



Institution: Western Nevada College

Course Code: AIT 198Western062216

Course Number: AIT 198

Course Name: Special Seminar on Network

Course Representative: Emily Howarth

Review Start Date: 2016-07-08

Review End Date: 2016-08-25

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:

This standard is well met - 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.

Reviewer Recommendations:

Standard is met. Instructions are clear on how to get started. On the home page it states "START HERE page-Return here as needed!". The "START HERE page" Is very clear. It clearly displays what steps the learner should follow in order to start the course.

Reviewer Recommendations:

Standard 1.1 requires "a general course overview, present the schedule of activities, guide learner to explore the course site, and what to do first". The course includes a "Start Here page – Return as needed!" in the middle of the Home content area, which contains: "Course Syllabus, "Course Technology Requirements", "Course Schedule and Assignment Guide" documentation.

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:

This standard is well met - 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.

Reviewer Recommendations:

Standard is met. The purpose is noted in the course syllabus. There is also course schedule and assignment guide noted under the "START HERE". This provides a clear structure of what is expected in the course.

Reviewer Recommendations:

Standard 1.2 requires for "Information to be provided to help learners understand the purpose of the course and how the learning process is structured and carried out". This has been addressed through the "Course Syllabus" and "Course Schedule and Assignment Guide" documentation within the "Start Here page – Return as needed!".

There is a "Hello from the Instructor" video within the "Start Here" module as well.

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:

This standard is well met - 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.

Reviewer Recommendations:

Standard is met. The course syllabus has a section noted "Netiquette". This section describes the importance of netiquette and the expectations of the course.

Reviewer Recommendations:

Standard 1.3 states "Since learner behavior is culturally influenced, it is important to be explicit about standards for communication that apply in the course". Etiquette "netiquette" has been addressed within the "Netiquette" section of the "Course Syllabus".

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:

This standard is well met - Policies are present in the syllabus that 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.

Reviewer Recommendations:

Standard is met. Course policies are noted within the course syllabus. For example, the grading policy, and late assignment policy (stated "No late work is accepted in this course"). Links to institutional policies would be helpful to the students as well. These can be noted in the syllabus.

Reviewer Recommendations:

Standard 1.4 states "Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided". The "Course Syllabus" addresses topics such as: late assignments, academic integrity and electronic communication.

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:

This standard is well met - 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.

Reviewer Recommendations:

Standard is met. Minimum technology requirements are noted within the course syllabus. In the syllabus there is a "Technical Requirements" section. There is also a link to assist learners with navigating the Canvas environment. It is also noted the type of internet connection needed i.e. high speed internet. There is also a Technology Tools page- that explores technical requirements. It is located under the "START HERE" page.

Reviewer Recommendations:

Standard 1.5 states "Learners are provided with detailed, clearly worded information regarding the "technologies" they will need throughout the course. The "Technology Tools: information, requirements, and instructions for their use" page contains a section called "Technical Requirements (this material is also in the course syllabus)". This information addresses what technology will be required of each learner.

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: 3, No: 0)

Reviewer Recommendations:

This standard is well met - 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

Reviewer Recommendations:

Standard is met. Prerequisite knowledge is noted in the course syllabus. It stated that ".... students should have a basic knowledge with computers: using computers.....

It does not state specifically what course are required.

Reviewer Recommendations:

Standard 1.6 states "Information about prerequisite knowledge and/or competencies is found within the course". The course documentation states that students should have a basic knowledge with computers.

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:

This standard is well met - General as well as course-specific technical skills learners must have to succeed in the course are specified.

Reviewer Recommendations:

Standard is met. Minimum technology requirements are clearly stated within the course syllabus. In the syllabus there is a "Technical Requirements" section. There is also a link to assist learners with navigating the Canvas environment. It is also noted the type of internet connection needed i.e. high speed internet. There is also a Technology Tools page- that explores technical requirements. It is located under the "START HERE" page.

Reviewer Recommendations:

Standard 1.7 states "Minimum technical skills expected of the learner are clearly stated". Within the "Course Syllabus" there is the following statement: "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."

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: 3, No: 0)

Reviewer Recommendations:

This standard is well met - Professor Howarth provides a welcome video that is inviting and explanatory of the course and its purpose.

Reviewer Recommendations:

Standard is met. The self introduction by the instructor is appropriate. The Professor provides an introduction in the Discussion Board and also a brief introduction is noted in the "Hello from instructor VIDEO" located under Modules- Start Here.

Reviewer Recommendations:

Standard 1.8 states "The self-introduction by the instructor is appropriate and is available online". There is a "Hello from the Instructor" video within the "Start Here" module which explains what to expect from the course.

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:

This standard is well met - 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.

Reviewer Recommendations:

Standard is met. Learners are asked to introduce themselves to the class in the discussion board - "Welcome-Please post a brief introduction here"

Reviewer Recommendations:

Standard 1.9 states "Learners are asked to introduce themselves to the class". Learners are required to "Introduce Yourself" by completing the "Welcome – Please Post a Brief Introduction Here" discussion assignment.

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:

This standard is well met - 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. Course objectives or competencies describe desired learner mastery using terms that are specific and observable enough to be measured by the instructor. The course learning objectives are measurable.

Reviewer Recommendations:

Standard is met. The course learning objectives, course/program competencies describe outcomes that are measurable. The objectives are all measurable and written using action verbs from Bloom's Taxonomy. The objectives are written clearly. The objectives are noted in the syllabus and the course schedule and assignment guide.

Reviewer Recommendations:

Standard 2.1 states "The course learning objectives, or course/program course competencies, describe outcomes that are measurable". The course objectives start with the statement "Students completing this course will be able to:". The list contains words such as identify, describe and discuss which are measureable.

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:

This standard is well met - Learning objectives or competencies at the module/unit level align with and are more specific than course objectives or competencies. The module/unit learning objectives or competencies describe learner mastery in specific, observable terms and in smaller, discrete pieces. The objectives or competencies precisely describe the specific competencies, skills, and knowledge learners are able to master and demonstrate at regular intervals throughout the course. The module/unit objectives or competencies may either implicitly or explicitly be aligned with the course-level objectives or competencies.

Reviewer Recommendations:

Standard is met. The learning module objectives are measurable and meaningful for the content. The information is implicitly stated when you read the syllabus and course schedule and assignment guide.

Reviewer Recommendations:

Standard 2.2 states "The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies". The objectives are identified within the course syllabus and assignment sheet. Each module/unit learning objective is aligned with a course-level objective.

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:

This standard is well met -

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 learning objectives or competencies are written in a way that allows learners, including non-native speakers, to easily grasp their meaning and the learning outcomes expected. The use of educational or discipline jargon, unexplained terminology, and unnecessarily complex language is avoided.

Reviewer Recommendations:

Standard is met. All learning objectives or competencies are stated clearly and written from the learner's perspective. Objectives are clearly stated in the syllabus and course schedule and assignment guide.

Reviewer Recommendations:

Standard 2.3 requires for "All learning objectives or competencies are stated clearly and written from the learner's perspective". The required information is written from a learner's perception.

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:

This standard is well met - 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.

Reviewer Recommendations:

Standard is met. The relationship between learning objectives and course activities is clearly stated. The instructor has provided a table in the course schedule and assignment guide that explicitly demonstrates the relationship between objectives and course activities.

Reviewer Recommendations:

Standard 2.4 states "The relationship between learning objectives or competencies and course activities is clearly stated". This standard has been "Met" since the "Course Schedule" and "Assignment Guide" includes the relationship between learning objectives and course activities.

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:

This standard is well met - 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.

Reviewer Recommendations:

Standard is met. It is assumed that the learning objectives are suited to the level of the course. However, I will defer specific details to the SME.

Reviewer Recommendations:

Standard 2.5 states "The learning objectives or competencies are suited to the level of the course". The standard has been "Met" since the competencies are focused on the successful completion of the course.

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:

This standard is well met - From the types of assessments chosen, it is clear that learners can successfully complete the assessments if they have met the objectives or competencies stated in the course materials and learning activities.

Reviewer Recommendations:

Standard is met. The assessments measure that stated learning objectives or competencies. This standard looks for assessments that support the learning objectives. Learning objectives of each module are efficiently assessed by corresponding activities.

Reviewer Recommendations:

Standard 3.1 states “The assessments measure the stated learning objectives or competencies”. The course has the learner to review videos and lecture material, perform research, develop concepts, discussions forums, and quizzes.

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:

This standard is well met - 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. Grading information is present in the syllabus.

Reviewer Recommendations:

Standard is met. The grading policy is clearly stated in the syllabus. The policy breaks down the percentage for graded discussions and quizzes and capstone. There is also a breakdown of the letter grade based on the numerical grade.

Reviewer Recommendations:

Standard 3.2 states “The course grading policy is stated clearly”. The syllabus contains information on “Grading Scale” and a ‘breakdown’ of percentage by assignment category.

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: 3

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

Reviewer Recommendations:

Standard 3.3 is not met - According to the annotation for this standard (2016), to meet this standard 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.

I would like to suggest that Dr. Howarth add rubrics to the course for all discussion boards, and other writing assignments. Rubrics make it clear how the coursework and the grading are related and students know exactly what the professor is looking for in their work.

Reviewer Recommendations:

Standard is met. Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy. While the instructor did a good job of explaining the basic expectations for assignments in the course.

Reviewer Recommendations:

Standard 3.3 states “Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy”. Specific and descriptive information regarding the evaluation method that the instructor uses to grade the weekly assignments are available to the learner.

An example is that the Discussions are worth 20 points, 10 points for the initial post and 10 for the replies.

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:

This standard is well met - 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.

Reviewer Recommendations:

Standard is met. The assessment instruments selected are sequenced, varied, and suited to the learner being assessed. The instructor utilizes quizzes, and discussions, videos, .

Reviewer Recommendations:

Standard 3.4 states “The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed”. The various assessments (weekly videos and lecture materials, discussion forums and quizzes) are sequenced so as to provide a varied set of assessments and are well suited to help the learner to meet the MLOs and CLOs.

Each assignment is presented in a logical order providing a progress learning approach.

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:

This standard is met - Essentially, this entire course is a self-check as it is a precursor to a full term course designed to provide a sample to perspective students. 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.

Reviewer Recommendations:

Standard is met. Through the use of weekly discussion board posts and quizzes, the instructor does offer a weekly opportunity to demonstrate application of materials reviewed. I like that the fact that the quizzes provide immediate feedback. However, there is not notation about when the instructor will provide feedback in the discussion posts.

Reviewer Recommendations:

Standard 3.5 states “The course provides learners with multiple opportunities to track their learning progress”. The learner has multiple opportunities to track their progress in the course with a variety graded assignments/assessments such as: weekly discussion forums and quizzes. The learner can monitor their grades and their effect on the learners overall course progress by using the grade book.

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:

This standard is well met - 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.

Reviewer Recommendations:

Standard is met. The instructional materials contribute to the the achievement of the stated course and module/unit learning objectives. The instructor offers appropriate materials to help support the learning of course and module learning objectives.

Reviewer Recommendations:

Standard 4.1 states “The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies”. The instructional materials used in the course include: PowerPoint Presentations and videos which align with the CLOs/ MLOs and the competencies described in the syllabus.

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:

This standard is well met - 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.

Reviewer Recommendations:

Standard is met. The instructor does explain the purpose for each activity in the course schedule and assignment guide. Also, the table in the course schedule and guide links the instructional materials to the course objectives.

Reviewer Recommendations:

Standard 4.2 states “Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained”. The weekly assignments within the “Modules” content area provides the learners with information on how the presentations and videos are used in the course to achieve the stated learning objectives. This information also helps the learner prepare to demonstrate competency on the modules discussion forums and quizzes.

STANDARD 4.3 - (2 Points)

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

Points Possible: 2

Points Awarded: 0

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

Reviewer Recommendations:

Standard 4.3 is not met - According the the annotation from the QM Rubric (2016) 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. At minimum, a citation includes the author or owner name; date of publication; resource title, if supplied; and URL or source.

I found no examples of cited materials from the course. Each module contains video materials, none of them are cited as to their sources. There are a number of ways that this could be adjusted; because of the size of this course I would like to suggest that instructor create an enumerated list of course materials with citations and post it in the syllabus or the "Start Here" area of the course. Such a list would result in this standard being met.

Reviewer Recommendations:

Standard not met. Instructional materials are not cited appropriately. The instructor has a variety of instructional materials that are not cited i.e. videos, mp4 but I noted citations under the the modules' course learning objectives.

Reviewer Recommendations:

The standard is not met. Standard 4.3 states “All instructional materials used in the course are appropriately cited”. The instructional material is not appropriately cited throughout the course. An example are the videos. These items must contain the required information tied to each one. This could be accomplished by including the information where the learner accesses each item.

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:

This standard is well met - The instructional materials represent up-to-date thinking and practice in the discipline.

Reviewer Recommendations:

Standard is met. The instructional materials are current and meaningful for the students. It is evident that much thought has gone into the sections.

Reviewer Recommendations:

The instructional materials represent up-to-date thinking and practice in the discipline.

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:

This standard is well met - Professor Howarth uses videos, discussion boards, readings, and other materials. Seems like a very interesting course!

Reviewer Recommendations:

Standard is met. The instructor does a nice job of offering multiple forms of instructional material to provide instruction each week.

Reviewer Recommendations:

Standard 4.5 states “A variety of instructional materials is used in the course”. The course has “Met” this requirement by incorporating reading materials, presentations and videos throughout the course.

STANDARD 4.6 - (1 Point)

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

Points Possible: 1

Points Awarded: 1

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

Reviewer Recommendations:

This standard is met - This a two week seminar style course which introduces the student to the topic with hopes they will understand what they are getting into when enrolling in the full term course. There are no optional materials posted in the course and all materials are required. There is no required textbook etc...

Reviewer Recommendations:

Standard is met. There is no notation of optional or required materials for this course.

Reviewer Recommendations:

Standard 4.6 states “The distinction between required and optional materials is clearly explained”. All materials are required throughout the course. No item is listed as optional.

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:

This standard is met - 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.

Reviewer Recommendations:

Standard is met. Good construction of your learning activities. There are a series of learning activities that engage and enhance the students' ability to master the course content. Activities include quizzes, videos and discussions.

Reviewer Recommendations:

Standard 5.1 states “The learning activities promote the achievement of the stated learning objectives or competencies”. Each “Module” provides a variety of learning activities including: reading materials, presentations, videos and completing the weekly exercises (discussion forums and quizzes).

These activities and assessments are aligned with the CLOs and the MLOs and assist the learners to meet the course objectives.

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:

This standard is well met - learning activities provide opportunities for interaction that support active learning; discussion boards, examinations, writing assignments.

Reviewer Recommendations:

Standard is met. The instructor has provided many excellent interactions that support the student's engagement in active learning. Examples include student-to-student and teacher-to-student interaction.

Reviewer Recommendations:

Standard 5.2 states "Learning activities provide opportunities for interaction that support active learning". Several types of learner activities are included within the course.

The Learner-Instructor interactions occur through the "Modules". The Learner-Content interactions are through working on the weekly assignments (discussion forums and quizzes).

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: 0

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

Reviewer Recommendations:

This standard is met - 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 course provides clear information about when learners will receive instructor responses to emails and discussion postings, feedback on assignments, and grades. This information appears in the syllabus.

Reviewer Recommendations:

Standard is not met. The instructor has clearly noted her response time for responding to messages and postings. However, it is not clearly stated when the instructor will provide feedback to assignments/discussions. I would like to suggest make a clear distinction between assignments (discussions) and FAQ discussions.

Reviewer Recommendations:

The standard is not met. Standard 5.3 states "The instructor's plan for classroom response time and feedback on assignments is clearly stated". The response time is listed within the "Syllabus" as 48 hours. This is a brief statement concerning feedback (Assignments may be graded after their 'due date', not necessarily when turned in).

I recommend that you state clearly within the syllabus when feedback will be provided (example: 72 hours).

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:

This standard is well met - a clear, prominently placed statement of the instructor's expectations for learner participation in required course interactions (frequency, length, timeliness, etc.) is present in the syllabus.

Reviewer Recommendations:

Standard is met. The course schedule and assignment guide provides a clear explanation of the requirements. There are also specific instructions in the discussion for the length of the post, and responses.

Reviewer Recommendations:

Standard 5.4 states "The requirements for learner interaction are clearly stated". The syllabus and "Module" documentation area states clear guidelines pertaining to the interaction and timeline of the course.

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:

This standard is met - Examples of tools are discussion boards, chat rooms, grade book, social media, games, whiteboard, wikis, blogs, virtual classrooms, web conferencing, etc. This course contains several of these items including discussions and chats.

Reviewer Recommendations:

Standard is met. High quality tools are used to align to the course objectives as evident by discussion boards, social media, mp4.

Reviewer Recommendations:

Standard 6.1 states “The tools used in the course support the learning objectives or competencies”. Tools used in the course are discussion forums, presentations, videos and the Grade book.

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:

This standard is well met - Tools used in the course help learners actively engage in the learning process rather than passively absorb information. Selected tools help the learner actively engage in the course by facilitating interactions with the instructor, course materials, and other learners.

Reviewer Recommendations:

Standard is met. The course design features and tools provide a high level of interactive learner engagement. Many different modalities are used throughout the course that facilitates interactions with the course materials and technology.

Reviewer Recommendations:

Standard 6.2 states “Course tools promote learner engagement and active learning”. Tools used in the course include: discussion forums, presentations, videos and the Grade book. These assist learners to actively engage in the learning process.

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:

This standard is well met - 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. Links to many of these items are provided in the course.

Reviewer Recommendations:

Standard is met. Good job providing technologies to support the course. The instructor provided clear directions on how to obtain support if needed.

Reviewer Recommendations:

Standard 6.3 states “Technologies required in the course are readily obtainable”.

Information pertaining to ‘technologies’ are within the last section of the syllabus section.

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:

This standard is met - Professor Howarth holds a synchronous session every monday.

Reviewer Recommendations:

Standard is met. All technologies used in this course are up-to-date.

Reviewer Recommendations:

Technologies in use for this course are current.

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: 1

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

Reviewer Recommendations:

This standard is met - privacy policies are clearly posted in the course.

Reviewer Recommendations:

Standard is met. Privacy links are within the third party links.

Reviewer Recommendations:

Standard 6.5 states “Links are provided to privacy policies for all external tools required in the course”. Information for privacy policies are posted within the course.

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: 3

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

Reviewer Recommendations:

This standard is well met - there is evidence in the course that learners have access to technical support services from within the course or the learning management system.

Reviewer Recommendations:

Standard is met. Within the course syllabus, the instructor linked the students to a clear description of the technical support offered and how to obtain it in the syllabus.

Reviewer Recommendations:

Standard 7.1 states "The course instructions articulate or link to a clear description of the technical support offered and how to obtain it". Technical support offered is posted in the syllabus.

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: 3

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

Reviewer Recommendations:

This standard is well met - there is evidence to support this standard is the "Technology Tools: information, requirements, and instructions for their use area of the course. Links and contacts are provided.

Reviewer Recommendations:

Standard is met. In the course syllabus, the instructor included links and information about various "accessibility policies and services", such as weblinks. I would like to suggest to add location and phone numbers to the various resources.

Reviewer Recommendations:

Standard 7.2 states "Course instructions articulate or link to the institution's accessibility policies and services". Accessibility policies and accommodation statements are located in the syllabus. The information states that services and accommodations are available for learners with disabilities and inform the learner how such services may be obtained.

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:

This standard is well met - there is evidence to support this standard is the "Technology Tools: information, requirements, and instructions for their use area of the course. Links and contacts are provided.

Reviewer Recommendations:

Standard is met. In the course syllabus, the instructor outlined various institutional " support services and resources" and how to access them such as tutoring.

Reviewer Recommendations:

Standard 7.3 states "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". The "Course Syllabus" provides learners with links to a variety of institutional services.

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:

This standard is met - there is evidence in the course that learners have access to support services from within the course or the learning management system.

Reviewer Recommendations:

Standard is met. In the course syllabus, the instructor outlined various institutional " institutional services and resources" and how to access them.

Reviewer Recommendations:

Standard 7.4 states "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". The "Course Syllabus" provides learners with links to a variety of institutional services.

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:

This standard is well met - Navigation refers to the process of planning, controlling, and recording the movement of a learner from one place to another in the online course. Navigation throughout the course is consistent, logical, and efficient.

Reviewer Recommendations:

Standard is met. The course is easy to navigate, has easy usability and accessibility.

Reviewer Recommendations:

Standard 8.1 states "Course navigation facilitates ease of use". The course has a consistent layout and design that are employed throughout, making content, instructional materials, tools, and media easy to locate from anywhere in the course. Course pages have links, files, and icons that are labeled with easy-to-understand, self-describing, and meaningful names.

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: 3

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

Reviewer Recommendations:

This standard is well met - Learners with disabilities have access to information on the accessibility of the learning management system and all additional required technologies.

Reviewer Recommendations:

Standard is met. The course syllabus outlined the technology requirements and students with disability information.

Reviewer Recommendations:

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

The syllabus contains information pertaining to accessibility of all technologies required in the course.

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: 0, No: 3)

Reviewer Recommendations:

Standard 8.3 is not met - the course does not provide alternatives to all non-text content so that all learners have access to equivalent information. This was discussed in the pre-review conference call with Professor Howarth. Evidence includes no transcript for the welcome video. I would like to suggest that Professor Howarth consider adding a transcript to module 1 and the other areas in the course where there are videos.

Reviewer Recommendations:

Standard is not met. Alternative means of access to the course materials is not noted within the course. I would like to suggest to add closed caption and/or transcripts to videos/mp4.

Reviewer Recommendations:

he standard is not met. Standard 8.3 states "The course provides alternative means of access to course materials in formats that meet the needs of diverse learners".

The videos throughout the course doesn't contain transcripts or closed captions. I did find a few videos with "auto" captions. These "auto" captions didn't provide the learner with the correct "words" that were being used in the video.

My recommend would be to provide captions/transcripts for each video.

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:

This standard is well met - Course design elements maximize usability by facilitating readability and minimizing distractions.

Reviewer Recommendations:

Standard is met. The use of a template per module and the selection of font and color enhances readability. Good job!

Reviewer Recommendations:

Standard 8.4 states "The course design facilitates readability". The course is designed in such a manner that it facilitates good readability. Also the "Modules" follow an identical design providing ease of navigation. The menu is organized so similar contents are grouped together.

Text is clearly distinguishable from the background as the color choices provide sufficient contrast.

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:

This standard is well met - all multimedia in this course course are easy to view, operate, and interpret.

Reviewer Recommendations:

Standard is met. All multimedia content is easy to use and easily accessible.

Reviewer Recommendations:

Standard 8.5 states “Course multimedia facilitate ease of use”. Course multimedia facilitates ease of use.

Generally the multimedia elements linked to in the course are easy to view and operate. Images are appropriately sized and can be viewed in their entirety without scrolling.

Additional Review Comments:

Reviewer

Thank you for the opportunity to review your course.

TOTAL POINTS AWARDED: 92

FINAL RESULT: DID NOT MEET STANDARDS