



**Institution:** Western Nevada College

**Course Code:** AIT 198Western053116

**Course Number:** AIT 198

**Course Name:** Special Seminar on Logic For Industry

**Course Representative:** Emily Howarth

**Review Start Date:** 2016-06-09

**Review End Date:** 2016-07-06

**Review Type:** QM-Managed Review

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

**Overview Statement:** The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure learners get off to a good start.

**STANDARD 1.1** - (3 Points) **Required**

1.1 Instructions make clear how to get started and where to find various course components.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

There is a link to the 'Start Here' page right on the home page which includes the course syllabus, technology requirements and instructions, and schedule of assignments.

**Reviewer Recommendations:**

This standard is clearly met. The standard notes that the instructions should guide the learners and indicate what to do first in the course. In this course, there is a "Start Here" button on the main page, which directs the learners to an informative page.

**Reviewer Recommendations:**

In this standard 1.1. it is expected that, "Instructions provide a general course overview, present the schedule of activities, guide the learner to explore the course site, and indicate what to do first, in addition to listing detailed navigational instructions for the whole course." This standard has been covered.

The course homepage gave instructions for students to go to "start here" page. On this page, the instructions were clear.

This standard is clearly met and this arrangement is very clear to students and easy for them to follow.

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**STANDARD 1.2** - (3 Points) **Required**

1.2 Learners are introduced to the purpose and structure of the course.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The course learning objectives page explains it all

**Reviewer Recommendations:**

This standard is met. On the "Start Here," page there is a link to the course syllabus, which clearly introduces the learners to the purpose and structure of the course. Further, the course requirements, schedule, and other similar information is included on the "Start Here," page.

**Reviewer Recommendations:**

The standard 1.2 expects that, "Information is provided to help learners understand the purpose of the course and how the learning process is structured and carried out, including course schedule, delivery modalities (online or blended), modes of communication, types of learning activities, and how learning will be assessed."

In this course, the students were introduced to the purpose and the structure on the course, in the syllabus given in the start here page.

This standard is met.

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**STANDARD 1.3** - (2 Points)

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

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

There is a "Netiquette" section in the course syllabus document.

**Reviewer Recommendations:**

This standard is met. Within the course syllabus, there is a highlighted "Netiquette" section. I particularly enjoyed that next to the course syllabus link on the "Start Here" page, you included that the syllabus points out information about communication policies. This is a good way to ensure learners know where to access this information.

**Reviewer Recommendations:**

The standard 1.3 covers that, "Expectations for how learners are to communicate online and in the classroom are clearly stated. Since learner behavior is culturally influenced, it is important to be explicit about standards for communication that apply in the course. The substance of etiquette expectations is not to be evaluated."

The information on netiquette was given on the syllabus. I suggest that this information is also made available on the discussion page.

This standard is met.

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**STANDARD 1.4 - (2 Points)**

1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

Syllabus document contains links to the student policy manual for the institution.

**Reviewer Recommendations:**

This standard is met. Within the course syllabus, there is a section, "Student Resources and WNC Information." This includes links to various policies, such as academic integrity and disability policies. Further, there is another section in the course syllabus titled, "Evaluation - Grade Policy," which also allows learners to be aware of the grading policy in the course.

**Reviewer Recommendations:**

The standard 1.4 requires that, "Policies may be established by the instructor or by the institution. Policies may address such matters as student conduct, academic integrity, late submission of assignments, the grade of "Incomplete," withdrawal without penalty, confidentiality in the classroom, student grievances, electronic communication, etc. Confirm that the policies are adequately explained and up-to-date."

Whilst most of the aspects clearly, the developer may consider putting a separate policy on late acceptance, penalties, and any other conditions on submission due dates in the syllabus for easy reference. This standard is met on 80% rule.

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**STANDARD 1.5 - (2 Points)**

1.5 Minimum technology requirements are clearly stated and instructions for use provided.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

Course technology page linked to from the Start Here page explains all the technology requirements and provides links to the vendor sites.

**Reviewer Recommendations:**

This standard is met. On the "Start Here," page, there is a link to the course technology requirements and instructions. This page includes links for the learners to learn about technology in the course, and how to use the relevant technology. I believe this course meets this standard.

**Reviewer Recommendations:**

The standard 1.5 requires that, "Learners are provided with detailed, clearly worded information regarding the technologies they will need throughout the course. The word 'technologies' covers a wide range, including hardware, software, subscriptions, and plug-ins. In evaluating whether this Standard is met, confirm that clear instructions are provided for obtaining, installing, and using the technologies."

This standard is met.

The students are given clear and useful information in the syllabus about the technological requirements.

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**STANDARD 1.6 - (1 Point)**

1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

Statement from syllabus document: "*To be successful in this course, students should have a basic background with computers: using programs, working with files and folders, uploading and downloading, navigating Windows, and using Internet browsers. These skills will be used weekly, and they are not taught in this class.*

*Minimum math skill level for class: Basic Algebra to manipulate formulas."*

**Reviewer Recommendations:**

Under the 85% rule, I would argue that this standard has been met, but there is room for improvement (e.g. the inclusion of a specific "prerequisites" section in the course syllabus or within the course). In the syllabus, you have nicely included some information; for instance, the syllabus notes "To be successful in this course, students should have a basic background with computers: using programs, working with files and folders, uploading and downloading, navigating Windows, and using Internet browsers. These skills will be used weekly, and they are not taught in this class.

Minimum math skill level for class: Basic Algebra to manipulate formulas."

I have considered that this is the only prerequisite knowledge; thus, I believe you would simply need to add a new header to make this information clearer to the learners.

**Reviewer Recommendations:**

This standard checks that, "Information about prerequisite knowledge and/or competencies is found within the course, in documents linked to the course, or in supporting material provided to the learner by another means."

There was a description of expected requirements, yet there was no clear statement of prerequisite knowledge. I suggest that this information is clearly included under a separate heading.

This standard is not met.

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**STANDARD 1.7 - (1 Point)**

1.7 Minimum technical skills expected of the learner are clearly stated.

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

Syllabus document has a statement that students should have a basic background working with computers: using programs, working with files and folders, uploading and downloading, navigating Windows, and using Internet browsers.

**Reviewer Recommendations:**

This standard is met. The minimum technical skills expected of the learners were listed on the course technology and instructions page, in addition to the syllabus.

**Reviewer Recommendations:**

This standard covers that, "General as well as course-specific technical skills learners must have to succeed in the course are specified."

The requirements of minimum technical skills were given. Therefore, this standard is met.

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**STANDARD 1.8 - (1 Point)**

1.8 The self-introduction by the instructor is appropriate and is available online.

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

Done by the instructor during start of class session on the online discussion forums in the LMS.

**Reviewer Recommendations:**

This standard is met. The introduction that is posted on the online discussion board covers all the essential information that is required by this standard (e.g. instructor's name, title, field of expertise, email address, phone number, and times when the instructor is typically online or may be reached by phone). I would kindly suggest expanding the introduction to possibly include the teaching philosophy.

**Reviewer Recommendations:**

This standard covers that, "The initial introduction creates a sense of connection between the instructor and the learners. It presents the instructor as professional as well as approachable, and includes the essentials, such as the instructor's name, title, field of expertise, email address, phone number, and times when the instructor is typically online or may be reached by phone."

This standard is not met. Whilst there was a small introduction and the instructor sends out an email introducing herself, this information should be included separately in the course homepage under start here page.

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**STANDARD 1.9 - (1 Point)**

1.9 Learners are asked to introduce themselves to the class.

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

Done in the first module via the discussion titled: "**DO: Welcome - Please Post a Brief Introduction Here**"

**Reviewer Recommendations:**

This standard is met. On the discussions page, there are instructions for the learners to upload their self-introductions.

**Reviewer Recommendations:**

This standards requires that, "Learner introductions at the beginning of the class help to create a welcoming learning environment and a sense of community. Learners are asked to introduce themselves and given guidance on where and how they should do so."

The discussion page covered this requirement.

This standard is met.

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General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.

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

**STANDARD 2.1 - (3 Points) Required**

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The CLO document provided to the QM reviewers reference outcomes with verbs from Blooms revised taxonomy with the exception of 'Collect'. While not a game-changer, for the sake of completeness a similar verb such as 'compile' might be used in its place.

Also to enhance measurability, the objectives could also use terminology that specifies what levels of achievement are to be obtained. Here are a couple of excellent resources to consider:

- [Bloom's Taxonomy for Course Design \(University of Central Florida\)](#)
- <https://online.ucf.edu/teach-online/resources/objective-builder/>

**Reviewer Recommendations:**

This standard is met. All the course learning objectives that are listed in the beginning of the syllabus describe outcomes that are measurable.

**Reviewer Recommendations:**

This standard requires that "Measurable course learning objectives or competencies precisely and clearly describe what learners will learn and be able to do if they successfully complete the course." This has been met.

This course has measurable learning outcomes set by the school. This standard is met.

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**STANDARD 2.2 - (3 Points) Required**

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The MLO document provided to the QM reviewers reference outcomes for Module 2. All 3 outcomes use verbs from Bloom's revised taxonomy with the exception of 'Recognize'. While not a game-changer, for the sake of completeness a similar verb such as 'Analyze' or 'Interpret' might be used in its place.

Also to enhance measurability, the objectives could also use terminology that specifies what levels of achievement are to be obtained. Here are a couple of excellent resources to consider:

- [Bloom's Taxonomy for Course Design \(University of Central Florida\)](#)
- <https://online.ucf.edu/teach-online/resources/objective-builder/>

**Reviewer Recommendations:**

This standard is met. The standard notes that the module learning objectives should be measurable and in alignment with the course-level objectives. In this course, I would say that the objectives that are provided meet this standard.

**Reviewer Recommendations:**

This standard notes that "The concept of alignment is intended to convey the idea that critical course components work together to ensure that learners achieve the desired learning outcomes."

This standard is met. The course has measurable objectives. Yet, I suggest that the wording recognize is changed or combined with another measurable verb. This was given under course schedule and assignment guide page.

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**STANDARD 2.3 - (3 Points) Required**

2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Given the introduction to the course and its purpose the learner ought to be able to interpret what they are to be able to do once the course is completed.

**Reviewer Recommendations:**

This standard is met. The learning objectives are clear and written from the learner's perspectives. However, I would kindly suggest including the term "By the end of this course, students should be able to..." before the objectives are listed.

**Reviewer Recommendations:**

In this standard, it is expected that, "The course and module/unit learning objectives or competencies are stated clearly and prominently in the online classroom for all course delivery formats. For example, the course-level objectives or competencies are articulated in the course introduction or syllabus, and the module/unit-level objectives or competencies appear in each module/unit."

The objectives in this course were written from the learner's perspective. Therefore, this standard is met.

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**STANDARD 2.4 - (3 Points) Required**

2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Included in the Course Schedule and Assignment Guide document.

From the QM rubric: "a relationship exists between the stated learning objectives or competencies and the activities learners are asked to complete"

It may help strengthen the adherence to this standard if the instructions for each assignment activity were to re-display the specific elements from the table from the Course Schedule and Assignment Guide document.

**Reviewer Recommendations:**

This standard is clearly met. The standard notes that there should be a clear relationship between the learning objectives and the course activities. In the "Start Here" page, there is a link to the "Course Schedule and Assignment Guide," which includes a great table that clearly highlights the relationships.

**Reviewer Recommendations:**

The standard notes that, "Learning objectives or competencies are integrated throughout the course and are not just listed in the syllabus. Confirm a relationship exists between the stated learning objectives or competencies and the activities learners are asked to complete."

A useful table was given under course schedule and assignment guide.

Therefore, this standard is met.

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**STANDARD 2.5 - (3 Points) Required**

2.5 The learning objectives or competencies are suited to the level of the course.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Given the context on what the learners are expected to know prior to taking this course, it's the SME's opinion that this standard is met.

**Reviewer Recommendations:**

This standard is met. Based on the level of the course, I believe that the learning objectives are well-suited and are not too difficult for the learners.

**Reviewer Recommendations:**

This standard states that, "Expected content mastery is appropriate to the type and level of the course. Taxonomies that describe levels of learning can be helpful in categorizing learning objectives or competencies by level and in enabling reviewers to determine whether the objectives or competencies correspond to the course."

This standard is met.

The objectives given are at a level suitable for this course description.

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General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

**Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.**

**STANDARD 3.1 - (3 Points) Required**

3.1 The assessments measure the stated learning objectives or competencies.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

As SME it's my opinion that this course's assessment tools appropriately measure the stated outcomes/objectives.

**Reviewer Recommendations:**

This standard is met. The table that shows the relationship between the learning objectives and course activities seems to help to fulfill this standard.

**Reviewer Recommendations:**

This standard that covers, "Course assessments (ways of confirming learner mastery) are consistent with the course and module learning objectives or competencies (see Standards 2.1 and 2.2) by measuring the accomplishment of those objectives or competencies."

The table given clearly shows how learning objectives are matched to the assessments.

This standard is met.

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**STANDARD 3.2 - (3 Points) Required**

3.2 The course grading policy is stated clearly.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

In the course syllabus in the section titled: **Evaluation – Grading Policy**

**Reviewer Recommendations:**

This standard is met. In the course syllabus, there is a specific section titled, "Evaluation - Grading Policy." This meets this standard.

**Reviewer Recommendations:**

This standard requests, "A clear, written statement fully explains how the course grades are calculated. The points, percentages, and weights for each component of the course grade are clearly stated. The relationship(s) between points, percentages, weights, and letter grades are explained. The instructor's policy on late submissions is clearly stated."

This standard is met. I suggest including descriptions on how absences and excuses are handled.

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**STANDARD 3.3 - (3 Points) Required**

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

**Points Possible:** 3

**Points Awarded:** 0

**Result:** NOT MET (Yes: 0, No: 3)

**Reviewer Recommendations:**

In general the course shell makes use of rubrics so that the learner knows how they will be assessed. The assignment titled **DO and SUBMIT: Online Logic Lab** does not have a rubric applied so it's inconclusive to the learner how they are to achieve maximum credit for that assignment. Since it's one out of 4 assignments in which the LMS can display a rubric, it's recommended that a rubric be attached to this assignment.

**Reviewer Recommendations:**

This standard is not met. I can clearly see how the use of rubrics was integrated into the course. This is a great initiative. However, I do not see any clear explanations for the rubrics and grading policies for the activities. It might be useful to include more descriptions for the learners.

**Reviewer Recommendations:**

This standard states that, "Learners are provided with a clear and complete description of the criteria that will be used to evaluate their work and participation in the course. These criteria are stated upfront at the beginning of the course. The description or statement of criteria provides learners with clear guidance on the instructor's expectations and on the required components of coursework and participation. The criteria give learners the information they need to understand how a grade on an assignment or activity will be calculated."

The rubrics were given, but details were not given for assignments. This standard is not met.

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**STANDARD 3.4 - (2 Points)**

3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

For a short course such as this with only 2 modules, the activities in the course are very well varied. Discussion postings, online quizzes, and file uploads are about as good as you can do for such a small turnaround time needed for the instructor to give feedback.

**Reviewer Recommendations:**

This standard is met. Although this is a short course, you have done a great job of including diverse assessment instruments that are suited to the learner work that is being assessed.

**Reviewer Recommendations:**

This standard requires that "Multiple assessment strategies are used in both the online and face-to-face settings, including alternative assessments that require learners to apply what they learn and to think critically."

The assessment instruments selected are sequenced, varied, and suited for the course.

This standard is met.

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**STANDARD 3.5 - (2 Points)**

3.5 The course provides learners with multiple opportunities to track their learning progress.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

The online lectures that were created have self-tests at the end but the learner has to navigate all the way to the end to re-take the self-test. It would be more helpful to have the LMS have a copy of the self-test concepts so that the learner can run a self-test any time they want to brush up on their knowledge retention.

**Reviewer Recommendations:**

This standard is met. The course provides the learners with the opportunity to track their progress by completing various activities, including self-tests. Further, I believe the discussions will be particularly useful in this course for students to engage with materials and other learners to track their progress.

**Reviewer Recommendations:**

This standard states that, "Learning is more effective if learners receive frequent, substantive, and timely feedback. The feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other learners."

Each activity necessitated a separate feedback, and the feedback was timely and frequent. This standard is met.

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

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

**STANDARD 4.1 - (3 Points) Required**

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

**Points Possible: 3**

**Points Awarded: 3**

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

**Reviewer Recommendations:**

There is no course-recommended textbook...just instructor-created materials and links to outside web resources for meeting the objectives of the course.

From what's been provided, these seem very adequate selections for learning and applying the concepts outlined in the learning outcomes.

**Reviewer Recommendations:**

This standard is met. There is not a specific textbook that is marked as being the course-required textbook; rather, the modules guide the learners to the relevant places to find information to complete the activities. Accordingly, this standard is met.

**Reviewer Recommendations:**

This standard requires that, "Instructional materials may include but are not limited to textbooks, publisher- or instructor-created resources, multimedia, and websites. The materials align with the learning objectives or competencies in a clear and direct way and provide the information and resources learners need to achieve the stated learning objectives or competencies."

The instructional materials are clear and very descriptive. They contribute to the achievement of stated course and module learning.

This standard is met.

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**STANDARD 4.2 - (3 Points) Required**

4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

**Points Possible: 3**

**Points Awarded: 3**

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

**Reviewer Recommendations:**

External website for Logic Lab is an exceptional resource for this course. When I took a course with this subject material there was an academic copy of LogicWorks included with the textbook, and it appears there is no alternative these days. The interactive external resources on each type of gate are also very necessary.

**Reviewer Recommendations:**

This standard is met. The "Start Here" page includes links to various instructions. Further, in the course schedule and assignment guide there were also instructions that could help the students understand how the materials are to be used.

**Reviewer Recommendations:**

This standard states that, "Learners are provided with an explanation of how the instructional materials, resources, technologies, and learning activities are used in the course, and how each will help them achieve the stated learning objectives or help them prepare to demonstrate course competencies."

The alignment given in the table and other instructions within each activity clearly explain how instructional material contribute to achieving the stated objectives.

This standard is met.

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**STANDARD 4.3 - (2 Points)**

4.3 All instructional materials used in the course are appropriately cited.

**Points Possible: 2**

**Points Awarded: 2**

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

**Reviewer Recommendations:**

All materials appear cited on the objectives and references items for each modules

**Reviewer Recommendations:**

This standard is met. Within the course, you have done a great job of including specific references for each of the instructional materials.

**Reviewer Recommendations:**

This standard covers the aspect that, "Sources for materials used in the course are clearly identified and cited. This requirement applies to instructor-created materials, publisher materials, textbooks, images, graphic materials, tables, videos, audios, websites, and other forms of multimedia. Citations for instructional materials model the practices learners are expected to follow for documenting references."

The instructional material throughout the course are referenced. Therefore, this standard is met.

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**STANDARD 4.4 - (2 Points)**

4.4 The instructional materials are current.

**Points Possible: 2**

**Points Awarded: 2**

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

**Reviewer Recommendations:**

Not much has changed with basic logic gate theory over the past 20 years, so as SME I'm okay with the status of what materials are present in the course.

**Reviewer Recommendations:**

Based on what has been provided, I would state that this standard has been met. It seems that the information is up-to-date and provides learners with the latest information relevant to the field.

**Reviewer Recommendations:**

This standard demands that, "The instructional materials represent up-to-date thinking and practice in the discipline."

The instructional material given are current in this course. The students are exposed to the latest information.

This standard is met.

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**STANDARD 4.5 - (2 Points)**

4.5 A variety of instructional materials is used in the course.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

Some instructional materials come from off-course-sites like WISC-online and the US Navy and others are provided in-course via instructor-created lectures.

**Reviewer Recommendations:**

This standard is met. The course uses videos, external, interactive sites, and other websites.

**Reviewer Recommendations:**

This standard requires that, "The course presents a variety of relevant instructional materials that may include textbooks and other publications, instructor-created resources, websites, and multimedia."

This course did not have a textbook. The instructional material, such as video, websites, and multimedia showed that this course uses a variety of material.

This standard is met.

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**STANDARD 4.6 - (1 Point)**

4.6 The distinction between required and optional materials is clearly explained.

**Points Possible:** 1

**Points Awarded:** 0

**Result:** NOT MET (Yes: 1, No: 2)

**Reviewer Recommendations:**

It isn't clear which links must be accessed in the modules in order to prepare for assessment. It may help to configure the module so that the items which are optional are labeled as such or to use completion requirements in the Canvas LMS to indicate which ones are required to progress to the next module.

**Reviewer Recommendations:**

This standard is not met. Upon reviewing the course, I was unable to clearly determine which materials were optional and required. I would suggest including brief notes that let students know which materials they are required to use, and which are simply optional for their benefit.

**Reviewer Recommendations:**

This standard requests that, "Clear explanations are provided to learners regarding which materials and resources are required and which are optional. Instructors are expected to clearly indicate which materials learners must acquire and use to complete course activities and assignments."

There is no clear statement of what material is needed. Although the syllabus stated that the students are required to read all the material. But, it is better to make a clear statement in the syllabus.

I have considered this standard met.

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General Standard 5: Course Activities and Learner Interaction: Course activities facilitate and support learner interaction and engagement.

**Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.**

**STANDARD 5.1 - (3 Points) Required**

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The course-level outcomes are supported via the interactive presentations provide in-course and off-site

**Reviewer Recommendations:**

This standard is met. The table that is provided in the course schedule and assignment guide is a great way to see how the learning activities promote the achievement of the stated learning objectives.



**Reviewer Recommendations:**

This standard covers the aspect, "The purpose of learning activities is to facilitate the learner's achievement of the stated objectives or competencies. Learning activities align with the course and module objectives or competencies, as well as with assessments, instructional materials, and course technologies by engaging learners in activities that promote mastery of the stated learning objectives or competencies."

The syllabus and the alignment table showed how objectives and activities are linked.

This standard is met.

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**STANDARD 5.2 - (3 Points) Required**

5.2 Learning activities provide opportunities for interaction that support active learning.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Learner-Content interaction is provided by module items that are instructor-provided lectures. It would be nice to hear a real person's voice in these presentations, but it gets the job done.

Learner-Learner interaction is done asynchronously via the Discussions feature of the LMS and synchronously possibly through the Chat feature of the LMS

**Reviewer Recommendations:**

This standard is met. The course includes various opportunities for active learning, such as learner-instructor, learner-learner, and learner-content.

**Reviewer Recommendations:**

This standard states that, "Activities encourage learners' engagement through different types of interaction as appropriate to the course. Interactions are designed as activities to support the course objectives or competencies and may vary with the discipline, purpose, and level of the course."

A range of activities, such as discussions, assignments, reading, etc. were given in the course. The discussions especially gave an opportunity for interaction and active learning.

This standard is met.

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**STANDARD 5.3 - (3 Points) Required**

5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

This is stated in the course syllabus.

**Reviewer Recommendations:**

This standard is met. In the course, it reads, "Feedback and scores for graded assignments and activities will be provided within 48 hours of the due date, except on weekends and holidays." There is also information on when the instructor will reply to messages.

**Reviewer Recommendations:**

This standard states that, "Frequent feedback from the instructor increases learners' sense of engagement in a course. Learners are better able to manage their course activities when they know upfront when to expect feedback from the instructor."

The response time was given under each assignment. Also, rubrics were available for each assessment.

This standard is met.

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**STANDARD 5.4 - (2 Points)**

5.4 The requirements for learner interaction are clearly stated.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

Stated in the course syllabus

**Reviewer Recommendations:**

This standard is met. The course syllabus clearly provided the learners with the opportunity to understand what is expected of them within the course.

**Reviewer Recommendations:**

This standard requires that, "A clear explanation of the requirements for learner interaction helps learners plan and manage their class participation and is important for promoting learners' active involvement in the course. The statement of requirements also provides a basis for the instructor to evaluate learner participation."

The assignment instructions explained the learner requirements clearly.

This standard is met.

---

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

**Overview Statement: The technologies enabling the various course components facilitate rather than impede the learning process.**

**STANDARD 6.1 - (3 Points) Required**

6.1 The tools used in the course support the learning objectives or competencies.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Discussion activities help engage learners with the instructor and other learners. It also appears that the course is configured to allow for each student to start a new discussion in case they need to collaborate on course material.

Online Chat appears to offer an additional method of learner-learner and instructor-learner interaction if needed.

Otherwise, since there is no posted textbook to purchase the rest of the materials off-course-site appear very adequate for a course of this pacing and subject material.

**Reviewer Recommendations:**

This standard is met. The discussion boards, gradebook, and the interactive software in the course support the learning objectives.

**Reviewer Recommendations:**

This standard specifies that, "The tools selected for the course align with the course and module objectives or competencies (see Standards 2.1 and 2.2) by effectively supporting the course's assessment instruments (3.1), instructional materials (4.1), and learning activities (5.1)."

The tools, such as discussions, multimedia, gradebook, etc. support the learning objectives.

This standard is met.

---

**STANDARD 6.2 - (3 Points) Required**

6.2 Course tools promote learner engagement and active learning.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Synchronous activities seem to only include weekly Chat, but do provide learner-learner and instructor-learner interaction if needed.

With the assessment standard 3.5 it was mentioned that it would be more helpful to have the LMS have a copy of the self-test of the concepts in the instructor-provided online lecture presentations so that the learner can run a self-test any time they want to brush up on their knowledge retention.

**Reviewer Recommendations:**

This standard is met. I believe the discussions, in addition to the gradebook, facilitate active learning and provide students the opportunity to engage with materials and their peers.

**Reviewer Recommendations:**

This standard states that, "Tools used in the course help learners actively engage in the learning process rather than passively absorb information."

The tools discussed above promoted active learning as opposed to passive learning.

This standard is met.

---

**STANDARD 6.3 - (2 Points)**

6.3 Technologies required in the course are readily obtainable.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

Many of the interactive presentations require the use of the Flash browser plugin, which is available for free. It would be interesting to see if the instructor-provided content could be re-purposed/re-authored so that dependence on the plugin wasn't necessary so as to support mobile devices.

**Reviewer Recommendations:**

This standard is met. Course technology instructors are provided on the "Start Here" page, but since students are expected to have basic knowledge of this technology, it would seem that the technologies are readily obtainable.

**Reviewer Recommendations:**

This standard states that, "All required technologies are easily obtainable, through download, purchase at the bookstore, or another means. The word "technologies" covers a wide range, including hardware, software, subscriptions, and plug-ins."

I found that all the technologies needed in this course were easily available.

This standard is met.

---

**STANDARD 6.4 - (1 Point)**

6.4 The course technologies are current.

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

Everything looks pertinent and up-to-date for a short-format course of this type.

**Reviewer Recommendations:**

This standard is met. The course technologies were up-to-date.

**Reviewer Recommendations:**

This standard covers the aspect, "New technologies continuously appear on the market. Confirm that course technology is up-to-date."

The videos, PowerPoints, and other links used indicated that technologies were current.

This standard is met.

---

**STANDARD 6.5 - (1 Point)**

6.5 Links are provided to privacy policies for all external tools required in the course.

**Points Possible:** 1

**Points Awarded:** 0

**Result:** NOT MET (Yes: 1, No: 2)

**Reviewer Recommendations:**

It's not obvious from the course syllabus where links to required external tools are listed. It wouldn't be hard to update the syllabus with the privacy policy for each tool via the vendor website:

- <http://www.adobe.com/privacy/policies/flash-player.html>
- <http://www.adobe.com/privacy.html>

**Reviewer Recommendations:**

This standard is not met. I did not see the links to the privacy policies in the course or in the syllabus. Whilst there are links to the external tools and the relevant sites in the course syllabus, it may be useful to also include direct links to the privacy policies.

**Reviewer Recommendations:**

This standard requires that, "Tools used in the course, whether included in the learning management system (LMS), integrated with the LMS, or external to the LMS, include links to the privacy policies provided by the creator of the tool. If the learner is required to create an account with a username and password to access a tool, the privacy policy is available for learners to read and use to safeguard their accounts."

The links for privacy policies were given.

This standard is met.

---

General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.

**Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.**

**STANDARD 7.1 - (3 Points) Required**

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

**Points Possible:** 3

**Points Awarded:** 0

**Result:** NOT MET (Yes: 0, No: 3)

**Reviewer Recommendations:**

It is indeterminate from the SME's point of view where the learners go for **technical** support at the institution. Sources checked are the course Start Here page, the course syllabus document, the **WNC Online Student Orientation** course linked to from the course syllabus document.

It would be really helpful and simple to add a statement with a link to <http://www.wnc.edu/wnc-online/> in the course syllabus or start here page.

**Reviewer Recommendations:**

This standard is not met. In the course syllabus, you nicely included the Student Resources and WNC Information; therefore, I would suggest including a link to the clear description of the technical support in this section of the syllabus.

**Reviewer Recommendations:**

This standard covers the aspect that, "Technical support for learners differs from institution to institution and includes such information as how to log in; how to use the tools and features of the learning management system; and how to get help desk support."

I did not see any information on technical support. I saw links on how to do certain tasks. But, I did not see any links on support.

This standard is not met. A link to IT and technical help in the syllabus would suffice the requirement.

---

**STANDARD 7.2 - (3 Points) Required**

7.2 Course instructions articulate or link to the institution's accessibility policies and services.

**Points Possible:** 3

**Points Awarded:** 0

**Result:** NOT MET (Yes: 1, No: 2)

**Reviewer Recommendations:**

There is a section in the course syllabus that refers students who have disabilities to contact the DSS coordinator by phone. Is there an institutional web page with additional information? Perhaps this could also be a link in the syllabus or start here page. ( <http://www.wnc.edu/dss/> )

**Reviewer Recommendations:**

This standard is not met. In the Student Resources and WNC Information section of the course syllabus, there is a link to the disability policy. I believe this would meet the requirement if you included the direct link to the disability policy (<http://www.wnc.edu/dss/>). You could include and highlight this information on the "Start Here" page, too.

**Reviewer Recommendations:**

This standard requires that, "Accessibility policies or accommodation statements state that services and accommodations are available for learners with disabilities and inform the learner how such services may be obtained."

This information was not given in the syllabus or elsewhere. There was a telephone number to contact for disability support. Yet, it is important to state the policy clearly. This standard is not met.

---

**STANDARD 7.3 - (2 Points)**

7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

There is a link in the syllabus document to the WNC Online Student Orientation course with this information.

**Reviewer Recommendations:**

This standard is met. In the Student Resources and WNC Information section of the course syllabus, there is a link to the Academic Skills Center, which is very useful for the students.

**Reviewer Recommendations:**

This standard requires that there is "evidence that learners have access to academic support services and resources from within the course or the learning management system."

This information was given in the syllabus under academic skills center.

This standard is met.

---

**STANDARD 7.4 - (1 Point)**

7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

Included in the course syllabus document

**Reviewer Recommendations:**

This standard is met. The link to the Academic Skills Center in the Student Resources and WNC Information component of the course syllabus seems to nicely meet this standard.

**Reviewer Recommendations:**

This standard requests that there is evidence of "learners have access to support services from within the course or the learning management system."

This information was given under academic skills center in the syllabus.

This standard is met.

I would like to suggest that the function and how the support services can help be expanded to give students a clear idea of the extent to which they can receive support.

---

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

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

**\*Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.**

**STANDARD 8.1 - (3 Points) Required**

8.1 Course navigation facilitates ease of use.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The sequence of module items makes pedagogical sense for the most part.

**Reviewer Recommendations:**

This standard is met. I had no difficulties in navigating the course. You have done a great job of ensuring that information has been systematically organized for the students.

**Reviewer Recommendations:**

This standard checks that, "Navigation throughout the course is consistent, logical, and efficient."

The navigation throughout the course was logical , yet please refer to my suggestions at the end under other comments.

This standard is met.

---

**STANDARD 8.2 - (3 Points) Required**

8.2 Information is provided about the accessibility of all technologies required in the course.

**Points Possible:** 3

**Points Awarded:** 0

**Result:** NOT MET (Yes: 0, No: 3)

**Reviewer Recommendations:**

Looking in the page titled "**Technology requirements and Instructions for their use**" there really isn't any statement of accessibility for the technology required for the course. Having had a bit of experience with the type of web content exposed to students who require screen readers to access content, it should be noted that Flash-enabled websites don't always constitute accessible media. Looking for statements of accessibility on the Logic Lab site, none could be found. Looking for statements of accessibility on wise-online comes up short too.

This could be problematic if there were ever a learner who needs accommodations in this sphere.

**Reviewer Recommendations:**

This standard is not met. Although the course syllabus includes a link to the disability policies, there should be clear information about the accessibility policies of the course technologies. I would suggest including this information in the Start Here page.

**Reviewer Recommendations:**

This standard states that, "Learners with disabilities have access to information on the accessibility of the learning management system and all additional required technologies."

This requirement was not covered within the course. I clear statement would cover this requirement.

This standard is not met.

---

**STANDARD 8.3 - (2 Points)**

8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

**Points Possible:** 2

**Points Awarded:** 0

**Result:** NOT MET (Yes: 1, No: 2)

**Reviewer Recommendations:**

There are handouts of the slide presentations/online lectures with the transcript of the text spoken. It should be noted that any slides with tables in them (i.e. the truth tables) may not be accessible to learners who require screen readers.

Sources: <http://webaim.org/techniques/tables/>

**Reviewer Recommendations:**

This standard is not met. There were alternative formats (e.g. subtitles and written versions of the multimedia) that met the needs of diverse learners; however, I would review all course materials and ensure that each of the powerpoints and videos has, at least, transcripts for students. Please kindly look over the presentation slides that included tables, to ensure that they are accessible to all learners.

**Reviewer Recommendations:**

This standard checks that, "The course provides alternatives to all non-text content so that all learners have access to equivalent information."

The videos had subtitles. Therefore, the learner has access to alternative means of access.

This standard is met.

---

**STANDARD 8.4 - (2 Points)**

8.4 The course design facilitates readability.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

Overall there aren't too many pages of instructor/designer created content that can't be consumed by learners of diverse needs.

**Reviewer Recommendations:**

This standard is met. Within the course, similar content was grouped together and there were no distractions.

**Reviewer Recommendations:**

This standard states that, "Course design elements maximize usability by facilitating readability and minimizing distractions."

I did not find any difficulty in reading or any distractions. The table of contents and the modular system are easy to follow.

This standard is met.

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**STANDARD 8.5 - (2 Points)**

8.5 Course multimedia facilitate ease of use.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

The aforementioned issue of the accessibility of tables in instructor-provided lectures (from standard 8.3) for the truth tables is repeated here as it appears to be problematic for ease of use for learners of all needs.

The final assignment includes an embedded YouTube video with subtitles that aren't exactly correct as they appear to be automatically generated by the YouTube service. It may be necessary to provide a more accurate transcription of the presentation.

Although this standard is met for general users it may be helpful to provide alternatives to these activities or additional supporting material so that the objectives

can be met by all learners and especially those who depend on assistive technologies.

**Reviewer Recommendations:**

This standard is met. The course multimedia was straightforward and clear. The audio, where present, was clear, and the relevant images were appropriately sized.

**Reviewer Recommendations:**

This standard covers that, "Course elements maximize usability by ensuring multimedia used as a vehicle for content or feedback (e.g., images, audio, animation, video, and interactive components) are easy to use, intelligible, and inter-operational across devices."

All the multimedia provided easy access and usability.

This standard is met.

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**Additional Review Comments:**

**Reviewer**

Overall a really enjoyable course and a trip down memory lane for me as SME as I took this course in an in-person format. It's not too uncommon for courses to have accessibility issues (standard 8). With a short-format course subject such as this in an online format, with no textbook it would be a tremendous challenge to find alternative resources for the visual online activities, but anything is possible. Other than that, a few small corrections and this course can be certified.

Nice job!

**Reviewer**

Overall, this is a well-developed and interesting course. The "Not Met" standards can be easily fixed. It is clear that the course was developed with a focus on maintaining high standards and ensuring that students could easily complete the course without any difficulties. Nicely done!

**Reviewer**

This course has met most of the standards. I have a few suggestions to make it clearer to students. The syllabus could have clear topics under which the information and the links can be made. Please make the start here link also available on the left-hand panel. Also, include most of the disability, support services, grading policy, late policy, instructor introduction, etc. also on start here page. These are just suggestions, so that students read all the instructions. Except for one or two standards, you have covered all the aspects.

**TOTAL POINTS AWARDED: 83**

**FINAL RESULT: DID NOT MEET STANDARDS**

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Amendments

**STANDARD 3.3**

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Course Representative Notes:**

I created a simple rubric to show point allocations for the "Do and Submit" online lab exercise assignment and included a link to it on the assignment's page.

**Chair Notes:**

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**STANDARD 4.6**

4.6 The distinction between required and optional materials is clearly explained.

**Points Possible:** 1

**Points Awarded:** 1

**Result:** MET

**Course Representative Notes:**

All materials posted for this course can be considered required, so I updated the syllabus to reflect this.

**Chair Notes:**

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**STANDARD 6.5**

6.5 Links are provided to privacy policies for all external tools required in the course.

**Points Possible:** 1

**Points Awarded:** 1

**Result:** MET

**Course Representative Notes:**

This information has been completed and recompiled and is found via the Start Here page, and in each module's Objectives and References page.

"Click here for Technology Tool Privacy Information"

**Chair Notes:**

---

**STANDARD 7.1**

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Course Representative Notes:**

This information has been linked via the Start Here page information on technology tools.

"Follow this link to find and get technical support: <http://www.wnc.edu/wnc-online>"

**Chair Notes:**

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**STANDARD 7.2**

7.2 Course instructions articulate or link to the institution's accessibility policies and services.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Course Representative Notes:**

The following note has been included on the Start Here page:

"**Note:** Western Nevada College declares and reaffirms a policy of equal employment opportunity, equal educational opportunity, and nondiscrimination in the provision of educational and other public services. For more information: <http://www.wnc.edu/dss/policy-statement>"

**Chair Notes:**

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**STANDARD 8.2**

8.2 Information is provided about the accessibility of all technologies required in the course.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Course Representative Notes:**

This information has been completed and recompiled and is found via the Start Here page, and in each module's Objectives and References page.

"Click here for information on Accessibility for Technology Tools"

**Chair Notes:**

---

**STANDARD 8.3**

8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET

**Course Representative Notes:**

I will take this on as a long-term project for this course and those using similar materials and make these structural changes using the information at <http://webaim.org/techniques/tables/>.

**Chair Notes:**

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**Additional Course Representative Comments:** Thank you for the opportunity to improve this course.

**Additional Chair Comments:**

**TOTAL POINTS AWARDED (Initial Review): 83**

**TOTAL POINTS AWARDED (Upon Amendment): 99**

**FINAL RESULT (Upon Amendment): MET STANDARDS**