



Institution: North Central Texas College

Course Code: IMED1316North C061616

Course Number: IMED1316

Course Name: Web Design I

Course Representative: William Hill

Review Start Date: 2016-06-23

Review End Date: 2016-07-22

Review Type: QM-Managed Review

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

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

STANDARD 1.1 - (3 Points) Required

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

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations:

The introduction to the course is clear, includes a Start Here notice, and is upbeat. A welcome video is short, informative, and well done.

Reviewer Recommendations:

The instructions for getting started in your course are clear. Your welcome pages indicate "what to do first, in addition to listing detailed navigational instructions for the whole course" as described in the annotation for standard 1.1. The welcome video shares a clear description of software that students need to access in order to be successful in the course. The "Start Here" information directs students to review the syllabus in its entirety. The course schedule is clearly shared in the courses syllabus.

Reviewer Recommendations:

You did a great job describing how to get started.

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:

Information is provided to help learners know the purpose of the course and how the learning process is structured and carried out, including course schedule, online delivery mode, modes of communication, types of learning activities, and how learning will be assessed.

The modules include Start Here, the video, technology needed, course objectives, and other links for getting the full view of the course.

Reviewer Recommendations:

The "Start Here" page and course syllabus share a cohesive introduction to "the purpose and structure of the course". The preferred communication methods (Canvas Messages) are clearly described in the steps for getting started on the Start Here document. The course schedule and assignment types are included in the course syllabus.

Reviewer Recommendations:

You did a great job explaining the purpose of the course.

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:

Netiquette for Discussion Board is included in the Modules and clearly states what netiquette is and why it is important in the online environment. Good attribution is made to the source of information

Reviewer Recommendations:

Etiquette expectations are clearly described in the "Discussion Board Rules - Netiquette" page. This page includes an infographic and the netiquette "rules" are written separately below for accessibility. These netiquette rules for discussion forum posts are not clearly connected to student email communication but many could easily be applied to that communication method as well.

In addition, a link to 10 rules of Netiquette are included in the instructions for the Student Introductions discussion forum.

Reviewer Recommendations:

You posted great explanation of what Netiquette is and its rules

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:**

Established policies by the instructor and by the institution are clearly stated in the syllabus and in the Start Here module.

Reviewer Recommendations:

"Institutional policies with which the learner is expected to comply are clearly stated" in the course syllabus. The policies located in the syllabus include academic integrity, withdrawal deadline, and student conduct. The course policies with which learners are expected to comply are shared in both the Start Here document and course syllabus. The policies shared in the Start Here document include the late submission and electronic communication policies.

Reviewer Recommendations:

Information is posted

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:**

Technology requirements are stated in the Start Here document. This same information also should be added to the syllabus, since the syllabus more likely to be downloaded and referred to often.

Reviewer Recommendations:

The Start Here page and Welcome video both include information about the technology requirements for the course. In these two course items, "learners are provided with detailed, clearly worded information regarding the technologies they will need throughout the course" including Adobe Dreamweaver CS6 and the basic hardware needed for the course. In addition, the Technology page in the "Start Module" shares detailed information about the minimum technology requirements for accessing the course through Canvas and hardware needed for success in the course.

Reviewer Recommendations:

Posted with a great details.

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:**

No Course Prerequisites were noted on the space in the syllabus. Consider adding what is in the Technology module. The Technology module included minimum requirements to succeed in the class.

Reviewer Recommendations:

The course syllabus identifies "prerequisite knowledge in the discipline" needed for this entry level web design course as it states "there are no prerequisites for this course."

Reviewer Recommendations:

Posted in the syllabus.

STANDARD 1.7 - (1 Point)

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

Points Possible: 1**Points Awarded:** 1**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations:**

Minimum technical skills are made clear in the Technology module.

Reviewer Recommendations:

The minimum technical skills expected of the learner are stated in the "Technology" page in the section titled "Minimum Requirements". The information shared focuses mainly on the equipment that students will need in order to succeed in the course but also states that "students should have a basic working knowledge of computers and internet use." It may be helpful to include a list of specific skills that you would like for students to have mastered before beginning the course. For example, you might say that students should be able to copy and paste or download program files as noted in the annotation for Standard 1.7. Clarifying the minimum technical skills that learners need at the beginning of the course could help learners with low technical literacy to focus on the specific skills needed in order for them to move forward and master the skills presented in the course.

Reviewer Recommendations:

Posted

STANDARD 1.8 - (1 Point)

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

Points Possible: 1**Points Awarded:** 1**Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

Very well done video--just the right touch to help students get to know you.

Reviewer Recommendations:

Welcome video from the instructor is present and helpful in sharing a general welcome to the course and in clarifying needed software for the course. It may be helpful to add a brief introduction to yourself as the instructor including education or experiences that have lead you to your current position as instructor of the course. This can be helpful for students as they seek to work with you as a person in the course.

Reviewer Recommendations:

William, I found a great DQ for students to post their information and I also found a video where you talk about a course and software, but I could not find a page with your self-introduction. You can add it under the same DQ where you ask students to introduce themselves or create another page.

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:

A Student Introductions link is provided in the Start Here module. Netiquette rules are also provided in this link.

Reviewer Recommendations:

A student introductions forum is available in the Start Module. The instructor asks "learners to respond to specific questions" in the forum and shares directions for adding a photo or avatar to student profiles. The responses to questions posed and reminder to "be kind" will help to "create a welcoming learning environment and a sense of community" as described in the annotation for standard 1.9.

Reviewer Recommendations:

Posted as a Discussion Question. It is a great example of the Student Introductions DQ.

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:

Course, program, and college learning objectives are provided. The learning objectives for the course are measurable and achievable.

Reviewer Recommendations:

Measurable student learning outcomes for the course are listed in the course syllabus. As noted in the annotation for Standard 2.1, "course objectives or competencies describe desired learner mastery using terms that are specific and observable enough to be measured by the instructor." Course learning objectives that are applicable to the current unit are also shared in the "Objectives and Outline" page for the unit.

Reviewer Recommendations:

You did a great job organizing your learning objectives and describe measurable outcomes.

Being in the field for over 16 years and teaching similar course, I noticed that you have a lot of content and assignments for each Unit. Web Design is a hard enough and trying to complete so many assignments as a web beginner is not an easy task. Also, looking at the course as a student, I would rather read a specific assignment of what I need to do for the lab vs go to page __ (I refer to the lab assignments). By writing out an assignment for practical work (creating a web page), it would be more clear what I need to do as a student. Also, posting an example would be a good idea.

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:

Module and unit learning objectives describe the competencies that students will attain. The objectives are measurable and do-able.

Note: In Chapter 1, this objective may not be measurable: Understanding WYSIWYG HTML Editor. How is "understanding" measured? This may be an objective in the textbook but should be refined by the instructor.

Reviewer Recommendations:

The Unit Competencies and chapter Learning Activities "describe outcomes that are measurable and consistent with course-level objectives." Both the Unit Competencies and chapter Learning Activities "describe learner mastery in specific, observable terms and in smaller, discrete pieces" as described in the annotation for Standard 2.2. The 5 unit competencies found on pages 11 and 12 of the syllabus are not exactly the same as the unit objectives listed as "Learning Activities" on the Chapter guides in Canvas. It may be helpful to combine these lists so that the "Unit Competencies" include all of the unit "Learning Activities." The competencies and performance objectives that are included in the Unit Competencies page are clearly connected to the course activities and assessments. However, the abundance of distinct objectives shared between the Unit Competencies page of the syllabus and the Learning Activities listed in the Canvas course may cause confusion for students as they seek to clarify your expectations for their learning outcomes at the end of each unit. Combining these lists so that the same wording is used in both the Unit Competencies page and the Learning Activities list could allow students to more clearly grasp anticipated learning outcomes for each unit.

Reviewer Recommendations:

You posted objectives for every Unit, but each Unit covers way too much information.

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:

Viewing all of the unit and chapter objectives revealed consistent measurable verbs that students will know how to do after completing the exercises.

Reviewer Recommendations:

The course and unit learning objectives are clearly shared in the course syllabus. The course objectives specific to each unit are also repeated in the chapter outlines in Canvas. The unit learning objectives are shared as unit competencies in the syllabus and as learning activities in the chapter outlines in Canvas. All objectives are written from the learner's perspective. Terminology used in the learning objectives is specific to the discipline and will become clear to the students as they work their way through the course.

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: 2, No: 1)

Reviewer Recommendations:

Learning objectives or competencies are integrated throughout the course and are not just listed in the syllabus. A numbering system shows how course activities correspond to learning objectives or competencies

Reviewer Recommendations:

The Unit Competencies pages (11 -12 of the syllabus) share a clear connection between performance objectives and course activities and assessments. The WECM Learning outcomes are designated with a number system in the "Course Objectives" page in Canvas. That numbering system is used in the Objectives and Outline pages to clearly connect the course objectives related to the unit with the WECM learning outcomes. Unit objectives shared as "Learning Activities" are identified in the power point presentations to clarify the connection between the objective and material presented. As discussed in the recommendation for Standard 2.2, there are many objectives shared for the course. It may be helpful to combine the unit competencies and learning activities as suggested. If this is done, the Unit Competencies page could be used to clearly indicate the relationship between all course and unit learning objectives and course activities.

Reviewer Recommendations:

I was able to match objectives to reading material, but I don't have access to the book with labs. It would be much better to write out an assignment for the lab for clearer instructions.

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:

Expected content mastery is appropriate to the type and level of the course. The taxonomy of verbs are appropriate for the level of the course.

Reviewer Recommendations:

Overall, the learning objectives are "suited to the level of the course." Students are expected to master some skills in the lower 3 levels of Bloom's Taxonomy (Remember, Understand, Apply). Many of the unit level objectives identify skills in the "Create" level. As this is a web design course, it is reasonable to expect students to actually develop and edit a web site as part of the course.

Reviewer Recommendations:

Every unit in this course has too many competencies. This is Web Design I course which means an Introduction to the web design. As experienced instructor I see that having two or three quizzes for each unit, reading material and lab are way too much for web beginners. Each Unit only needs to cover information related to objectives. In this course every Unit has its own objectives, but way too many activities.

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:

From the types of assessments chosen, it is clear that learners can successfully complete the assessments if they have met the objectives or competencies stated in the course materials and learning activities. The quizzes and exams support the level of the course.

Reviewer Recommendations:

Stated learning objectives and competencies may be measured through course assessments but this is not clear as the instructions for the labs are missing. Many of the unit level objectives describe activities in which students create or edit a web site. Mastery of these objectives is assessed through the lab assignments (20% of the course grade). The bulk of the course assignments (60% of the course grade) are multiple choice type questions that assess student mastery in the areas of identifying and remembering information specific to web design and development.

You may want to review the unit level objectives (Learning Activities) to clarify if all of the objectives described with verbs such as "create, add, develop and demonstrate" are actually assessed through the lab assignments. In order for me to determine if the lab assignments measure the learning objectives specific to web page development, I would need to have access to the instructions for the lab assignments.

It may be necessary to adjust the verbs so that topics that are assessed through the multiple choice questions in the course are described with verbs such as "identify, define or choose". This is a simple change of wording but could help to clarify your expectations of student learning outcomes within each unit.

Including the instructions for the lab assignments in the Canvas assignment area would be very helpful.

Reviewer Recommendations:

I need to see what exactly students needs to create during labs.

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:

The grading policy is clearly stated in the syllabus. Rubrics are available where necessary. When can students expect to have access to their graded labs and discussion board entries?

Reviewer Recommendations:

The course grading scale and graded course elements are clearly shared in the course syllabus. As identified in the annotation for Standard 3.2, "the instructor's policy on late submissions is clearly stated" in the Start Here document.

Reviewer Recommendations:

Posted in the syllabus.

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:

Learners are provided with a clear and complete description of the criteria that will be used to evaluate their work and participation in the course, including rubrics and examples of effective postings.

Reviewer Recommendations:

The "How am I graded" page shares the rubric that the instructor will use to review student lab submissions, a detailed description and a rubric sharing instructor expectations for discussion forum posts, as well as the course grading scale. The information on this page includes "a description of the how learners' participation in discussions will be graded, including the number of required postings per week" as described in the annotation for Standard 3.3.

Reviewer Recommendations:

You did a great job for descriptive criteria for student's work.

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:

Assessments are varied and consistent n order to provide multiple ways for learners to demonstrate mastery, and to accommodate diverse learners.

Reviewer Recommendations:

There are 3 different types of graded assignments in the course. Multiple choice questions (Homework, quizzes and exams), discussion forum posts and lab work are all included in each module. The assessments include both traditional and alternative assessments means as discussed in the annotation for Standard 3.4.

Reviewer Recommendations:

Your course's assessment instruments selected are sequenced, varied, and suited to the learner work. I noticed that you post a lot of different quizzes. Working in the same field I can say that it can cause stressful environment for students who don't do well on tests. This is a web design course and the most important goal here is to learn how to build a web site.

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: 2, No: 1)

Reviewer Recommendations:

A link is provided on the course menu for tracking grades and progress in the course. No self-mastery or practice assessments are available. Should they be?

Reviewer Recommendations:

The course includes Quizlet activities that allow for immediate feedback on information that is later assessed through multiple choice homework, quizzes and exams. For this factual information, learners have "multiple opportunities to track their learning progress" as described by Standard 3.5. The course also includes lab assignments and discussion forums in each module. The discussion forum posts are reviewed by other classmates and the instructions recommend that students begin posting early in the time period for the module so that students have maximum opportunity to learn from one another and track their learning progress through the forum. The lab assignments are reviewed by the instructor. There are 9 lab assignments included in the course. The course policy states that students will receive grades and/or feedback on submitted labs within 1 week from the due date. This would allow for frequent feedback from the instructor regarding learning progress.

Reviewer Recommendations:

Mostly Quizzes. What is a student not a good quiz taker? This is a Web Design course and it is more important to see what student can create by using HTML code.

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:

The instructional materials used in the course align with the course and module learning objectives and contribute to the achievement of those objectives by integrating effectively with the tools, assessments, and activities selected for the course.

Reviewer Recommendations:

The instructional materials contribute to student achievement of learning objectives. The videos support the learning objectives. The power points are clearly aligned with the learning objectives and contain some of the specific unit learning activities listed within the slides. I do not have access to the full textbook but as the lab assignments are directly from the text, it can be assumed that the information shared in the text support the achievement of the lab assignments which are aligned to the unit objectives.

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:

A table is provided in the syllabus that explains how the instructional materials, resources, technologies, and learning activities are used in the course, and how each will help them achieve the stated learning objectives or help them prepare to demonstrate course competencies.

Reviewer Recommendations:

The "Ways to Learn" page in the Start Module contains a helpful description of the purpose and use of the textbook, Adobe software and lab assignments.

The pages that introduce each chapter include a list of activities that contain links to the instructional materials needed to complete the activity. This is followed by a list of learning objectives for the chapter. The combination of these 2 lists and links share a clear explanation of the "purpose of all instructional materials used in the course" with the learners as described in the annotation for standard 4.2.

Reviewer Recommendations:

You provide great resources as far as learning Web Design, but as a faculty you need to explain how the material can be used in practice. For example, this week we are learning how to create HTML table. For this assignment, you need to create a web page with table structure In your case, for labs, you send students to the book assignment without explanation what you are expected to see. Unfortunately, book assignments can be very broad and most of the time more specific instructions are required.

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:

As far as I can tell, sources for materials used in the course are clearly identified and cited. The etiquette rules were cited.

Reviewer Recommendations:

Instructional materials are appropriately cited. The syllabus contains citation information for the course required textbook. Additional videos and websites are cited on appropriate pages within the modules.

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:

The textbook used is a 2013 edition and appears to be current. The subject matter expert should speak to this. Here are the comments: CS6 and HTML 5 are the latest versions in web development. Even though textbooks are from 2013, basics of web development did not change much. The only difference is from HTML 4.0 to HTML 5.

Reviewer Recommendations:

Instructional materials were published in 2012/2013. However, they "represent up-to-date thinking and practice in the discipline" as described in the annotation for Standard 4.4. Per the subject matter expert, "CS6 and HTML 5 are the latest versions in web development" and the "basics of web development did not change much" since the publication of the course textbook.

Reviewer Recommendations:

Also, in addition to the book, it is a good practice to post current technology articles which are more up to date.

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:

Although the textbook is the foundation of the materials for the course, PowerPoint slideshows, discussion boards, labs, and quizzes all serve to reinforce student learning. Accessibility statements are provided for the materials.

Reviewer Recommendations:

The course includes a variety of materials for instruction including a relevant textbook, videos, power point slides and instructor-created Quizlet activities of key terms as described in the annotation for standard 4.5.

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:

No optional materials are mentioned in the course explanations.

Reviewer Recommendations:

The instructor shared a clear indication of "materials learners must acquire and use to complete course activities and assignments" in the course syllabus as described in the annotation for standard 4.6. The instructor also notes that a flash drive is an optional but recommended course resource. The "Ways to Learn" page identifies the textbook as a helpful required resource but also notes that learners should "read what you need, skim for specifics, and use your text book" when discussing course materials.

Reviewer Recommendations:

I did not find any optional materials.

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

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

STANDARD 5.1 - (3 Points) Required

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

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations:

The purpose of learning activities, as outlined in the table in the syllabus, facilitates the learner's achievement of the stated objectives or competencies.

Reviewer Recommendations:

A helpful description of the connection between course topics and course activities is included on page 4 of the course syllabus. The learning activities described encourage the learners to achieve mastery in the course learning objectives as stated in Standard 5.1.

Reviewer Recommendations:

Mostly in Quizzes. For the Web Design course, it would be more practical to concentrate more on the practical exercises creating code and web design pages.

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:

Discussion board postings and evaluation provide opportunities for student interaction. Student to instructor interaction also is encouraged.

Reviewer Recommendations:

The course includes a variety of activities that allow learners to interact with the content, other students and the instructor. In addition to reading and watching videos, students have the opportunity to interact with course content through the Quizlet activities for key terms, homework assignments, and the lab activities that require students to use the skills presented in the readings and videos. The students have the opportunity to interact with other students and discuss material through the 4 graded discussion forums. The instructor interacts with students through the "Get help" discussion forum, via email and by sharing feedback to the submitted lab assignments.

Reviewer Recommendations:

You did a great job posting Discussion Questions where students have opportunities for interaction and learning from each other.

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 plan for instructor feedback was available in the Course and Campus Policies link in the Start Here module.

Reviewer Recommendations:

The syllabus and Home Page clearly describe the instructor's plan for responding to Canvas Messages (within 24 hours on week days). A clear statement of when learners will receive feedback specific to "discussion postings, feedback on assignments, and grades" is shared on the Course and Campus Policies page.

Reviewer Recommendations:

Under Course Policies.

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:

A clear explanation of the requirements for learner interaction helps learners plan and manage their class participation and is important for promoting learners' active involvement in the course. The statement of requirements also provides a basis for the instructor to evaluate learner participation. However, no plan was available for instructor feedback.

Reviewer Recommendations:

The general requirements for learner interaction are clearly described in the "Attendance policy" section of the syllabus. Specific requirements for learner interaction are shared in the instructions for the assignments. The discussion forums share clear requirements for interaction including the anticipated length of student posts and responses as well as general considerations for students as they formulate responses to one another.

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:

Examples of tools used in this course are discussion boards, grade book, discussion boards, and relevant web design software.

Reviewer Recommendations:

As stated in the annotation for standard 6.1, "tools that are used support the learning objectives or competencies and fit the learning activities." Discussion forums are used appropriately to encourage students to discuss topics identified in the unit learning objectives. The Canvas Quiz and Assessment tools are also used appropriately for student assessment. Links to videos and power points are appropriate for sharing information on course topics.

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:

Tools used in the course help learners actively engage in the learning process through student to student interaction, student to instructor interaction, and student to course materials interaction. Using these tools actively engages the learner.

Reviewer Recommendations:

The course utilizes a number of tools in a way that promotes active learning. The Canvas Discussion tool is used to allow learners to interact with one another through discussion of a topic related to the current unit. The Quizlet tool allows students to interact with key chapter terms. The Canvas Quiz tool is used for homework as a student guide and allows students multiple attempts to improve their understanding of the material. Each of these tools require learner input and promote learner engagement with the material.

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:**

Information in the Start Here document clearly explained the software required and how to obtain it. The Start Here document also includes expanded information about technologies requires in the course.

Reviewer Recommendations:

The course syllabus provides information about how students can obtain required course technologies. The textbook and exam voucher can be purchased through the bookstore and is noted as such. Information about how to purchase a web hosting company and Adobe Dreamweaver software is clearly explained and the instructor recommends that students email him if they have any trouble obtaining these items.

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:**

According to the subject matter expert, CS6 and HTML 5 are the latest versions in web development. Even though textbooks are from 2013, basics of web development did not change much. The only difference is from HTML 4.0 to HTML 5.

Reviewer Recommendations:

The students are given the option to purchase Adobe Creative Cloud including the most current version of Dreamweaver or Adobe Dreamweaver CS6. However, the textbook and all resources are specific to CS6. According to our Subject Matter expert, the course technologies are current as CS6 is the latest version in web development.

Reviewer Recommendations:

Also, like I pointed out before, in addition to the book, it is a good practice to post more current information from technology articles, videos and other media.

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: 2, No: 1)**Reviewer Recommendations:**

Links to privacy policies for all tools was included in the Start Here module.

Reviewer Recommendations:

A list of links to privacy policies for external tools used in the course is included in the page titled "The Fine Print - Privacy Policies". The links shared are very helpful in identifying the privacy policies for many of the tools used within the course. Students are required to create an account with a web hosting company of their choice. This account will require username, password and payment information. It would be helpful to include links to the privacy policies for the companies that are recommended for student use in the syllabus (GoDaddy.com, HostGator.com, and Bluehost.com). Including these privacy policies could help students to determine which site would be most appropriate for their use and allow them to "safeguard their accounts" as described in the annotation for Standard 6.5. In addition, a link to the privacy policy for Quizlet may be helpful to students.

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:**

Technical support is included as a link in the Start Here module.

Reviewer Recommendations:

A link titled "Get Help with Canvas" is included at the bottom of each Canvas page. This link allows students to report issues with Canvas, submit help tickets to request technical support with course tools through the campus IT department and locate tutorials and resources specific to Canvas. In addition, the "Get Help" discussion forum provides an additional link to the site that students can use to submit a help ticket to request technology assistance.

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:**

Course and Campus Policies, Accessibility, and Privacy Policies are included as links in the Start Here module.

Reviewer Recommendations:

The institution's accessibility policy and services are included in the course syllabus in the section titled "ADA Statement". The statement includes a telephone number that students can use to contact the campus Special Populations office. In addition, information about the Office for Students with Disabilities (OSD) is included in the Student Support Services section of the syllabus and as a link in the "Get Help" discussion forum.

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:**

Academic support services and resources, and the scope of what they entail are included in the syllabus and in the Start Here module. These services include an online orientation page of services, student handbook, a readiness assessment or survey; testing services; tutoring; non-native language services; writing and/or math centers;

Reviewer Recommendations:

Information about the institution's student support services is included in the course syllabus. Relevant web addresses for campus services such as testing and student success tutoring are included in the course syllabus. The "Get Help" Discussion forum also includes links to Library Resources in the instructions for the forum. "Learners have access to academic support services and resources from within the course or the learning management system" as described in the annotation for standard 7.3.

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:**

Support services and resources are included in the syllabus and in the links in the Start Here module.

Reviewer Recommendations:

Web addresses for student counseling, NCTC CARES, and financial aid are included in the course syllabus. Information about academic advising and career services can be found in the NCTC Student Handbook that is linked from the Course and Campus Policies page. It may be helpful to include links to additional student support services such as academic advising and career services as described in the annotation for standard 7.4. These links could be included in the course syllabus or as part of the Start Module.

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:**

Navigation throughout the course is consistent, logical, and efficient and user oriented.

Reviewer Recommendations:

The system of navigation in this course is fantastic! Learners are clearly moved from one section of the course to another in a logical manner from the very beginning of the course. "Consistent layout and design are employed throughout, making content, instructional materials, tools, and media easy to locate from anywhere in the course" as described in the annotation for standard 8.1. Material is organized into logical modules and consistency is shown through the way that course materials are displayed, course activities are shared and evaluation tools are sequenced. This is very helpful for students as they are able to identify expectations for course navigation at the beginning of the course and focus their energy on learning the content shared through the course.

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:**

The course includes links to the accessibility statements for all required technologies in the Start Here module.

Reviewer Recommendations:

Information about the accessibility of technologies required in the course is available in the Start module in the Canvas Site. Learners have "access to information on the accessibility of the learning management system and all additional required technologies" as described in the annotation for standard 8.2.

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: 2, No: 1)

Reviewer Recommendations:

For the most part, alternative means of access to course materials is provided. Some PowerPoint slides do not include a script and should be reviewed. I am still unclear how students view accessible videos in each unit.

Reviewer Recommendations:

"Alternate means of access to course materials that meet the needs of diverse learners" are available in some but not all course materials. Accurate captions are available for 3 of the external videos that are shared in the modules and a transcript is shared for the welcome video. In addition, alternate text is included for 2 of the 4 images on the home page. However, neither captions nor transcripts are included for 8 of the external videos shared in the modules. The course does not provide "alternatives to all non-text content so that all learners have access to equivalent information" as described in the annotation for standard 8.3. It may be helpful to add captions or transcripts for the remaining videos or to contact Adobe and see if captioned versions are available for use in your course. Captions are necessary for students who are hearing impaired and can also be helpful for all students as they provide an alternate way of viewing the spoken information shared during the videos. In addition, you may want to consider organizing the information in the first 3 tables on the course syllabus into general text. This would allow a screen reader to more clearly share the information found in the tables with a sight impaired student.

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:

Course content is clearly presented so that learners can easily read and interpret it.

Reviewer Recommendations:

"Course content is clearly presented so that learners can easily read and interpret it" as described in the annotation for standard 8.4. Headings are used appropriately, font choices are appropriate and do not detract from the message shared, and colors used are reasonable in both the Canvas content pages and the power point presentation slides shared.

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:

Videos are easily accessible and each works. How is accessibility incorporated?

Reviewer Recommendations:

"Course multimedia facilitates ease of use" throughout the course. The videos chosen include clear audio and are easily accessible on Canvas pages. Images used on the Home page are appropriately sized. Presentations shared via power point allow the user to progress through the slides at their own pace.

Additional Review Comments:

Reviewer

Course is easy to navigate. Is there an ending project for the course or do the assignments build a web site as they are completed?

Reviewer

The consistency in the layout of this course is a huge benefit to students. The course navigation is clear and consistent which allows student to focus on their important task of learning course content and gaining mastery in course objectives. It is difficult to identify alignment between objectives and assessments without access to the instructions for lab assignments. It may be helpful to include lab assignment instructions within the Canvas Site.

Reviewer

As far as course design you created a great course with a lot of great resources, but coming from the same field and teaching a similar course, your course can be very overwhelming for students and especially for new web design students since you have a lot of assessments and assignments. It can create a busy work where students will have to stretch themselves thin to complete all graded assignments. If students have a lot of assignments and/or assessments, they spend less time on each task which can influence their main goal in this class – learn how to create a web site.

TOTAL POINTS AWARDED: 99

FINAL RESULT: MET STANDARDS