

## YSU REVIEW STANDARDS

This document guides Blackboard course reviewers through the standards listed in the course review checklist. The standards are on the left, with an explanation of what they refer to and why it's important in the middle column. On the right, you'll find examples of what meeting the standards can look like in an online Blackboard course.

### 1. LEARNING OBJECTIVES

Standard	Explanation	Examples in a Course
<b>1.1 <u>Learning objectives</u> are listed in the syllabus.</b>	Learning objectives must be clearly stated in the syllabus to inform students of the course's goals and what is expected of them.	Learning objectives should be accessible in both the syllabus and introductory modules.
<b>1.2 Learning objectives are clear, measurable, and student-centered.</b>	<p>Course-level and module-level learning objectives should describe desired learner achievement using specific, observable verbs.</p> <p>Objectives should express what the learner will be able to do rather than merely listing what is being taught. Objectives should be learner-centered and phrased from their perspective. They should begin with “By the end of the course you will be able to...” or “The learner will be able to...”</p> <p>Avoid using the verb “understand” as it can be difficult to measure since there are varying levels of understanding.</p>	<p>By the end of the course, you will be able to:</p> <ul style="list-style-type: none"> <li>• Write measurable learning objectives.</li> <li>• Assess learning objectives using the appropriate measurement.</li> <li>• Identify learner-centered objectives.</li> </ul>

<b>1.3 Each module begins with clear learning objective(s) and an overview of the learning activities and assessments.</b>	Providing learning objectives and an overview at the start of each module helps students understand the purpose and goals of their learning. This transparency ensures students are aware of what they will achieve and how their progress will be measured. It also helps students manage their time and focus on essential tasks, promoting a more organized and effective learning experience.	<ul style="list-style-type: none"> <li>• Clearly state what students should know or be able to do by the end of the week or module</li> <li>• A table listing all learning activities and assignments with corresponding due dates</li> <li>• Outline assessments and how they relate to the learning objectives</li> </ul>
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## 2. COURSE CONTENT AND NAVIGATION

Standard	Explanation	Examples in a Course
<b>2.1 Alignment: Course components are clearly aligned to the achievement of learning objectives.</b>	<p>Alignment in online courses refers to the consistency between learning objectives, instructional materials, activities, and assessments. Properly aligned course components work together to support student learning and help achieve course goals. Instructors should create or select resources that directly support learning, avoiding unnecessary or irrelevant content.</p> <p>Assessments should correctly evaluate the level of the objective. For example, a multiple-choice exam does not align with the verb “evaluate”.</p>	<p><b>Learning Objective:</b> "Students will be able to identify the key elements of a successful email marketing campaign."</p> <p><b>Learning Materials:</b> PowerPoint outlining the elements of an email campaign. A video showcasing an example of a well-designed email marketing campaign.</p> <p><b>Assessment:</b> A short quiz that tests students' ability to identify the key elements of a marketing campaign.</p>
<b>2.2 Segmenting: Content is segmented into manageable weekly modules.</b>	Modules must be segmented to ensure an organized, manageable learning experience. Segmenting helps students pace themselves, makes complex content more digestible and	<p><b>Incorrect:</b> ✗ Review five different websites.</p> <p><b>Correct:</b> ✓ Review one website with a checklist of items to note.</p>

	<p>promotes better time management. Overloading students with too much content can lead to cognitive overload and decreased motivation. A module should include only what the student can reasonably complete within the module's timeframe.</p>	<p><b>Incorrect:</b> ✗ 100-slide PowerPoint  <b>Correct:</b> ✓ Short PowerPoint(s) and a video to explain other details.</p> <p><b>Incorrect:</b> ✗ Two 90-minute lecture videos.  <b>Correct:</b> ✓ Short lecture videos (no more than 15 minutes) with interactions completed in between the videos.</p> <p><b>Incorrect:</b> ✗ 3000-word research paper.  <b>Correct:</b> ✓ Turn in literature review, complete the peer review of first draft, finally, submit the final version.</p>
<p><b>2.3 Sequencing: Content is sequenced logically to support progressive learning and to build on prior knowledge.</b></p>	<p>Sequencing content is essential for guiding learners through a logical and structured progression of concepts. By organizing material from simple to complex, or foundational to advanced, instructors help students build on prior knowledge and ensure a deeper understanding of the subject matter. Proper sequencing prevents cognitive overload and reinforces learning through repeated exposure to key ideas.</p>	<p><b>Module Example:</b></p> <ul style="list-style-type: none"> <li>• Module 1: Introduction to Research Methods</li> <li>• Module 2: Research Types and Designs</li> </ul> <p><b>Assessment Example:</b> Sequence discussion prompts to encourage progressive thinking. Start with questions that require students to define concepts, then move to analysis, and finally to synthesis and application of ideas.</p>
<p><b>2.4 Clarity of Content and Instructions: The course provides clear and concise content, instructions, and assessments.</b></p>	<p>Clarity in course content, instructions, and assessments is vital for effective learning experiences. Providing clear objectives and instructions enhances student understanding and reduces anxiety and confusion.</p>	<ul style="list-style-type: none"> <li>• Modules have an introduction area providing an overview for the week.</li> <li>• Content items have clear explanations.</li> <li>• Assessments have detailed instructions.</li> <li>• Links to eTextbooks and publisher assignments/tests are included in the learning modules for the corresponding week.</li> </ul>

<b>2.5 Consistency of Course Design:</b> <b>The course maintains a uniform structure, design, and layout throughout.</b>	<p>Consistent module design makes navigation easy for students. Modules have a consistent look and feel across the course (e.g., same layout, headings). Modules follow a predictable structure of presenting content.</p>	<p><b>Module Title Example:</b></p> <ul style="list-style-type: none"> <li>• Week 1</li> <li>• Week 2</li> <li>• Week 3</li> </ul> <p><b>Inside a Module:</b></p> <ul style="list-style-type: none"> <li>• Module Introduction</li> <li>• Module Reading and Media</li> <li>• Assessments</li> <li>• Module Summary</li> </ul>
<b>2.6 Multimedia: A diverse mix of multimedia is utilized to effectively present course content.</b>	<p>An appropriate mix of media—such as written text, illustrations, audio, video, animations, interactive tutorials, and group assignments—is employed to convey content, assignments, assessments, and interactive elements. Learners should have options for how they consume content. Materials represent up to date theory and practice.</p>	<ul style="list-style-type: none"> <li>• A module including text from an author, multiple videos, and a selection of websites.</li> <li>• A module including a series of YouTube videos and a textbook chapter.</li> </ul>

### 3. ASSESSMENT AND GRADING

Standard	Explanation	Examples in a Course
<b>3.1 Interaction: The course promotes learner interaction.</b>	<p>Interactions enhance student engagement, motivation, and overall learning outcomes. By fostering instructor and student interactions, courses create a sense of community that helps combat feelings of isolation often experienced in online settings. Engaging in discussions, collaborative projects, and peer feedback not only promotes active learning but also deepens understanding of the material. There should be a</p>	<ul style="list-style-type: none"> <li>• Regular instructor feedback on assignments and exams</li> <li>• Student engagement in tests, quizzes, journals, and assignments</li> </ul> <p>Collaborative projects, discussions boards, or peer reviews</p> <ul style="list-style-type: none"> <li>• Assignments</li> </ul>

	minimum of two different types of interactions. However, three interactions are ideal.	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Quizzes</li> <li>• Case studies</li> <li>• Discussion Boards</li> </ul>
<b>3.2 Deadlines: Deadlines are clearly communicated through a provided schedule.</b>	Deadlines play a crucial role in promoting accountability, time management, and student engagement. They help students prioritize their tasks, ensuring that they allocate sufficient time for learning and completing assignments	<ul style="list-style-type: none"> <li>• A PDF schedule or dedicated page that lists all due dates and important dates.</li> <li>• Due dates set for assessments in Blackboard</li> <li>• Due dates listed in assessment instructions</li> </ul>
<b>3.3 Grading Standards: The course grading standards are clearly stated.</b>	<p>Clearly defined grading standards enhance transparency, fairness, and consistency in assessment. Clear grading criteria help students understand how their work will be evaluated, guides them on what is expected for each assignment and allows them to focus on key learning objectives.</p> <p>Rubrics are provided for all graded items. This streamlines the grading process but also creates transparency and clarity in the evaluation process.</p>	<ul style="list-style-type: none"> <li>• The syllabus has a grading structure for points or weighted totals, a clear grading scale, and a list of all assessments.</li> <li>• Rubrics are included for all graded assessments.</li> <li>• There is a clear policy for late work.</li> </ul>

#### 4. STUDENT SUPPORT

Standard	Explanation	Examples
<b>4.1 Prerequisite: The required prerequisite knowledge or course(s) is clearly stated.</b>	Listing prerequisites in the syllabus is essential for setting clear expectations and ensuring students are adequately prepared for the course content. Prerequisites help students understand the foundational knowledge and skills they need,	Prerequisite courses are clearly listed in the syllabus.

	which can enhance their learning experience and overall success.	
<b>4.2 Service Desk: Service Desk information is clearly stated.</b>	Providing the Service Desk contact information helps students know where to get the required assistance if they experience technical difficulties.	Service Desk phone number, email, and hours of operation are listed in the syllabus or in an introductory learning module in Blackboard.
<b>4.3 Technology Integration: Minimum technology requirements and instructions are clearly stated.</b>	Providing links and instructions to download necessary applets, plug-ins, eTextbooks, or publisher integrations required to view course content helps the students gain access to required software or hardware.	<ul style="list-style-type: none"> <li>• Technology information included in the syllabus or in an introductory learning module in Blackboard.</li> <li>• Instructions on how to purchase publisher integrations and access it from Blackboard.</li> </ul>
<b>4.4 Disability Services: Information for accessibility services is clearly stated.</b>	Listing information for accessibility services in a syllabus is required. It promotes inclusivity and ensures that all students have equal access to learning opportunities. Providing details about available accommodations empowers students to seek the support they need to succeed in the course.	Accessibility Services phone number, email, and hours of operation are listed in the syllabus or in an introductory learning module in Blackboard.
<b>4.5 Accessibility: Course multimedia is accessible to all students.</b>	Ensuring that the course is ADA (Americans with Disabilities Act) compliant provides equal access to educational opportunities for all students, meeting legal requirements while enhancing the course's overall quality and usability.	<ul style="list-style-type: none"> <li>• Videos are captioned or have corresponding transcripts.</li> <li>• Documents have the required tags and descriptions for images and headings.</li> <li>• Images include alternative text (alt text) to provide a brief description of an image.</li> </ul>

Reviews: