



**Institution:** North Central Texas College

**Course Code:** ITSE 1346North C072716

**Course Number:** ITSE 1346

**Course Name:** Database Theory and Design

**Course Representative:** Manuel Trevino

**Review Start Date:** 2016-08-03

**Review End Date:** 2016-09-22

**Review Type:** Subscriber-Managed Review managed by a certified Course Review Manager (CRM)

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 information was provided in the first announcement to students (and within the video). There should be no questions as to how to get started.

**Reviewer Recommendations:**

The announcement page has a nice welcome from the instructor. On the Welcome to class page, the instructor provides a very informative and motivating video to introduce the course. Both of these set the right expectations and provide learners with a good start for the course.

**Reviewer Recommendations:**

I've noted that students are to begin the course via the modules link on the course homepage. The only suggestion I have, based on the verbiage in the annotation for Standard 1.1 is that you might consider changing the link to "Start Here" or "Begin Course Here". This would be a minor suggestion, though. Very nice layout to the homepage!

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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:**

Learners are introduced to the purpose and structure of the course several ways. The Course syllabus provides an appropriate overview fo the course. The announcement page also provides an overview of the course as well. I was most impressed with the welcome video, this provides a "voice" to the instructor, I found it provides a personal touch that may be lacking in an online course.

**Reviewer Recommendations:**

Noted on the "Unit 0 - Start Here" page.

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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:**

Although this information was provided specifically within the discussion board instructions, I would suggest placing it in a more broad area of the course since netiquette rules apply to all aspects (not just the discussions).

**Reviewer Recommendations:**

Etiquette expectations are explained on the Discussion Board Rules link. Good use of design by having both the colorful chart, then writing it out in plain text. This is thoughtful, since you may have some students who have color vision issues.

**Reviewer Recommendations:**

Noted on the "Unit 0 - Start here" page.

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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:**

The syllabus and Course and Campus Polices link does a fine job of providing the learners with a common understanding of the course and institutional policies pertaining to this course.

**Reviewer Recommendations:**

I appreciate the overall layout of the "Course and Campus Policies" page. The annotation for Standard 1.4 specifically mentions academic integrity and late assignment statements/policies especially, which you have included! One thought I might offer is that you make a dedicated late assignments statement on the course and campus policies page itself. I noted it on the syllabus, but making it as prevalent as the academic integrity statement might better capture the spirit of the standard.

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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:** 0

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

**Reviewer Recommendations:**

I do not feel these requirements were "clearly stated" therefore I could not mark this standard as met. I found some information under the Canvas Student Guide which was under the "Get Help with Canvas" tab in the menu. I would suggest creating a tab within the course menu with this important student information.

**Reviewer Recommendations:**

This was a little hard to locate at first; however, I found it in a drop down box called How to use Canvas on the Get Help page. This link provides the learner with information on what they will need as far as technology to complete the course. Recommend a clear statement or instructions in the syllabus or welcome page as to the minimum technology requirements, this will avoid having to hunt for the information as I had to do.

**Reviewer Recommendations:**

Noted under the "Course Materials" section.

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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: 3, No: 0)

**Reviewer Recommendations:**

Under the course prerequisites area in the syllabus there is nothing listed. I'm guessing that is because there are none...I would suggest at least placing the word "none" there to ensure that area wasn't left blank on accident.

**Reviewer Recommendations:**

The course has no prerequisites and this is clearly stated within the syllabus.

**Reviewer Recommendations:**

It is noted on the course syllabus that there is no prerequisite for the course. The annotation for Standard 1.6 also talks about statements involving any knowledge that might be useful to students coming in to the course. It might be helpful to include a statement on the "Welcome Class to 'Database Theory & Design'" page to include such a statement; even if it is to say that no prerequisite knowledge is required. Overall, I think you've done an excellent job here, especially with the inclusion of the pre-test.

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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:** 0

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

**Reviewer Recommendations:**

I was not able to locate this specific information inside of the course.

**Reviewer Recommendations:**

I found no reference to technical skills required for the course. While this is an Information Technology course and certain skills may be assumed because of their major, it would still be appropriate to mention them for the learners. Recommend adding a statement about the basic skills learner should possess for both the course content how to use the online learning management system and course-specific technical skills(i.e.,need to know how to use a database program like Access) the learner must have to be successful in the course.

**Reviewer Recommendations:**

Noted on the "Get Help" page.

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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: 3, No: 0)

**Reviewer Recommendations:**

The welcome announcement is great...it provides all the necessary information and lets the student how to get started. I especially loved the welcome video...great job!

**Reviewer Recommendations:**

Excellent course introduction by the instructor, both in writing and with the welcome video. This could be strengthened by including the educational background and work experience in the field to show that the instructor is very qualified to teach this course. Consider creating a self-introduction that conveys personal information about you (your background, credentials, interests, why you teach this subject, etc.) - - somewhat akin to what you ask your students to share when they introduce themselves to the class.

**Reviewer Recommendations:**

Noted on the "Welcome Class to 'Database Theory & Design'" 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:**

This is covered in the Introduction Discussion...great job. In your instructions you mention that they need to read each of their classmates' posts and reply. Does this mean you want them to reply to ALL of their classmates? Or maybe just a few? I would suggest you clarify that in your instructions.

**Reviewer Recommendations:**

The learners are asked to introduce themselves in the discussion board. Very good use of questions to help learners provide these introductions. Also, I liked how you made it an option for them to include a video introduction as well.

**Reviewer Recommendations:**

Noted on the "Introductions - Meet the Class!" discussion board.

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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:**

Yes, all outcomes are measurable. Great job!

**Reviewer Recommendations:**

The course-level objectives are located on the Syllabus under Course Competencies. Overall the objectives are nicely worded to describe outcomes that are measurable and specific to the field of study.

**Reviewer Recommendations:**

Noted on the "Course Learning Outcomes" page. Very nicely laid out!

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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:**

Yes these can be measured and are consistent with the overall course objectives.

**Reviewer Recommendations:**

The module learning objectives describe unit outcomes that are measurable and consistent with the course-level objectives. You could strengthen this area by showing which model level objectives align with the appropriate course level objective/outcome.

**Reviewer Recommendations:**

Noted under the Chapter links for each module.

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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:**

These are very clear.

**Reviewer Recommendations:**

Course level objectives are stated from the learners perspective: "...the students will...". The module level objectives are also listed in the folders. The language used is clear and free of jargon.

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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:**

The information posted under the "Learning Outcomes" module that highlights each outcome and connects it to the assignment makes this very clear. Great job!

**Reviewer Recommendations:**

The learning objectives/outcomes are listed in the course in each chapter folder. The module overview helps draw the relationship between the learning outcomes and the course activities. The course has very easy to read tables where the course activities are listed along with module objectives/outcomes. This format makes it very easy to see the relationships. You can strengthen the relationship between course level learning outcomes and module level outcomes by showing which course level aligns with a particular module.

**Reviewer Recommendations:**

The included PDF of such a relationships is noted under the "Course Learning Outcomes" page.

**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:**

Although I'm not the expert on the subject, the objectives that are presented appear to be course level appropriate.

**Reviewer Recommendations:**

The learning objectives appear to be designed for the level of the course. In my professional judgement, this course covers the necessary competencies suited for an undergraduate database design course.

In addition, the outcomes for the course have been created so that the focus is on competencies suited for learners starting in database design. The use of case studies are an important part of the learning process and give the learners an opportunity to demonstrate the outcomes/competencies through tasked required in the case study scenario.

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:**

All assessments seem appropriate and measure the learning objectives.

**Reviewer Recommendations:**

The assessments used do measure the objectives. There are multiple choice and short answer/essay/application type questions to measure computation, identification, and interpreting. Also, discussions and case studies are used to determine and interpret.

**Reviewer Recommendations:**

Excellent!

**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:**

All clearly stated in the syllabus.

**Reviewer Recommendations:**

A clear, written statement fully in the course syllabus explains how the course grades are calculated. The points for each component of the course grade are clearly stated. The instructor provides grading rubrics for the students to use for both the case study assignments and the discussion board assignments. The relationship between points and letter grades are explained in the syllabus. The instructor's policy on late submissions is clearly stated. Response time for grading and feedback is also clearly stated in the syllabus.

**Reviewer Recommendations:**

Noted on the Course Syllabus. My only (minor) suggestion here would be including a chart, perhaps, of the grading policy on the actual course Policies page. Nicely done!

**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:**

The rubrics you have provided are great and should give the students a clear understanding of what is expected for each assignment.

**Reviewer Recommendations:**

There is evidence that the instructor has stated the criteria for evaluation of all graded work with the use of rubrics for the case studies.

A description of the how learners' participation in discussions is provided in a rubric and in the syllabus. The rubric has the criteria for evaluating the originality and quality of students' comments and their responsiveness to classmates' comments; and the grade or credit learners can expect for varying levels of performance. Participation is described in the course syllabus. There are instructions on how many discussion posts a student would need to post in a week to meet those requirements.

**Reviewer Recommendations:**

Discussion rubric noted on the "Course Policies" page.

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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:**

All areas seem to be covered with multiple choice questions, essay questions and written assignments with the discussions.

**Reviewer Recommendations:**

Multiple types of assessment strategies are used. Students are asked to compute, choose responses, apply information, discuss topics. There are also assessment activities weekly so students can move through the course. They can complete weekly quizzes and then work in a discussion and sometimes case studies that allow them to apply different information/more advanced information in a sequenced way.

**Reviewer Recommendations:**

Noted via the quizzes, chapter tests, and discussion boards, labs, etc.

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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 use of the weekly quizzes provides the students with self-check and activities to help them practice and receive timely feedback. These assignments are set to allow the learners multiple attempts. In addition, according to the syllabus, the instructor provides response time for grading and feedback, which is timely and appropriate. These allow the students with multiple opportunities to track their progress in the course. In addition, there is a practice exam for the final exam as well.

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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:**

Yes, all of the instructional materials are appropriate for the course and unit learning objectives. There is a great variety and again all are connected and necessary.

**Reviewer Recommendations:**

The instructional materials used in the course align with the course and module learning objectives or competencies. The use of the textbook, publisher provided PowerPoints, and case studies align with the learning objectives in a clear and direct way. In addition, there are links to different outside resources on YouTube that contribute to the achievements of the course and module learning outcomes. These provide the students with the information and resources they need to achieve the learning objectives.

**Reviewer Recommendations:**

Noted via the textbooks and Microsoft Visio software.

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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:**

As mentioned earlier, the course learning objectives document that is within the modules gives a clear picture of how each assignment relates to the course outcomes. Students can clearly see how/why that assignment is necessary.

**Reviewer Recommendations:**

Materials in the course seem arranged in an order that is sequential. For example, the first items that are grouped by week are reading type materials. This is followed by activities such as discussions, quizzes, or case studies. Each weekly lesson includes specific chapter readings and additional resources. This is a very organized and methodical approach that students will most likely find easy to follow.

**Reviewer Recommendations:**

Noted via the module organizations, labs, etc.

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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:**

Because most of the materials come from the textbook publisher the citing of the materials is covered.

**Reviewer Recommendations:**

It is clear that the sources for materials used in the course are identified and cited. It appears the majority of the instructional materials come from a single source, the textbook publisher. These are properly cited. In addition, the video resources have citation information next to them on the page they are used.

**Reviewer Recommendations:**

Noted on the "Course Materials" page.

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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:**

Yes, the textbook (and materials) that is being used is the most current and up to date edition.

**Reviewer Recommendations:**

There is evidence that the instructional materials are current and up-to-date. The copyright on the textbook and supporting PowerPoints is 2017.

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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:**

Quizzes, PowerPoints, and videos provide a great variety of materials in this course.

**Reviewer Recommendations:**

The course presents a variety of relevant instructional materials that includes a textbook, publisher PowerPoints, and Instructor prepared videos as well as YouTube videos

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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:** 1

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

**Reviewer Recommendations:**

The distinction between the required and optional materials is clear. It appears the only optional materials is the multiple attempts at the weekly quizzes and the practice final exam. In the case of the quizzes, it is clear the highest attempt will be used for the grade. The practice for the final exam is clearly stated as such.

**Reviewer Recommendations:**

Noted that the book/Microsoft Visio is required on the "Course Materials" page as well as the Syllabus. could find no optional material.

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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:**

I know I've said it a few times but I really like the table that was provided under the course learning outcomes module. This gives a clear picture of how each assignment promotes the achievement of each objective. Great job!

**Reviewer Recommendations:**

The course learning activities align with the course and module objectives, as well as with the assessments, instructional materials, and course technologies. The use of multiple attempts on quizzes provides the students practice activities and then the case studies require demonstrating the competencies, which follow the course and module learning objectives. This provides excellent evidence that the activities support the learning objectives and assessments.

**Reviewer Recommendations:**

Nicely incorporated into the chart on the "Course Learning Outcomes" page.

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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:**

The activities encourage learners' engagement through different type of interaction as appropriate to the course. The learner-instructor interaction includes submission of the case studies for instructor feedback. The learner-content interaction includes reading from the textbook, PowerPoint presentations, and the video resources. The learner-learner interaction includes partition in asynchronous discussion board exchange with their peers in the course.

**Reviewer Recommendations:**

Noted especially via the discussion boards, and labs. Very good!

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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:**

Yes, provided in the syllabus

**Reviewer Recommendations:**

You clearly states the response times for feedback on assignments in your syllabus. Instructor response time is stated as 24 hours and 48 hours on weekends. The feedback response time for labs and discussion is stated as two weeks after an assignment due date.

**Reviewer Recommendations:**

Noted on the "Course and Campus Policies" page.

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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:**

This is clearly stated in the syllabus.

**Reviewer Recommendations:**

You clearly state the student interaction requirements in the syllabus and modules. In addition, there is a rubric that addresses interaction quality as well.

**Reviewer Recommendations:**

Noted on the "Course and Campus Policies" page, as well as the discussion rubric. Great job here.

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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:**

Yes, the tools that are used seem appropriate. It does not appear there is anything too busy or that doesn't have a connection.

**Reviewer Recommendations:**

The course design takes advantage of tools in the learning management system (LMS) incorporating features that support learning objectives and competencies. The discussion forum and practice quizzes are evidence of these tools supporting learning objectives and competencies.

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**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:**

Absolutely...with the discussions, quizzes, PowerPoints, etc. I believe the learner will stay very involved and active.

**Reviewer Recommendations:**

The tools used in the course help learners stay actively engaged in the learning process. For example, the discussion forums provide a track feature so learners can view postings. The use of the practice attempts on the quizzes help with self-check exercises that require the learner's responses.

**Reviewer Recommendations:**

Discussion boards, videos, labs, etc. are highly, and appropriately, incorporated throughout the course. Excellent.

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**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:**

All of this information is provided within the Canvas help area and appears to be easily obtainable by the student.

**Reviewer Recommendations:**

All required technologies are easily obtainable through download from online. The Get Help with Canvas page provides links to the software needed to use the learning management system (LMS). In addition, computer hardware requirements and internet connectivity is discussed as well.

**Reviewer Recommendations:**

Noted on the "Course Materials" and "Software Setup and Installation" pages.

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**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:**

The learning management systems appears to be current. In looking in the "Get Help with Canvas", I found several apps, to include one for mobile devices. Continue to watch for new technologies for use with the course. There may be eBook options, simulations, and other technologies coming soon that may be appropriate to adopt for your course.

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**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:**

They are all there in the Fine Print page.

**Reviewer Recommendations:**

The links to privacy policies is on "The Fine Print" page. Nice way to title this page.

**Reviewer Recommendations:**

Noted on the "The Fine Print - Privacy Policies" page.

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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:**

How to get technical support should be very clear to the student.

**Reviewer Recommendations:**

There are several links to help learners with technical support. The course uses Microsoft Visio, and the instructions for this are on the Software Setup and Install page. The "Get Help with Canvas". has several links for technical support, depending on the type of support required.

**Reviewer Recommendations:**

Noted and appropriately linked on the "Get Help" page.

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**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:**

Within the Student Support section. I might recommend that this information also be listed in the syllabus as well.



**Reviewer Recommendations:**

The syllabus clearly states the accessibility policies and accommodation statements. The link to the school's Disability services is provided as well. The ADA Policy states that services and accommodations are available for learners with disabilities and inform the learners how such services may be obtained

**Reviewer Recommendations:**

Noted under the "Student Support" section on the "Get Help" page.

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**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 information is presented in several locations throughout the course. Great job!

**Reviewer Recommendations:**

The syllabus clearly explains the institution's support services and links are provided as well. There is also a link to Tutor.com as well on the courses side bar.

**Reviewer Recommendations:**

Noted under the "Campus Policies" section on the "Course and Campus Policies" page.

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**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:**

General information is presented in the syllabus.

**Reviewer Recommendations:**

There is evidence from the syllabus that learners have access to academic support services and resources from within the learning management system.

**Reviewer Recommendations:**

Noted under the "Campus Policies" section on the "Course and Campus Policies" page. I think the base information is there to meet the minimum of this standard. I would recommend, however, based on the annotation for Standard 7.4 that you include a more robust description of what students can expect from student support services in addition to the links provided.

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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 course is very easy to navigate...excellent job with the design of this online course.

**Reviewer Recommendations:**

The course is easy to navigate. The weekly modules contain all the information needed to complete the work per week. In some cases files are attached, in others links are provided to take the student to the work.

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**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:**

All that was needed is listed within the syllabus.

**Reviewer Recommendations:**

The syllabus has instructions for students with disabilities on how to obtain accommodations for access to information in the learning management system and additional required technologies. However, accessibility statements are not located on pages that may require technology or resources or need accessibility help. I recommend you review the course and put an accessibility statement on resources that students with disability.

**Reviewer Recommendations:**

Accessibility statement noted under the "Unit 0 - Start Here" section

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**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:**

All videos in the course should be closed captioned or have a text transcript provided. I was not able to find that for the welcome video.

**Reviewer Recommendations:**

The course does not provide alternatives to all non-text content so that all learners have access to equivalent information. For example, the YouTube videos have closed captioning, but the instructor created videos do not have alternative text or captioning. I recommend you review the course and provide alternatives to any non-text content.

**Reviewer Recommendations:**

The only comment that I have here is that you might consider captioning your intro video or providing a transcript in PDF form. That, in concert with the Youtube videos and PowerPoints, would best meet this standard in my opinion.

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**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:**

You did an excellent job of utilizing appropriate font sizes and colors for readability (even with screen readers).

**Reviewer Recommendations:**

The course content is clearly presented so that learners can easily read and interpret it. Similar content is grouped together using headings. The font style and size are appropriate. Good use of white space to help increase comprehension and reduce eye fatigue. The contrast between text and background is clearly distinguishable. To strengthen the readability, there are some places where different colors are used to add emphasis, blue text in particular. Someone who may have a color blindness toward that color may not see this. I would recommend using an additional notation (like **\*\*\***) or bold print to help those who may need help with that color.

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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:**

Great job!

**Reviewer Recommendations:**

The course multimedia are easy to view, operate, and interpret. The multimedia is publisher provided PowerPoint, instructor created videos, and YouTube videos.

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**Additional Review Comments:****Reviewer**

Overall, the course offers a clear and consistent method for engaging the learners and completing the learning objectives/outcomes. There are many opportunities for learner engagement and interactivity. The integration of additional resources and external websites are appropriate. There are areas that need strengthening, as noted in my recommendations. I commend you for the work in this course, as it is apparent a lot of time and effort went into developing it. I would encourage you to use the feedback from this evaluation to fine-tune your course. Thanks for giving us the opportunity to look at your course and provide feedback.

**TOTAL POINTS AWARDED: 94**

**FINAL RESULT: MET STANDARDS**