

Course: _____ Evaluator: _____ Date: _____

Evaluation Form for Hybrid Training Content
(2020 v 1)

Assign a value for each item based on the descriptive categories included.
Values should be assigned in accordance with this scale:

0	1	2	3
Did not do/ Unacceptable	Marginal	Acceptable	Best Practices

A. General Requirements

- ___ 1. Materials are written in a semi-manuscript format in lesson plan
- ___ 2. Outline format is consistent throughout the course document.
- ___ 3. Instructor and participant lesson plans are included.
- ___ 4. Grammar, spelling, and punctuation are correct throughout.
- ___ 5. Plan indicates a time frame for the completion of each segment in person and online.
- ___ 6. Competencies and course requirements are clearly established.
- ___ 7. Level of difficulty is appropriate for participant.
- ___ 8. Course credit hours are indicated and practical.
- ___ 9. Training aids are scheduled at the appropriate time.
- ___ 10. Lesson plan schedules a variety of training aids.
- ___ 11. **Participant/instructor ratios included and are safe and appropriate for the learning environment. ***
- ___ 12. Course schedule and agenda are included.
- ___ 13. Target audience is specified.
- ___ 14. Lesson opening includes an instructor introduction and background information.
- ___ 15. Lesson opening includes an interesting and appropriate "attention-getter."
- ___ 16. Course information states whether the course is fully online, blended, or web-enhanced.

B. Objectives/References

- ___ 1. Training objectives/outcomes match training need
- ___ 2. At least 3 current references are used in the lesson content.
- ___ 3. References are cited correctly using the APA, Turabian or Chicago style.
- ___ 4. Training objectives/outcomes are clearly written and are measurable.
- ___ 5. Objectives/outcomes are presented at the beginning of each module/lesson
- ___ 6. Summary briefly restates key points/objectives.
- ___ 7. Endnotes/references included and correctly cited.
- ___ 8. **Copyright compliance is demonstrated. ***

C. Content and Outcomes Category

- ___ 1. Lesson content includes a clearly articulated instructional goal
- ___ 2. **Other than is necessary to facilitate the review and discussion of a topic such as bias, profiling, or illegal discrimination, content is free from discriminatory examples, terminology, and negative stereotyping. ***
- ___ 3. Content is sequenced in a logical and appropriate manner to aide in participant learning.
- ___ 4. Training program requires trainee to be an active participant.
- ___ 5. Examples and/or exercises are appropriate, relevant and accurate.
- ___ 6. Examples and/or exercises are sufficient in number and variety.
- ___ 7. Lessons/exercises help participant master training program objectives/outcomes.
- ___ 8. Training program offers a variety of instructional delivery methods to accommodate individual learning styles.
- ___ 9. Training materials are provided for participant review; handouts, lesson plans, etc.
- ___ 10. All course records are archived for 30 years.
- ___ 11. Instructional storyboarding/background content with reference information is provided.
- ___ 12. **Information presented in the lesson content is correct and complies with best practices in the topic area including normal and standard operating procedures and applicable legal standards. ***
- ___ 13. Exercises and demonstration information are clearly written and included in the instructor notes section.

D. Assessment and Transfer Category

- ___ 1. Material is presented in realistic job scenarios that can easily be transferred when participant is back on the job.
- ___ 2. Training program provides "self-checks" to assess understanding of content.
- ___ 3. Assessment methods measure stated training program objectives/outcomes.
- ___ 4. Training program provides performance summary statistics throughout.
- ___ 5. Participant is provided feedback during lesson exercises.

- ___ 6. Feedback for incorrect answers provide additional information, further explanation, and/or an opportunity to try again.
- ___ 7. Time has been allowed for participants to ask questions and to be actively engaged in all training aspects.
- ___ 8. Evaluation materials and grading criteria are included.
- ___ 9. Final Test is comprehensive.
- ___ 10. Pre-Test is included in course.
- ___ 11. During live on-line instruction, a sidebar for live question and answers is available.

E. Technology Design and Requirements Category

- ___ 1. Technical requirements can be met with existing participant's hardware/networking.
- ___ 2. **Training program is easy to access online, through Internet Explorer, Chrome, Safari or Firefox. ***
- ___ 3. Instructions, interface design and navigation features are logical, consistent, and efficient throughout training program.
- ___ 4. The visual layout of on-screen text and content is clear readable and well organized.
- ___ 5. The course presentation runs smoothly and participant experiences minimal audio or visual "glitches" or "issues."
- ___ 6. Training program effectively orients participant to their location within the program.
- ___ 7. Training program provides resource links that are self-describing.
- ___ 8. Media is integrated into the training program and enhances learning.
- ___ 9. Participant can save work, exit the program, come back to the program later, and start working where left off.
- ___ 10. **Participant engagement in the program is monitored and verified throughout the course to assure active participation is occurring. Method of assuring is documented and explained.***

F. Operations and Support Category

- ___ 1. Directions explain how to find and proceed through various training program components.
- ___ 2. Directions for exercises/assignments clearly indicate where to start and what steps to follow.
- ___ 3. Help features are found throughout, useful, easy to understand and accessible.
- ___ 4. **Training program allows participant to control the speed at which they proceed through the program and can replay or review material previously accessed. ***
- ___ 5. Training program allows participant to print important information.
- ___ 6. Participant is provided opportunity to evaluate all course segments after completion.

_____ **Total Points Scored**
(Passing Score = 128 points)

***Automatic Failure for non-compliance**

HYBRID LESSON CONTENT EVALUATION CRITERIA

Course _____

Course # _____

Date _____

Performance Factors	Guidelines for Performance Ratings
<p>A. General Requirements</p> <ol style="list-style-type: none"> 1. Materials are written in a semi-manuscript format in lesson plan. 2. Outline format is consistent throughout the course document. 3. Instructor and participant lesson plans are included. 4. Grammar, spelling, and punctuation are correct throughout. 5. Plan indicates a time frame for the completion of each segment in person and online. 6. Competencies and course requirements are clearly established. 7. Level of difficulty is appropriate for participant. 8. Course credit hours are indicated and practical. 9. Training aids are scheduled at the appropriate time. 10. Lesson plan schedules a variety of training aids. 11. Participant/instructor ratios included and are safe and appropriate for the learning environment.* 12. Course schedule and agenda are included. 13. Target audience is specified. 14. Lesson opening includes an instructor introduction and background information. 15. Lesson opening includes an interesting and appropriate “attention-getter.” 16. Course information states whether the course is fully online, blended, or web-enhanced. <p>*Automatic Failure for non-compliance.</p>	<p>A. General Requirements</p> <p>0 = Unacceptable</p> <ol style="list-style-type: none"> 1. Fails to meet the complete requirements. 2. Lesson plan outline is not formatted correctly. Fails to consistently follow format guidelines. 3. No lesson content materials are included; detailed information not provided. 4. Grammatical and spelling errors are extreme and unprofessional. 5. Lesson content does not include a time frame for the completion of each segment. 6. Information missing; competencies not listed. No grading criteria established. 7. Level of difficulty is not appropriate for participant, reading level is too low or too rigorous, writing requirements do not challenge participant, requires too much computer literacy for average participant, vocabulary and terminology do not exist; and content is below or above targeted audience. 8. Course completion hours are not clearly indicated. 9. No training aids are included in the lesson content. 10. Course has no training aids. 11. No participant/instructor ratios indicated. 12. Neither a course schedule nor agenda is included. 13. No target audience is specified. 14. Fails to meet the complete requirements, no background information included. 15. Ineffective or no attention-getter. 16. Provided information does not explain modalities used in the course. <p>1 = Marginal</p> <ol style="list-style-type: none"> 1. Barely meets minimum standards; course material contains some bullets of information, but not supported with detailed information. 2. Does not consistently follow format guidelines throughout. 3. Only participant lesson materials included. 4. Numerous spelling and grammatical errors. 5. Some segments of the lesson content include a time frame for completion. 6. Some of the required information is included; course competencies are listed but are weak. 7. Level of difficulty is somewhat appropriate for participant; reading level is marginally effective; writing requirements may challenge participant; participant requires minor computer literacy; vocabulary and terminology is too simplified or too sophisticated; and content is marginally below or above targeted audience. 8. Course completion hours are indicated but not practical and may not be correct. 9. Some training aids are placed in lesson content, but not in the appropriate places.

10. The training aids are minimal with little to no variety.
11. Instructor/participant ratios relating to the type/structure of course are included but not explained.
12. An outline of a course schedule is included but may not be appropriate for the course.
13. A target audience is listed and/or mentioned.
14. Barely meets minimum requirements; instructor background only noted.
15. Attention-getter included but not totally effective.
16. Provided information partially explains modalities used in the course.

2 = Acceptable

1. Lesson content written clearly in detailed outline format.
2. Utilized a consistent outline format throughout the course material.
3. Only instructor lesson plan included.
4. Few, if any, grammatical or spelling errors present.
5. Majority of the segments of the lesson content include a time frame for completion.
6. Information on course checklist is complete; course competencies are included and are practical.
7. Level of difficulty is appropriate for participant; reading level is effective; writing requirements will challenge participant; content prepares participant to maneuver through program; vocabulary and terminology is explained; and content is appropriate for targeted audience.
8. Course completion hours are correctly applied.
9. Training aids are placed in the lesson content and majority are in the correct location.
10. Some training aids are varied and appropriate for lesson.
11. Participant/instructor ratios are included and relevant for course type/structure, i.e., lecture format or virtual environment vs. hands-on dynamic training. Participant safety measures are included but not addressed in detail.
12. Course schedule included.
13. Target audience is specified with a brief description.
14. Meets the requirements; introductory parts clearly and concisely written; instructor background information includes pertinent information.
15. Attention-getter is effective and well-conceived.
16. Provided information adequately explains modalities used in the course.

3 = Best Practices

1. Lesson content exceptionally written with sufficient detailed information similar to a textbook. Material is written in sufficient detail for someone other than the author to instruct, unless otherwise indicated by provider.
2. Utilized outline format consistently throughout the course material. Exceptionally detailed outline.
3. Both instructor and participant lesson plans are clearly written from a command knowledge perspective.
4. No grammatical or spelling errors are present in the documents.
5. All of the segments of the lesson content include a time frame for completion.

	<ol style="list-style-type: none"> 6. Course competencies are detailed and define what the expected applied skills/knowledge is for the participant. A pass/fail criteria and/or minimum score are indicated for quizzes, examinations, and/or practical exercises. 7. Level of difficulty is highly appropriate for participant; reading level is effective; writing requirements will appropriately challenge participant; content prepares participant to successfully maneuver through program at any computer skills level; vocabulary and terminology is sufficiently explained; content is clearly appropriate and designed for targeted audience. 8. Course completion hours are correct and reflect the course time and all events. 9. All training aids are placed in logical places and are organized throughout the course. 10. Training aids are appropriate for the subject, abundant and enhance the participant's learning experience, i.e., PowerPoint presentations, videos, student handouts, training manuals, etc. 11. Participant/instructor ratios are included, justified and relevant for the course type/structure. Participant safety guidelines are sufficiently detailed when necessary, i.e., lecture format or virtual environment vs. firearms training or hands-on dynamic training courses. All necessary safety guidelines are thoroughly addressed. 12. Detailed course schedule and agenda outlining participant expectations included. 13. Target audience is specified with an explanation. 14. Introductory parts clearly written with a keen attention to detail; instructor information highlights instructor expertise. 15. Attention-getter is creative, noteworthy, and appropriate. 16. Provided information fully explains modalities used in the course with detailed explanation on how course will be completed.
<p>B. Objectives/References</p>	<p>B. Objectives/References</p>
<ol style="list-style-type: none"> 1. Training objectives/outcomes match training need. 2. At least 3 current references are used in the lesson content. 3. References are cited correctly using the APA, Turabian or Chicago style. 4. Training objectives/outcomes are clearly written and are measurable. 5. Objectives/outcomes are presented at the beginning of each module/lesson. 6. Summary briefly restates key points/objectives. 7. Endnotes/references included and correctly cited. 8. Copyright compliance is demonstrated. * 	<p>0 = Unacceptable</p> <ol style="list-style-type: none"> 1. Objectives/outcomes do not match training needs. 2. Less than three current references listed; references are aged. 3. Specific citing format not followed; references not cited correctly. 4. Objectives not written clearly. 5. Objectives/outcomes are not presented at the beginning of each module/lesson. 6. Fails to meet the complete requirements; summary does not restate key points from lesson. 7. Endnotes/references are not included nor cited correctly. 8. Training materials appear to be plagiarized and/or no documented sources provided. <p>1 = Marginal</p> <ol style="list-style-type: none"> 1. Objectives/outcomes are loosely linked to training needs. 2. Some references are not current. 3. References listed but not all cited correctly. 4. Objectives included but need minor correcting. 5. Objectives/outcomes are not consistently presented at the beginning of each module/lesson. 6. Barely meets minimum requirements; summary does not adequately cover objectives or key points. 7. Endnotes/references are sparsely included, but not all cited correctly. 8. Training content is not documented or sourced correctly; cited sources have misplaced

	<p>quotation marks or citations, or sparse referencing.</p> <p>2 = Acceptable</p> <ol style="list-style-type: none"> 1. Most objectives/outcomes are linked to identified training needs. 2. All references are current. 3. Majority of the references are cited correctly. 4. Objectives include an action, condition and standard. 5. Objectives/outcomes are presented at most of the beginnings of each module/lesson. 6. Conclusion written in an acceptable manner; summary covers key points/objectives. 7. Endnotes/references are present and cited correctly. 8. Training materials are cited correctly with no evidence of plagiarism. Most of the course materials are appropriately cited throughout and accompanying reference information provided to include photos, videos, handouts, etc. <p>3 = Best Practices</p> <ol style="list-style-type: none"> 1. All objectives/outcomes are clearly stated; written at the <u>application level</u> or above; and emphasize application of major knowledge, skills, and/or attitudes using appropriate action verbs to communicate what learners will be able to do as a result of the learning experience. 2. All references reflect the most current literature review. 3. All references are cited correctly. 4. Objectives include all three parts; are measurable and attainable and challenge students at higher levels of learning according to Bloom’s taxonomy. 5. Objectives/outcomes are presented at the beginning of each module/lesson. 6. Conclusion is clearly exemplary; all parts written with an attention to detail; objectives and key points are restated in a manner for the participant to easily see the importance of the block of instruction and reinforce key learning objectives. 7. Endnotes/references are clearly discernable, relevant, and accurately recorded. 8. Copyright compliance demonstrated with written permission for use from appropriate resources/individuals. All course materials are appropriately cited throughout and accompanying reference information provided to include photos, videos, handouts, etc. References can be verified.
<p>C. Content and Outcomes Category</p>	<p>C. Content and Outcomes Category</p>
<ol style="list-style-type: none"> 1. Lesson content includes a clearly articulated instructional goal 2. Other than is necessary to facilitate the review and discussion of a topic such as bias, profiling, or illegal discrimination, content is free from discriminatory examples, terminology, and negative stereotyping. * 3. Content is sequenced in a logical and appropriate manner to aide in participant learning. 4. Training program requires trainee to be an active participant. 5. Examples and/or exercises are appropriate, relevant and accurate. 6. Examples and/or exercises are sufficient in number and variety. 7. Lessons/exercises help participant master training program objectives/outcomes. 	<p>0 = Unacceptable</p> <ol style="list-style-type: none"> 1. Fails to meet the complete requirements; no overall instructional goal(s) included. 2. Content contains discriminatory examples, terminology or negative stereotyping (e.g., cultural, racial, gender.) 3. Content is not sequenced effectively. 4. Training program does not engage participant. 5. Examples and/or exercises are inappropriate, irrelevant, inaccurate or non-existent. 6. Examples and/or exercises are not sufficient in number and variety. 7. Lessons/exercises do not help the participant master training program objectives/outcomes. 8. Presentation of materials uses primarily one methodology (e.g., print). 9. Training materials are not provided. 10. Lesson content and participant performance records are not archived.

8. Training program offers a variety of instructional delivery methods to accommodate individual learning styles.
9. Training materials are provided for participant review; handouts, lesson plans, etc.
10. All course records are archived for 30 years.
11. Instructional storyboarding/background content with reference information is provided.
- 12. Information presented in the lesson content is correct and complies with best practices in the topic area including normal and standard operating procedures and applicable legal standards . ***
13. Exercises and demonstration information are clearly written and included in the instructor notes section.

11. Instructional story boarding or background materials are not provided.
- 12. Lesson content fails to meet the requirements; information provided in lesson content is not correct and/or is not current, unsafe or inappropriate.**
13. Demonstration/practical exercise information not written in lesson content.

1 = Marginal

1. Provided instructional goals barely meets minimum standards.
2. Content infers disparaging discriminatory ideas or negative stereotyping.
3. Content is weakly sequenced and marginally flows in a logical manner.
4. Training program marginally engages participant. Course uses limited technology tools to facilitate communication and learning. Teaching methods applied to enhance participant learning are limited.
5. Examples and/or exercises provide participant with very limited opportunities to observe and/or practice and apply concepts and skills in realistic and relevant ways.
6. Course has limited examples/activities to reinforce or assess participant readiness for course content and mode of delivery.
7. Course provides limited activities to help participant develop critical thinking and/ or problem-solving skills.
8. Presentation of materials uses more than one method (e.g., print, visual, and experiential). Course provides limited visual, textual, kinesthetic and/or auditory activities to enhance participant learning and accessibility.
9. Some student training materials are provided but they are sparse.
10. Records may be archived.
11. Instructional storyboarding/background content is meager, old references, some plagiarized content.
- 12. Lesson content barely meets requirements; some concepts/procedures in course are not correct and/or not in line with standard criminal justice, law enforcement practices, legal standards and/or course reference materials.**
13. Exercise/demonstration information barely explained.

2 = Acceptable

1. Includes overall instructional goal(s).
2. Content does not contain unexplained disparaging, discriminatory terminology or negative stereotyping examples (e.g., cultural, racial, gender.) Some slides and videos reflect diversity with police, citizens, and alleged suspects.
3. Course is organized and navigable. Participant can understand the key components and structure of the course.
4. Training program intermittently engages participant. Course uses adequate technology tools to facilitate communication and learning. Opportunities for participant discussion, comment or questions are provided in each course segment at a rate of not less than one opportunity per course hour.
5. Examples and/or exercises provide participant with some opportunities to observe, practice, or apply concepts and skills but are not always aligned with learning outcomes.
6. Course has adequate examples/activities to reinforce or assess participant readiness for course content and mode of delivery.
7. Course content, objectives/outcomes, practice and/or assessment are consistent with each

- other and clearly linked together.
- 8. Course provides effective visual, textual, kinesthetic and/or auditory activities to enhance participant learning and accessibility.
- 9. Training program explains the new concepts by expanding on material either from previous knowledge or from job experience.
- 10. Participant performance and course content is archived.
- 11. Instructional storyboarding/background content is provided and is current and correct with no evidence of plagiarism.
- 12. Learning content complies with prevailing national standards, and current references are provided.**
- 13. Exercise/demonstration information clearly outlined.

3 = Best Practices

- 1. The instructional goal(s) is clearly stated.
- 2. Content is free from discriminatory examples, terminology, and negative stereotyping (e.g., cultural, racial, gender) and is written in a professional manner with the appropriate degree of sensitivity. Slides and videos reflect diversity with police, citizens and alleged suspects.
- 3. Content is logically sequenced in an appropriate manner to aide in participant learning. Course is well-organized and easy to navigate.
- 4. Training program fully engages participant. Course uses a variety of technology tools to appropriately facilitate communication and learning. Various teaching methods are applied and innovatively enhance participant learning, and interactively engage participant. Material supports both recall and application of content with multiple interaction activities in every hour.
- 5. Examples and/or exercises are appropriate and realistic and provide participant with ample opportunities to observe and/or practice and apply concepts and skills learned in realistic and relevant ways that enforce learning outcomes.
- 6. Course has multiple, timely and appropriate examples/activities to reinforce or assess participant readiness for course content and mode of delivery.
- 7. Course content, objectives/outcomes, practice and/or assessment are very consistent; the relationship among them is clearly indicated; outcomes may be linked to institutional outcomes or target standards in the field (when applicable).
- 8. Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance participant learning and accessibility involving tasks requiring applications to real-life situations.
- 9. Training materials provided are detailed and can be used by the participant as reference materials.
- 10. Participant performance and course content is archived and retrievable for thirty years from delivery date.
- 11. Provided instructional storyboarding/background content is well documented and detailed, using current, correct and legally defensible information.
- 12. Material in lesson content is concisely written and well documented with appropriate current references. Lesson content complies with standard criminal justice, law enforcement practices, legal standards and/or course referenced materials.**
- 13. Exercise/demonstration information detailed and easy to replicate.

D. Assessment and Transfer Category	D. Assessment and Transfer Category
<ol style="list-style-type: none"> 1. Material is presented in realistic job scenarios that can easily be transferred when participant is back on the job. 2. Training program provides "self-checks" to assess understanding of content. 3. Assessment methods measure stated training program objectives/outcomes. 4. Training program provides performance summary statistics throughout. 5. Participant is provided feedback during lesson exercises. 6. Feedback for incorrect answers provides additional information, further explanation, and/or an opportunity to try again. 7. Time has been allowed for participants to ask questions and to be actively engaged in all training aspects. 8. Evaluation materials and grading criteria are included. 9. Final Test is comprehensive. 10. Pre-Test is included in course. 11. During live on-line instruction, a sidebar for live question and answers is available. 	<p>0 = Unacceptable</p> <ol style="list-style-type: none"> 1. Competencies do not correlate with real world performance expectations, relate only to specific in-class performance. 2. Self-assessment opportunities are not provided. 3. Assessment methods are not appropriate measurements for those objectives/outcomes stated in the course. 4. Participant's summary statistics are not present. 5. No feedback is provided during the course. 6. Self-assessment opportunities are not provided. 7. Participants are not given an opportunity for spontaneous questions or to be engaged. 8. Fails to include any tools/evaluative measures to check participant understanding. 9. Fails to include any tests to check participant understanding. 10. Fails to include a pre-test to check participant knowledge. 11. No sidebars for discussions or chats are included. <p>1 = Marginal</p> <ol style="list-style-type: none"> 1. Some of the competencies represent knowledge, skills, or attitudes/values that the learner would use outside the context of the course. Some competencies relate only to specific in-class performance. 2. Participant's self-assessment opportunities are limited. 3. Assessment methods are designed to reflect the stated course objectives/outcomes, but do not correlate well with learning activities. Limited assessment strategies utilized. Quizzes are not aligned to course objectives and learning outcomes. 4. Participant's achievement of stated learning objectives/outcomes is reflected in their learning activities and their assessments only at the end of the block. 5. Opportunities for participant to receive feedback about their own performance are infrequent and sporadic. 6. Self-assessment feedback is provided but not explained. 7. Participant question/activity time is not clearly indicated. 8. Tests are included, but acceptable grading criteria not included. 9. Tests are included, but only measure participant recall. 10. Pre-test included but is brief and only measures basic introductory concepts. 11. A sidebar for discussions is included, but not used. <p>2 = Acceptable</p> <ol style="list-style-type: none"> 1. All competencies represent skills that the learner would use outside of the classroom but could be improved upon to better correlate with real world performance expectations (for example, application of the skill may not extend past an educational context). 2. Self-assessment questions provided but not clearly explained. 3. Assessment methods are designed to include the appropriate measurements for those competencies stated in course objectives/outcomes; to reinforce the learning activities but do not address all the available technologies. 4. Participant's achievement of stated learning objectives/outcomes is observed within their activities and their assessments and is documented in the appropriate areas in the course.

	<ol style="list-style-type: none"> 5. Opportunities for participant to receive feedback about their own performance are provided. 6. The majority of the self-assessment opportunities are well thought out and provide useful information for the participant. 7. Time has clearly been appropriated for participant questioning/engagement activities. 8. Tests are included; acceptable grading criteria included. 9. Tests are included and measure participant understanding of the objectives. 10. Pre-test included and measures participant understanding of course materials. 11. A sidebar for discussions and chats is available and used. <p>3 = Best Practices</p> <ol style="list-style-type: none"> 1. All competencies clearly represent knowledge, skills, or attitudes/values that the learner would use outside the context of the course and on the job. 2. Ample opportunities for self-assessment throughout course are provided along with explanations to the questions. 3. Assessment methods are designed to include the appropriate measurements for those competencies stated in course objectives/outcomes; to reinforce the learning activities and are considerate of the available technologies. Quizzes are clearly tied to course objectives and learning outcomes. Multiple and diverse assessment strategies to measure knowledge, skills, and attitude utilized. 4. Participant's achievement of stated learning objectives/outcomes is documented and provided to the participant as feedback on their learning activities and assessments throughout the program. 5. Regular feedback about participant performance is provided in a timely manner throughout the course. 6. Ample opportunities for self-assessment throughout course are provided along with explanation as to importance of the questions. 7. Students have ample time to actively participate in all instructional aspects. 8. Detailed test instruments are included; grading criteria is appropriate for subject matter and aligns with best practices for topic area. 9. Tests measure all facets of key concepts and objectives to include two questions for each objective. 10. Pre-test measures in-depth understanding of course materials with participants being able to possibly opt-out of training where and when appropriate. 11. A sidebar for discussions and chats is available with clear guidelines on when it will be used throughout the program.
<p>E. Technology Design and Requirements Category</p>	<p>E. Technology Design and Requirements Category</p>
<ol style="list-style-type: none"> 1. Technical requirements can be met with existing participant's hardware/networking. 2. Training program is easy to access online, through Internet Explorer, Chrome, Safari or Firefox. * 3. Instructions, interface design and navigation features are logical, consistent, and efficient throughout training program. 4. The visual layout of on-screen text and content is clear readable and well organized. 	<p>0 = Unacceptable</p> <ol style="list-style-type: none"> 1. Technical requirements necessary for the course are not provided to the participant. 2. Training program cannot be accessed online. 3. Instructions, interface design and navigation features are illogical, inconsistent, and not easily understood by the participant throughout the course. 4. Layout of on-screen text is not clear and readable. The font type is hard to read, the size of the text is too small or large, and colors used are hard to read on the course background. Visual layout of the content is not organized.

5. The course presentation runs smoothly and participant experiences minimal audio or visual “glitches” or “issues.”
6. Training program effectively orients participant to their location within the program.
7. Training program provides resource links that are self-describing.
8. Media is integrated into the training program and enhances learning.
9. Participant can save work, exit the program, come back to the program later, and start working where left off.
- 10. Participant engagement in the program is monitored and verified throughout the course to assure active participation is occurring. Method of assuring is documented and explained.***

5. Course has many problems, students cannot complete the course.
6. Course does not effectively orient the participant to their location within the course.
7. Course resources are part of the learning in a static manner with no links identified or made available to the participant.
8. No media is integrated into the course that enhances the learning.
9. Participant cannot save their work, exit the course, and come back to the course at a later time, and start working where they left off.
- 10. Participant can skip through course instructional materials and/or segments of the course without having to complete each instructional module. (This does not include ancillary learning/instructional materials provided in the learning management system.)**

1 = Marginal

1. Course Materials (Syllabus, Handouts) broadly indicate the participant technology requirements. Tools for viewing course content are difficult to locate and instructions for use are not well defined.
- 2. Numerous difficulties are encountered when trying to access the course online.**
3. Interface design and navigation is marginally logical, consistent, and efficient. Content navigation is hard to follow.
4. Course materials are inconsistent in a visual aspect. Loud colors/textures/and unnecessary use of graphics or animations overpower presentation of content. Aesthetic design does not present and communicate course information clearly.
5. Participants experience issues, but after several iterations, can maneuver through course.
6. There are a few times when the participant is able to gauge their location within the training program (i.e., screen titles, directional icons, menus, site maps).
7. Course resources are accessible to the learner in a limited manner. More than 3 unused links are enabled.
8. There are limited multimedia elements and/or learning objects for accommodating different learning styles and enhancing learning.
9. Participant can save their work, exit the program, come back to the program at a later time; however, the course may start closer to the beginning of the course rather than where the participant left the course.

10. NOTE: This criteria does not apply to this standard.

2 = Acceptable

1. Course Materials (Syllabus, Handouts, Web Site, Printed) indicate the minimum participant requirements for technology and offer assistance with technology questions (FAQ, counselor, helpdesk).
- 2. Some difficulties are encountered when trying to access the course online.**
3. Instructions, interface design and navigation features are somewhat logical, a few inconsistencies noted, however mostly efficient and clear for the participant to follow throughout training program (e.g., icon locations, keys used, menu terms, screen layout).
4. Most training materials are visually consistent throughout course. Color and texture are used appropriately throughout and do not interfere with information. Participant can understand the key components and structure of the course.
5. Course can be completed without extensive participant effort.

6. The majority of the time the training program effectively orients participant to their location within the program (i.e., screen titles, directional icons, menus, site maps).
7. Course resources are accessible to the learner. Some capacity exists to place these in the resource center (library) on CD-ROMs.
8. Multimedia elements and/ or learning objects are used and are relevant to accommodate different learning styles.
9. Participant can save their work, exit the program, come back to the program at a later time, and the course may start a couple of slides off from where they left off.

10. NOTE: This criteria does not apply to this standard.

3 = Best Practices

1. Course Materials indicate the minimum participant technology requirements and offer assistance to include orientation and testing of the participant's technology either from a distance or through workshops. Also, included is a contingency plan in case the technology fails either the participant or the faculty. "What if" scenarios are spelled out for the participant, so that there are no surprises. Extensive resources to facilitate online learning such as email directions, browser settings and other required applications (Word, PowerPoint, Acrobat Reader) are available. Tools and instructions for viewing course content (RealPlayer, Adobe Reader, etc.) are provided.
- 2. Training program is easy to access online.**
3. Instructions, interface design and navigation features are logical, consistent, and efficient throughout training program (e.g., icon locations, keys used, menu terms, screen layout). In addition to overall expectations and directions, each activity, assignment, exercise, etc. clearly indicates what participant need to do, how they should submit results, any special instructions, etc.
4. Course materials are visually consistent throughout course. Color, size and texture are used consistently to enhance content and do not overpower the course information. Participant can clearly understand all components and structure of the course. Aesthetic design presents and communicates course information clearly throughout the course.
5. Participants can easily navigate through the course without issues or concerns.
6. Training program effectively orients participant to their location within the program (i.e., screen titles, directional icons, menus, site maps).
7. Course resources are accessible with all of the downloads identified and made available to the participant. This includes active download, CD-ROM, library loan, bookstore availability, and use of special software and hardware to make them available to physically challenged participants.
8. Extensive resources that support course content and learning objectives are provided. A variety of multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles throughout the course.
9. Participant can save their work, exit the program, come back to the program at a later time, and start working where they left off.
- 10. Participant must experience/read the entire course before being able to take final exam and/or receive a completion certificate. Course monitoring information is provided in syllabus or storyboard. (This does not include ancillary learning/instructional materials provided in the learning management system.)**

F. Operations and Support Category	F. Operations and Support Category
<ol style="list-style-type: none"> 1. Directions explain how to find and proceed through various training program components. 2. Directions for exercises/assignments clearly indicate where to start and what steps to follow. 3. Help features are found throughout, useful, easy to understand and accessible. 4. Training program allows participant to control the speed at which they proceed through the program and can replay or review material previously accessed. * 5. Training program allows participant to print important information. 6. Participant is provided an opportunity to evaluate all course segments after completion. <p>*The participants should be able to go back and review previous materials.</p>	<p>0 = Unacceptable</p> <ol style="list-style-type: none"> 1. No direction is provided to the participant on how to proceed through the training. 2. No direction is provided to the participant on how to conduct the various exercises/assignments within the course. 3. Help features are not provided to the participant. 4. Participant cannot control the speed of the course by pausing or stopping content once it has started. 5. Training program does not allow the participant to print important information from the course. 6. There are no course evaluation materials provided. <p>1 = Marginal</p> <ol style="list-style-type: none"> 1. Course requirements state that participant is required to interact within a designated timeframe. Course information/syllabus is hard to locate and is unclear about participant expectations. 2. Directions and expectations for exercises/assignments not clearly defined. 3. Help features are provided but they are not easily understood or only accessible at the beginning or end of the course. Course contains limited information for online or virtual learner support. 4. Participant is allowed to start and stop the course but cannot go back and review previous segments. 5. Training program allows the participant to print some information from the course. 6. Evaluation forms measure some training aspects. <p>2 = Acceptable</p> <ol style="list-style-type: none"> 1. Course requirements state that participant is required to interact within a designated timeframe, and define how the interaction will take place (what tools will be used for the interaction). Course syllabus is available and provides some participant expectations. 2. Directions and expectations for exercises/assignments are communicated. 3. Course contains adequate information for online learner support and links to resources and help features can be accessed periodically during the course. 4. Participant is allowed to control the speed of the course and return to some segments. 5. Training program allows the participant to print most of the important course information. 6. Evaluation forms measure all training aspects. <p>3 = Best Practices</p> <ol style="list-style-type: none"> 1. Course requirements clearly state that participant is required to interact with others and with the instructor, a designated timeframe for the interaction is stated, directions for how to participate in the interaction, standards for the quality or expectations of the interaction are set, and the outcomes of those interactions are noted. Course information/syllabus is easily located and provides clear expectations for the online course. 2. Directions and expectations for exercises/assignments are explicitly communicated, including deliverables, guidelines, and submission dates.

	<p>3. Course contains extensive information regarding the help features that are extremely useful, easily understood and accessible throughout the course.</p> <p>4. Training program allows the participant to control the speed at which they proceed through the course and review previously completed segments throughout the program. (This should be accomplished without having to retake entire course or major segments.)</p> <p>5. Training program allows the participant to print all important course information.</p> <p>6. Evaluation forms measure all training aspects and provide a mechanism for course improvement.</p>

Summary Comments:

1st paragraph: Brief explanation of class.

2nd paragraph: Discuss negative components, one at a time and provide corrective action with recommendations.

3rd paragraph: End with positive overall comments.