">How your grade is calculated</a>	<a href="#">Optional Readings</a>	<a href="#">Technology Devices</a>	<a href="#">UNIVERSITY RESOURCES</a>
<a href="#">Citing your sources</a>	<a href="#">Course Schedule</a>	<a href="#">Evaluation</a>	<a href="#">Include appendices</a>	<a href="#">Other Fees or Requirements</a>	<a href="#">Technology skills</a>	<a href="#">Writing style</a>
<a href="#">Collaboration and peer-review</a>	<a href="#">Course technology</a>	<a href="#">Exam proctoring</a>	<a href="#">Instructor</a>	<a href="#">Participating in discussion forums</a>	<a href="#">Term</a>	<a href="#">Written assignments</a>