



Institution: North Central Texas College

Course Code: ITSE2321North C111516

Course Number: ITSE2321

Course Name: Object Oriented Programming

Course Representative: Darryl Dunnington

Review Start Date: 2017-05-04

Review End Date: 2017-05-29

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:

I found clear instructions in the Start Here area on how to begin. Suggest to view the video, as it did not play.

Reviewer Recommendations:

Met: On the homepage you give a start here link that take students to the course contents. This link clearly satisfies the standard by Leading students to the course content and you are materials policies and other resources.

I enjoyed your welcome video.

Reviewer Recommendations:

The annotations for Standard 1.1 give you several options to incorporate options to get students comfortable with getting started in the course. Your Start here module is well organized, and, due to your common template theme, students know to click on the modules in every class by the time they get to this level. In order to clarify the process, and provide a direct link to the Start here module(as suggested in the Annotations) a link from the front/home page, you might consider using the redirect tool in Canvas to create a Start Here navigation link. This link would make the Start Here obvious to all students, even if they have not participated in any of your RITA classes before.

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 has information on the structure of the course and on how assessments are laid out. The syllabus contains information on what students should expect.

Reviewer Recommendations:

Met: On the home page you provide a course description. In the syllabus you provide the core structure along with other information. This satisfies the standard.

Reviewer Recommendations:

Your students are introduced to the purpose of the course in several ways. You do provide the course description as a part of your home page information and your Welcome video clearly outlines the expectation for an online course with a 1-1 online meeting every three weeks with each student. In addition, your syllabus provides a chart that maps out the unit/module practice.

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:

The information for netiquette expectations is found in the Coffee Shop area. Suggest to add information in the "Start Here" area where it is noticeable for students to understand the criteria.

Reviewer Recommendations:

MET: You provide

The Core Rules of Netiquette are excerpted from the book *Netiquette* by Virginia Shea.

in the Start Here module.

Reviewer Recommendations:

The issue of good etiquette in an online course is critical to respectful and effective communications. In this course, you provide many links to the web policies published by your institution, but this information is buried deep in those page links, and not something that students would obviously see the content. In this case, they could follow your "other important policies" link or the "student resources" in the information page. Consider adding a comment about netiquette in your syllabus or Start Here area, and provide a direct link to the Online Student behavior link so students will see and reflect on the information.

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:

There is good information Student Support Resources that provides links to academic institution policies and expectations.

Reviewer Recommendations:

You do a great job of providing the course and campus policies in the start here area within your course. Some of the policies that I found here include instruction response time, force participation and attendance, grading policy, or schedule, plagiarism, along with student handbook and student guide and student resources. You also provide a list of privacy policies.

Reviewer Recommendations:

Your course policies are very clearly identified on a page in your Start Here module. You also provide links to institutional policies, so this standard is met at the 85% level. You might consider creating a list of important institutional policies available in each link area so students do not have to click multiple links to find specific content. Students can also find important, essential, policies in the syllabus, such as your academic honesty policy and attendance on your syllabus page. The attendance policy in your Start Here area is different than what you see in the syllabus. You might consider revising the syllabus standard college attendance policy to reflect how you will assess attendance in the online environment.

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:

There is an Technology area that provide students with detailed, clearly worded information regarding the technologies they will need throughout the course.

Reviewer Recommendations:

Met: On the syllabus Under The Heading other pertinent information you provide the following technological requirements canvas netbeans with jdk or xcode or eclipse or Visual Studio software. Also you discussed the requirement of a student email account through their ISP in case the Canvas site is down.

Reviewer Recommendations:

The minimum technology requirements to participate in this class are clearly identified in your start here Technology page. In addition, your software references available for download are clearly identified by operating system and listed on your course materials page.

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: 0

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

Reviewer Recommendations:

The criteria is not met since there is no highlight of a prerequisite or if there is one. Suggest to add in the syllabus: Prerequisite: None or Prerequisite: Course number.

Reviewer Recommendations:

Not Met: I did not see on your syllabus a reference to any prerequisite course. You might add that to your syllabus or just state that none is required.

Reviewer Recommendations:

In order to meet Standard 1.6 , the course should contain "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." This link or information could be added to your syllabus and provided on the home page so students can be sure they are academically prepared to be a success in this course. It is possible that there are no pre-requisites and your Unit 0 module will catch any beginner up to speed, but that information needs to be clarified if this is the case.

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:

The criteria is met since the "Start Here" section has information on what technical skills are required:

At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading and downloading documents for assignments, will also be required.

Reviewer Recommendations:

NOT MET: You provided a list of technology requirements but I did not see a list of required technical skills. You might add those to your syllabus. See below for a list of examples.

amples of technical skills might include

1. Using the learning management system
2. Using email with attachments
3. Creating and submitting files in commonly used word processing program formats
4. Copying and pasting
5. Downloading and installing software
6. Using spreadsheet programs
7. Using presentation and graphics programs

Reviewer Recommendations:

The minimum technical skills needed for this class have a Heading on your Technology page. However, when students read through those paragraphs, they only see further explanation about the required software and hardware. Technical skills can include (but are not limited to):

1. Using the learning management system
2. Using email with attachments
3. Creating and submitting files in commonly used word processing program formats
4. Copying and pasting
5. Downloading and installing software
6. Using spreadsheet programs
7. Using presentation and graphics programs

Based on your welcome message, students will have to know how to use the lms and conferencing options. You might have discipline-specific items to add too.

STANDARD 1.8 - (1 Point)

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

Points Possible: 1

Points Awarded: 0

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

Reviewer Recommendations:

There is a Welcome Video; however, the video does not play. In the introduction discussion forum, no introduction is placed. Suggest to add an introduction in the discussion area just in case students may not play the video and also tells a bit more about your experience to students.

Reviewer Recommendations:

I did not find your self introduction. I would recommend that you add this to your welcome video and describe some things about you for the learner.

Reviewer Recommendations:

Your Welcome video is clear and friendly, nice job. The annotations for standard 1.8 suggest the following options:

The self-introduction helps learners get to know the instructor and, in addition to the essentials mentioned above, could include

1. Comments on teaching philosophy
2. A summary of past experience with teaching online courses
3. Personal information such as hobbies, family, travel experiences, et

You could put this information in your Canvas profile and then link it into your classes so you don't have to re-write it each semester.

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:

The criteria is met to have an introduction discussion forum with criteria on what students should write in regards.

Reviewer Recommendations:

Met: This was located in the start here module.

Tell us who you are

For your first Assignment, please introduce yourself and tell us about you ...

- Why you are taking this course
- Something unique you would like to share
- If you prefer, you may answer this discussion with a media post. You must still answer all the questions. You will need a web camera and to [follow the video recording instructions.](#)

Reviewer Recommendations:

Students are asked to introduce themselves in a Start Here discussion. This process meets expectations at the 85% level. Right now, the concept appears to be optional for extra credit. Students may skip it during the important introductory week and then want the extra credit at the end of the course when grades are critical. You might consider making it required for a complete/incomplete grade so that they sense the importance of the introduction.

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:

Met the criteria, the course learning outcomes are measurable and the assignments complete the course learning outcomes. The course learning objectives are located in the Syllabus as a central location.

Reviewer Recommendations:

Met: In the syllabus you provide a set of course learning objectives that are certainly measurable and written with the appropriate verbiage.

Discuss essential components of Object Oriented programming. • Demonstrate usage of object-oriented design and development using its most important features. • Demonstrate understanding of object-oriented methodologies. • Demonstrate creation and usage of classes, objects and methods. • Demonstrate knowledge of essential object-oriented syntax. • Discuss the essential concepts of object-oriented design and how it relates to software development. • Demonstrate implementing design and development using DBPM "Dunnington Best Practice Methodology"

Reviewer Recommendations:

All of your 7 course learning objectives are written with measurable action verbs. Six of these objectives are fully measurable, so SRS 2.1 is met at the 85% level. You might consider rewording the objectives that states, "Demonstrate understanding of object-oriented methodologies," or clarify how you will measure "understanding." The goal is not really measurable because you have not defined how the student will be able to master it. Perhaps they need to be able to "Explain OO methodologies to another student" or "create an infographic that explains..." or some other measurable option.

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: 0

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

Reviewer Recommendations:

Did not meet the criteria, the module content are not labeled appropriately as the objectives do not align. More clarity is required to validate on alignment of module objectives and activities, Suggest revise and clarify both the objectives and the module activities.

Reviewer Recommendations:

Not Met: Your unit module objectives may confuse learners. You list learning outcomes and learning objectives. You're learning outcomes seem to be your objectives but your learning objectives appear to be learning activities (not objectives). I suggest that you change the learning objectives to learning activities. Once this is done, the standard will be met.

Learning Outcomes

- Identify and review the Object Oriented concepts for Java, C++, C#
- Discuss C++ concepts: preprocessor, header files, namespace and library and data types
- Discuss Java concepts: platform, development environment, documentation and data types
- Discuss C# concepts: components, .Net environment, types and documentation

Learning Objectives (These are activities)

- Complete the Assigned reading (from the book or links to online resources)
- Review the Presentation Slides
- If available, listen to the Presentation Slides (with video with audio)
- Complete the Discussion questions (3 post and 1 reply)
- Complete the program
- Complete the quiz

Reviewer Recommendations:

This standard completes the foundation for alignment as you add measurable module level learning objectives that support the achievement of your course level objectives. Although your objectives are in the course and are indeed measurable, your design process mislabels them. The annotation for this objective states, "

Regardless of origin, these objectives or competencies must be prominently stated in the corresponding module or unit so they are available to the learner from within the online classroom. At some institutions learning objectives or competencies may be referred to as "learning outcomes." Students would be able to clearly identify the module level objectives if you reversed the labels in your module introduction. This action was requested during the review, but not changed, so the current review is Not Met.

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: 2, No: 1)

Reviewer Recommendations:

The course-level outcomes are articulated in the course syllabus, and the module level objectives appear in each module.

Reviewer Recommendations:

Not Met:(Applies here as well)Your unit module objectives may confuse learners. You list learning outcomes and learning objectives. You're learning outcomes seem to be your objectives but your learning objectives appear to be learning activities (not objectives). I suggest that you change the learning objectives to learning activities. Once this is done the objectives will be clear.

Reviewer Recommendations:

Your Module 0 information does a great job of establishing common language and terms expected of the developer. With this content in mind, the various learning objectives are indeed clearly stated and clearly written from the learner's perspective. You might consider adding a course glossary link to each unit, just in case a student needs to look up some word to make sure he/she fully understands the sentence.

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:

Met the criteria, all of the learning outcomes complement on the course assessments (discussions, quizzes, and assignments). The assessments are clearly stated in the course.

Reviewer Recommendations:

Examples of course components that clarify the relationship:

1. Links from assignments to the relevant course objectives or competencies
2. A numbering system that shows how course activities correspond to learning objectives or competencies
3. A narrative explaining how the course activities enable learners to meet the objectives or competencies

Your course map meets the standard for #3 at the 85% threshold.

Reviewer Recommendations:

The course map you provide and the lesson introductory pages serve to meet Standard 2.4 at the 85% level. For example, you have your students watch a tutorial related to each of the languages used. The relationship would be stronger if you added "a numbering system that shows how course activities correspond to learning objectives or competencies," so that students did not have to refer back to the course map if they had questions. In addition, the process of adding such a system will help you to review and ensure that all course and module level objectives are fully covered.

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:

Met the criteria, all of the learning objectives are appropriate for this 2000-level course. Each has value to complement course assessments.

Reviewer Recommendations:

Met: All objectives are suitable to the level of the course.

Reviewer Recommendations:

This is not a beginner's class, and your use of upper level Bloom's Taxonomy verbs is appropriate for the content. Develop, Discuss, Explain are require higher level thinking. For your lower objectives, (for example) where you ask students to define a given term, you might consider asking them to "define and provide an example of..." so they demonstrate the ability to "apply" definition to real life. A specific example is in Module 3 where you ask them to, "Define design principles could become "define and provide examples of best practice design principles."

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: 2, No: 1)

Reviewer Recommendations:

The criteria is met at 85% level of the learning outcomes complement the various assessments with the discussions, quizzes, exam, and assignments.

Reviewer Recommendations:

Met: Assessments consist of chapter exercises, quizzes, discussions, exams and a final project. These types of assessments do a great job in measuring your stated learning outcomes.

Reviewer Recommendations:

The majority of the modules in this course do have assessments that measure the stated learning objectives. For example, as previously noted, many modules do have MLOs that ask the student to define or identify given terms or parts of a programming effort. In a unit such as Module 11 where all three of the learning objectives ask the student to "discuss" a given topic, then giving them a quiz is not alignment because they don't discuss in it. (Example from chapter 11:

- Discuss data collections
- Discuss iterators
- Discuss enumerators)

If you have value in these quizzes for each module, you could add to the Module level objectives with a lower level objective such as "identify all parts of..." or "define and provide examples of the major parts of..." Add these other objectives would strengthen alignment.

The exam questions cannot be accessed, so I am assuming that they are all multiple choice questions, so they would have a hard time measuring the Course Learning Objectives. It would be helpful to have a pdf or other copy that shows the questions if this assessment stays. Perhaps a peer review of the final project might provide more actual "discuss" and "demonstrate" as defined in the course-level learning objectives.

STANDARD 3.2 - (3 Points) Required

3.2 The course grading policy is stated clearly.

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations:

The criteria is met as the information for the course grading policy is in the syllabus and stated what each assessment group is worth.

Reviewer Recommendations:

MET: The grading policy is stated clearly, but it might be better to identify how much Exercises, Quizzes and Discussions are worth individually.

50 % - Chapter Exercises, Quizzes, and Discussions

31 % - Exams

19 % - Final Project

Reviewer Recommendations:

Yes, you have provided a clear grading policy in your Syllabus: Students can see the weighting percentages and other important information. They can also see your policy of no late work. The grading groups and weighting is confusing for students.

First issue concerns how students will plan for success. The syllabus tells them, "Students are required to complete 85% of all assignments and exams to receive a passing grade in this course. (This means 85% of the programs, 85% of the discussions/quizzes, etc.)" What if they choose to skip the final and take all other quizzes?

The final project and Final Exam are weighted for 49% of the total grade. The project is 300 points at 19% and the final exam is 200 points at 31%. Per the annotations, "An explanation of the relationship between points and percentages, if both are used" should be supplied.

The syllabus quiz is locked and could not be reviewed, but it is questionable at this time if students fully understand how their grades will be affected by the project and final exam, and also by the 85% rule as applied to this class.

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:

Met the criteria, the evaluation of assessments are tied to the course grading policy with quizzes and assignments.

Reviewer Recommendations:

Met: Learner expectations were described on the syllabus.

Expect to spend 10 to 15 hours a week working in this course. • Assignments are due on Sundays by 11:59PM. No late assignments will be accepted. No Excuse!
• Make-up for missed examinations will be permitted only if the absence is discussed with the instructor in advance. • There will be quizzes and discussions throughout the course. There are no makeups for quizzes. • Students are required to complete 85% of all assignments and exams to receive a passing grade in this course. (This means 85% of the programs, 85% of the discussions/quizzes, etc.)

Reviewer Recommendations:

You provide very clear criteria for how you will assess the students' discussion forum answers" **Minimum 50 words for each post: 3 original post AND 1 reply to classmates.** I really like the way you staggered the original and reply requirements--good job! Each assignment has specific criteria too. Students may relate these specifics to their grade better if you created a rubric for each one and used that to enter the points in Speed Grader.

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:

Met the criteria, the sequence of assessments are proportional to student learning. The information is well presented to be clear on the expectation of the learner.

Reviewer Recommendations:

Met: You provide sequencing and variability in the type and pace of the assessments. Also, the material is suitable for the type of work being assessed.

Reviewer Recommendations:

Students have varied content options each week, but the assignments tend to flow in a discussion--programming assignment--quiz pattern every week. Although these do present a variety of options each week, consider adding options such as peer review or self-reflection. For example, once you have the programming assignments flowing, you might consider adding a reflective discussion where they post their answer and then discuss an alternative option they could have used or post an assignment for peer review grading.

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:

Met the criteria, learners can track their progress throughout the course. Quizzes are presented for students to present their comprehension level of the topics.

Reviewer Recommendations:

Met: This standard is satisfied with the exercises from the textbook

Reviewer Recommendations:

You do ask students to interact with the textbook exercises and provide weekly quizzing for students to meet this standard at the 85% level. You might consider a peer review option for the final project where students could work in teams increase the accuracy of their project.

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:

Met the criteria, the instructional materials provide valuable information that align with the learning outcomes.

Reviewer Recommendations:

Met: The course materials consists of the textbook with the associated software. These materials do a fine job of contributing to the course learning outcomes.

Reviewer Recommendations:

You have done a detailed job of finding instructional materials that contribute to each module's learning objectives. Each module has a related textbook chapter and you have created actual lectures from the publisher PowerPoints. In addition, you have provided multiple website articles and content links for students. The PowerPoint videos would be more effective if you shortened them to best practice length of 3-5 minutes. Most students will not commit to a long video but will watch a series of shorter ones.

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:

Met the criteria, the instructional materials are used in order for students to complete assignments. This is a good alignment to ensure that students are using their resources to be successful in the course.

Reviewer Recommendations:

Met: In the start here module you give a detailed explanation of both the purpose of the instructional materials and how the materials are to be used for the learning activities.

Reviewer Recommendations:

In your Course Materials page, you clearly explain to students why they need the textbook content, the extra web site content, and you also explain why the students need to participate in the hands-on lab (programming) work. You might consider adding a short version of this material with each module's introduction page just to refresh the idea for students each week.

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:

Met the criteria, the required textbook is properly cited. The necessary information to determine which textbook is required is clear for the student to have the right textbook to start the course on the right foot.

Reviewer Recommendations:

Met: Instructional materials are cited but do not have the publisher date. I would suggest you add the publisher date to the syllabus.

Reviewer Recommendations:

Your textbook is appropriately cited and other materials contain the necessary information for students to find information when they need it.

STANDARD 4.4 - (2 Points)

4.4 The instructional materials are current.

Points Possible: 2

Points Awarded: 0

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

Reviewer Recommendations:

The criteria is met, the instructional material is current from 2013. Suggest to add the textbook date in the syllabus.

Reviewer Recommendations:

Not Met: Instructional materials are cited but do not have the publisher date. I would suggest you add the publisher date to the syllabus.

Reviewer Recommendations:

It may be that your instructional materials are current, but since some of the access information notations do not contain the date of publication, this standard cannot be marked as Met. In a revision, you could add this information. In this type of course, students want to know that they are gaining skills that will make them competitive in the job market. Up to date information increases the confidence that they are getting "cutting edge" information.

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:

Met the criteria, the course has a variety of materials for students to use to be successful in the course.

Reviewer Recommendations:

Met: Learners use the text books and are allowed several options of software that can be used to explore the course. This satisfies the standard within the one within the eighty-five percent threshold.

Reviewer Recommendations:

Your textbook and the additional instructional material is varied. In addition, you have provided students a wide variety of software options so they can use their own computers with ease.

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:

There are other sources used in the course that are not required. However, suggest to add which are optional for students to understand what is required and which are optional.

Reviewer Recommendations:

Met: No optional materials were listed.

Reviewer Recommendations:

You do note the materials that are optional and that students may choose appropriate software from a list of options. This standard is met.

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:

Met the criteria, the learning activities present value in the course to keep students engaged that aligned with the course learning outcomes.

Reviewer Recommendations:

Met: Activities consist of discussions, homework exercises, textbook and online reading assignments, lab exercises, viewing multimedia, and assessments. All of these activities promote the achievement of the learning outcomes.

Reviewer Recommendations:

This course contains a wide array of activities. As mentioned earlier, many of your learning objectives are higher level thinking verbs such as Discuss, so it's appropriate that you have a discussion in each week. The lower level thinking verbs such as identify and recognize are assessed with the quizzes. The project covers the entire range as students work on it through the entire semester. Adding a course map to allow students to see this process might be very helpful in keeping students organized and seeing the importance of each activity.

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:

Met the criteria, the learning activities within the discussion provided students with the opportunities to keep being interactive in the course.

Reviewer Recommendations:

Met: The following activities provide opportunities for interaction and active learning.

Discussion forums provide interaction between learners as well as between Learners and the instructor. The course materials allow interaction between the learner and the course content. Email and other forms of communication allow interaction between the learner and the instructor.

Reviewer Recommendations:

You have messaging and online meetings for instructor-student activity. Discussions for student-student activity, and quizzes and the project for student-content activity. Student-student engagement could be strengthened by adding peer review to the group project.

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:

The criteria is met as the response time for assignments is 2 weeks and will respond to questions within 24 hours on the weekdays and 48 hours on the weekend.

Reviewer Recommendations:

Your classroom response time for communication is listed in the start here area. The annotation excerpt for **assignment** feedback is listed below. I noticed that exams were returned within 2 weeks. This does not meet the concept of frequent feedback (especially in an 8-week course). Learners need to frequent feedback in order to prepare for future assessments. I would suggest you reduce the exam feedback time to one week.

Annotation: Frequent feedback from the instructor increases learners' sense of engagement in a course.

Reviewer Recommendations:

This standard is met because you do have a 24 hour response time for messaging posted and a 2 week feedback time on assignments posted in the syllabus. Students in an online course need frequent and prompt feedback, so changing the grading time to 48 hours would greatly increase the chance that your students will realize "hey, I have a problem!" and come to you for help.

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:

Met the criteria, the course has information on what are student expectations to be successful within the course.

Reviewer Recommendations:

Met: You clearly describe the requirements for learner interaction in the start here module.

Reviewer Recommendations:

Information for interaction on the part of the students is presented in the Start Here module. nice job of organizing this information.

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:

Met the criteria, the tools used in this course are appropriate and complements the learning objectives.

Reviewer Recommendations:

Met: Tools implemented

1. Gradecenter
2. Video Viewer
3. Email
4. Software
5. Web Sites
6. Forums

These tools align with the course objectives.

Reviewer Recommendations:

You have several tool options from websites to web conferencing to the lms discussion forums and they clearly align with the learning objectives. It would be helpful if you included the relationship information (tool to learning objective) in the course map so students can understand why a given option is important to use/complete.

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:

Met the criteria, tools utilized are supportive of learning environment and active learning.

Reviewer Recommendations:

Met: The tools promote learner engagement. Learners are engaged and active within the forum discussions, multimedia and communications.

Reviewer Recommendations:

The many tools in this course engage the learner with other learners, the instructor, and content. This engagement supports the need for active learning.

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:

Met the criteria, the technologies used are appropriate and obtainable. The course has links to assist students to find the different technologies. There were no issues accessing any of the technologies.

Reviewer Recommendations:

Met: All technologies were readily available.

Reviewer Recommendations:

The conferencing and discussion tools are active in your lms, and the other tools are accessed with a click/link. good job.

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:

Met the criteria, the course technologies are used appropriately and current. The course complemented up-to-date interactivity with technologies.

Reviewer Recommendations:

Met: All technologies were current.

Reviewer Recommendations:

Although some links/information do not include dates, so they can't be verified, evidence of current technology meets this standard at the 85% level. Canvas is always up to date with it's system, and many of the links do have dates. When you update your references list to include dates on all content, this standard will be improved too.

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:

Met the criteria, the course did have third party sites that each provided a privacy policy for students to be aware.

Reviewer Recommendations:

Met: In the section titled, the fine print Dash policies you provide several privacy policies. Included are Canvas private privacy policy, Adobe privacy policy Google privacy policy, YouTube privacy policy, Microsoft privacy policy, and Apache privacy policy. You've done a great job of providing the privacy policies.

Reviewer Recommendations:

Yes, your policies area did have a clear link to privacy policies. While this topic will not seem important to all students, those who care about privacy will appreciate the time you took to add this information.

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:

Met the criteria, the links are available to offer information on technical support. This course has good information with helpful links to gain the attention of the learner to know where to find the information.

Reviewer Recommendations:

Met: In the start here area you provide a place that's titled ask for help in the correct place. In this area you provide a couple of technological resources for learner assistance. These include links to the eCampus help desk and the eCampus student resources. These links satisfy the standard.

Reviewer Recommendations:

Standard 7.1 looks to ensure that "learners have access to technical support services from within the course or the learning management system" In addition to your support pages in the Start Here Module, your lms navigation bar for the institution has a nice list of available resources.

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:

Met the criteria, the course contains information on accessibility policies to assist students.

Reviewer Recommendations:

Met: In the "ask for help in the correct place" you provide links to Disability Services as well as Disability Services FAQs. These links direct the learner to the institutions accessibility policies and services.

Reviewer Recommendations:

The expectation for this standard is that you let students know how to access the institution's policies and services. You have clearly provided this information in the Start here Module.

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:

Met the criteria, the information to find academic support services are found in the Student Support Services area.

Reviewer Recommendations:

Met: In the start here area under "ask for help in the right place" you provide the following academic resources for Student Success. Included are links to the library, links to online course information and links to online tutoring. These links satisfy the standard.

Reviewer Recommendations:

Your Start Here module lets students know how to access the general academic support services and the specialized support for online students. This dual layer of support options ensures that every student gets the help he/she needs/

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:

Met the criteria, the course contains a link to assist students to find other student services for their benefit.

Reviewer Recommendations:

Met: In the start here area under campus policies you provide links to the following institutional services. Plagiarism, student handbook, online course expectations, canvas student guide, eLearning resources, as well as other important policies.

Reviewer Recommendations:

The same web areas that supply excellent academic support information also have information and important links for other student services and resources. Online, in-person and phone contact information is provided for the person who needs it.

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:

Met the criteria, the course tabs to find the information is easy to access and very easy to navigate for the student to focus on content rather than where to find the information.

Reviewer Recommendations:

Met: Course navigation was seamless and easy to follow.

Reviewer Recommendations:

Students need to be able to naturally find their way around an online course. your links from the navigation tabs and the home page to the course modules, and then the organized display of the modules meets this standard.

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:

Met the criteria. The course has a diversity of technologies that met the annotation. Good job to keep the technologies easily accessible.

Reviewer Recommendations:

Met: This information was provided in the start here module.

Reviewer Recommendations:

Yes, your policies section in the start here module provides accessibility for the technologies.

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: 2

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

Reviewer Recommendations:

The criteria is met to have alternative means for the material format.

Reviewer Recommendations:

Met: Textreader or other devices can be used for the documents. Videos can be close captioned.

Reviewer Recommendations:

Students can access information through the text 9which could be accessed with an electronic text reader), multimedia, web content, instructor conferencing sessions and peer engagement. This standard is well me.

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:

Met the criteria, the course design has good readability with no distractions.

Reviewer Recommendations:

Met: This standard is met. I found no issues with course readability.

Reviewer Recommendations:

Yes, the home page to module presentation is an industry standard. Ink color is an issue on some page. For example in your Materials page you have red ink highlighted with a yellow background. Many students may not find that options readable at all. Looking at the design using Bold, italic and font options for emphasis would create pages that are readable by all.

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 use of multimedia is seamless, useful and easy to access.

Reviewer Recommendations:

Met: Multimedia was easy to access and use.

Reviewer Recommendations:

Yes, all multimedia worked the first time and each time it was accessed in the review. nice job!

Additional Review Comments:

Reviewer

The course has various areas that were well designed.

Reviewer

Nice job! Just needs a couple tweaks. We tried to contact you to let you make revisions before we submitted but never heard back.

Reviewer

This is a good course. Minor changes in the verb choices for learning objectives and a complete course map could make it even better. Remember that not all objectives have to be at the far right hand side of Bloom's Taxonomy--a little basic remembering and identifying options are ok for some areas of module objectives ;)

TOTAL POINTS AWARDED: 91

FINAL RESULT: DID NOT MEET STANDARDS

Amendments

STANDARD 1.6

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

Points Possible: 1

Points Awarded: 1

Result: MET

Course Representative Notes:

In the Catalog Description of the syllabus I added no prerequisite knowledge is required

Catalog Description: Object-Oriented Programming (no prerequisite knowledge is required)

Chair Notes:

STANDARD 1.7

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

Points Possible: 1

Points Awarded: 1

Result: MET

Course Representative Notes:

In the Technology page, I added the technical skills expected of the learner.

MINIMUM SKILL REQUIREMENTS

....

Students are expected to know how to perform the following:

1. Upload and download files within Canvas (University LMS)
2. Copy and paste text information
3. Download and install software

...

Chair Notes:

STANDARD 1.8

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

Points Possible: 1

Points Awarded: 1

Result: MET

Course Representative Notes:

Added the following two paragraphs to my Canvas profile.

...

Darryl has been a university professor since 1989 teaching languages, application development, and object-oriented design. He has delivered on-line courses at NCTC since 2010 ,teaching Java and Object-Oriented programming. His teaching philosophy is based on the Socratic teaching method which is the oldest, and still the most powerful, teaching tactic for fostering critical thinking which focuses on giving students questions, not answers.

...

Darryl is married and has three sons. He enjoys traveling around the world.

Chair Notes:

STANDARD 2.2

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

Course Representative Notes:

Changed the learning outcomes to objectives and the objectives to outcomes as recommended or the unit.

Module Learning Outcomes

- Discuss the history of object-oriented languages (Java,C++, C#)
- Define common methodologies used to develop object-oriented solutions
- Identify the general object-oriented concepts
- Define and review the general object-oriented terms

Module Learning Activities

1. Complete the [Reading Assignments](#) (from the book or links to online resources)
2. Review the Presentation Slides
3. If available, listen to the Presentation Slides (with video with audio)
4. Complete the Discussion questions (3 post and 1 reply)
5. Complete the program
6. Complete the quiz

Chair Notes:

Thank you. Looks nice.

STANDARD 4.4

4.4 The instructional materials are current.

Points Possible: 2

Points Awarded: 2

Result: MET

Course Representative Notes:

Update the book information to include the published date in the Course Materials page and syllabus.

The Object-Oriented Thought Process

Matt Weisfeld 4th Edition ISBN-978-0-321-86127-6 or 0-321-86127-2

Publisher Addison-Wesley 12/10/2003

Chair Notes:

This is good, although you might look into a more current version.

Additional Course Representative Comments:**Additional Chair Comments:**

Good job.

TOTAL POINTS AWARDED (Initial Review): 91

TOTAL POINTS AWARDED (Upon Amendment): 99

FINAL RESULT (Upon Amendment): MET STANDARDS