



**Institution:** Western Nevada College

**Course Code:** AIT 198Western053116

**Course Number:** AIT 198

**Course Name:** Special Seminar on Number Systems for Industry

**Course Representative:** Emily Howarth

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

**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:**

Very clear how to get started with “start here.” I especially liked the hyperlinked documents within the syllabus. This made it very clear and complete within this one document. Great job!

**Reviewer Recommendations:**

**Standard 1.1** focuses on providing clear instructions on how to get started and where to find various course components. The 'Start Here' link on your welcome announcement is clearly identified and provides learners steps on how to get started in your course. Providing the items you want learners to accomplish in a listed format makes it easy for them to check off their tasks.

**Reviewer Recommendations:**

Met, this is very clear. The course provides a “START HERE” page which contains instructions on the first steps to get started in class. The page has links to the Course Syllabus, Technology Requirements, Course Schedule & Assignment Guide, and direct link to all the course Modules. **Recommend moving the “START HERE” page up within the “First Module” so the Course Learning Objectives and the other initial activities comes after that page.**

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The opening page describes well the purpose and the structure is clearly explained within the start here and syllabus information which follows.

**Reviewer Recommendations:**

**Standard 1.2** centers on a clear introduction to the purpose and structure of the course. Information should be provided to help learners understand the purpose of the course and how the learning process is structured and carried out. Your Syllabus does a great job describing the purpose of the course with an overview of the course and components of the course (read documents, watch automated presentations, interact with online activities, etc.). Your Course Schedule and Assignment Guide document clearly outlines expected weekly outcomes and assignments.

**Reviewer Recommendations:**

Met, this information is found in the Course Syllabus document (Overview of the Course). In addition, the main “home” page of the course also introduces the purpose of the course and provides a link to the START HERE page with direct links to the main course documents and instructional modules.

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**STANDARD 1.3** - (2 Points)

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

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

Netiquette information was easily found within the syllabus as expected and I felt laid out all the pertinent topics related to common courtesy within the interactions of the students electronically.

**Reviewer Recommendations:**

**Standard 1.3** focuses on providing clear expectations for how learners are to communicate online and in the classroom. Your Syllabus provides a section on Netiquette that provides standards and expectations for online communication.

**Reviewer Recommendations:**

Met, expectations for how learners are to communicate online and in the classroom are clearly stated in the “Netiquette” section in the Course Syllabus (page 3). In addition, the Technical Requirements section in the Course Syllabus provides a link to Canvas Student Orientation. In that module, there is a page about “Online Course Netiquette Guidelines”.

**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:**

Pertinent policies are either contained within the syllabus or may be found in the provided link to wnc.edu website. I did explore the school's website and found it easy to locate information and navigate.

**Reviewer Recommendations:**

**Standard 1.4** concentrates on course and/or institutional policies within which the learner is expected to comply are stated clearly, or a link to current policies is provided. The 'Student Resources and WNC Information' section of your Syllabus includes a link to academic integrity policies and information regarding late assignments.

**Reviewer Recommendations:**

Met, course policies are outlined in the Course Syllabus under the "Overview of the Course" section. Such course policies include communication policy, late work, and student's responsibilities. Institutional "Academic Integrity Policy" is linked in the Course Syllabus under the "Student Resources and WNC Information" section (page 3).

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**STANDARD 1.5 - (2 Points)**

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

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

The technology requirements were covered quite adequately within the syllabus and no unusual requirements were found.

**Reviewer Recommendations:**

**Standard 1.5** emphasizes the need to provide minimum technology requirements and instructions for use. Your Syllabus provides a section called Technical Requirements that states required technology. I encourage you to add a link to the Microsoft website if learners opt to purchase Office. You may want to share with them the student discount option Microsoft offers at the following link. Office 365 University:

<https://products.office.com/en-us/university?legRedir=true&CorrelationId=a157f291-9797-427c-9fc8-1fd039673d40>

**Reviewer Recommendations:**

Met, the minimum tech support requirements can be found under the "START HERE" page. There is also a link under "Technology Requirements" page to the WNC Online Student Orientation with more technical requirements details. Finally, the Course Syllabus has a "Technical Requirements" section (page 5).

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**STANDARD 1.6 - (1 Point)**

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

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

Basic prerequisite knowledge are covered well within the syllabus and should be not only easy to find for the student, but easy to understand also. Well done!

**Reviewer Recommendations:**

**Standard 1.6** looks at whether or not prerequisite knowledge and/or any required competencies are clearly stated. Your Syllabus states that Basic Algebra is needed to be successful, however, I am not able to find any information specifically identified as a course prerequisite. You may consider identify what course covers the needed skills of formulas and decimal notation.

**Reviewer Recommendations:**

Met, prerequisites are stated at the bottom of page 1 of the Course Syllabus. They include the required computer background as well as the minimum math skill level required. I **suggest making this information in a separate section under a heading such as "Course Prerequisites" in order to make it clear for the learner what discipline and/or other competencies are specifically required for this course.**

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**STANDARD 1.7 - (1 Point)**

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

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

Similar to standard 1.6, the minimum technical skills are found along with the prerequisite knowledge information within the syllabus.

**Reviewer Recommendations:**

**Standard 1.7** requires minimum technical skills expected of the learner to be clearly stated. Your Syllabus provides a statement that identifies technical skills needed to be successful in your course (To be successful in this course, learners should have a basic background with computers: using programs, working with files and folders,...).

**Reviewer Recommendations:**

Met, minimum general as well as course-specific technical skills expected can be found on pages 1 & 2 of the Course Syllabus. In addition, the Canvas Student Orientation (linked from the Technical Requirements section of the Course Syllabus) includes more details about the general and course-specific technical skills learners must have to succeed in the course.

**STANDARD 1.8 - (1 Point)**

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

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

I found that the instructor chose to introduce herself within the first discussion assignment which certainly meets the requirements of this standard. You may consider that a student may desire a bit more information about you to form a personal basis of contact, thereby giving them further ideas of information to share with you regarding their personal interests. This would not be required in my view, just a thought for consideration.

**Reviewer Recommendations:**

**Standard 1.8** focuses on an appropriate and available self-instruction by the instructor. You provide a brief self-introduction in Module 1 that states your name and how long you have taught at your institution. I encourage you to share with learners more detailed information such as your teaching philosophy, past experiences with teaching online, or personal interests such as family, travel experiences, etc.

**Reviewer Recommendations:**

Met, there is a self-introduction by the instructor displayed in the “DO: Welcome – Please Post a Brief Introduction Here” forum under the **\*\*First Module\*\***. In addition, the instructor’s name, contact, and office location are listed at the beginning of the Course Syllabus document.

**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 first discussion assignment is where this requirement is found and I feel it is a most appropriate way to start the class.

**Reviewer Recommendations:**

**Standard 1.9** focuses on students introducing themselves to the class. Learner introductions at the beginning of class creates a sense of connection between the instructor and learners. Learners are asked to introduce themselves in Module 1.

**Reviewer Recommendations:**

Met, the **\*\*First Module\*\*** has a “DO: Welcome – Please Post a Brief Introduction Here” forum that asks the students to post a reply and tell the class and the instructor a little about themselves and why they are taking the course. The introduction forum clearly specifies the length of the post (1 to 2 paragraphs) and how many replies are expected by each student.

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:**

I reviewed the course learning objectives within the Course Worksheet and found them all to be appropriate and measurable.

**Reviewer Recommendations:**

**Standard 2.1** focuses on course learning objectives or course/program competencies that describe measurable outcomes. The course learning objectives located in your Syllabus and Module 1, provide measurable course competencies that learners can expect to achieve. The course learning objectives align with module learning objectives.

**Reviewer Recommendations:**

Met, the course learning outcomes are measurable and clearly define what learner’s will learn and be able to do if they successfully complete the course. They can be found in the Course Syllabus under the “Overview of the Course” section. In addition, course-level learning objectives are also listed under the Modules area in **\*\*First Module\*\*** pages. The course learning objectives align with the module-based learning outcomes, assessments, instructional materials, course technology and the activities to support the learner’s mastery of the course content. I **suggest** adding which course-level learning objective(s) align(s) with which module-level objectives in the weekly schedule in the “Course Schedule and Assignment Guide” document.

**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:**

I did find that the modules are consistent with the course level objectives and do measure mastery of the desired competencies. This is true all the way through the lessons and continues to the final module quizzes which were easy to navigate and gave instant feedback of results.

**Reviewer Recommendations:**

**Standard 2.2** relates to module/unit level objectives or competencies that are measurable and consistent with the course-level objectives or competencies. Your module level learning objectives are measurable and align with the expected course learning objectives. The module learning objectives align with course learning objectives and assignments used to assess the objectives.

**Reviewer Recommendations:**

Met, the module-based learning outcomes meet the 85% rule and can be found in each one of the four modules in the course. They are measurable and align with the course learning outcomes, assessments, instructional materials and learner activities. The module-level learning outcomes describe specific knowledge that learners should be able to master and demonstrate at the module level. These module-based learning outcomes do provide learners with focus and clarity of learning expectations and learning outcomes. Once again, it may be **helpful** if both course-level learning objectives and module-level learning objectives are stated in the weekly schedule in the “Course Schedule and Assignment Guide” document.

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

I found that the statements regarding objectives and competencies were at a level that should be easily understood from the student’s perspective.

**Reviewer Recommendations:**

**Standard 2.3** concentrates on learning objectives being clearly written. The course and module learning objectives are clearly stated. The course level objectives are located in the Syllabus and Module 1. The module level objectives are placed at the beginning of each module. The module level objectives are also included in the Course Schedule and Assignment Guide document.

**Reviewer Recommendations:**

Met, the course-level and module-level learning objectives are stated clearly and written from the learner’s perspective so the expected learning outcomes are easily understood. The use of educational jargon, confusing terms, unnecessarily complex language, and puzzling syntax has been avoided.

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Yes! This relationship is clearly stated in each of the lesson introductions which seem to be an excellent place for this critical standard.

**Reviewer Recommendations:**

**Standard 2.4** focuses on the importance of clearly stating the relationship between learning objectives or competencies and course activities. Your Course Schedule and Assignment Guide does a great job showing the relationship between the learning objectives (course and module) and how each activities is connected to each objective. The numbering system used is easy to follow. Great job!

**Reviewer Recommendations:**

Met, good mapping of all module-level learning objectives across all four modules. This mapping can clearly now be seen in the Course Schedule and Assignment Guide in the START HERE module. It is now clear how the course-level learning and module-level learning objectives are related to the various instructional and assessment activities. Well-done!

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Based upon the introduction to the course stating previous knowledge recommended, I do feel that the competency levels are well suited to the level of the course description.

**Reviewer Recommendations:**

**Standard 2.5** states that learning objectives or competencies should be suited for the level of the course. Your course and module learning objectives are lower in the cognitive realm (Identify, Recognized, Demonstrate), indicating objectives that are at an introductory course level.

**Reviewer Recommendations:**

Met, course-level and module-level learning objectives and skills are written at the Bloom’s Taxonomy level that is appropriate for the objective of a course of this nature. They emphasize understanding concepts and applying what the students learn. Learners are expected to demonstrate their understanding and show their ability to add, subtract, and convert numbers between the different number systems. I believe the action verbs utilize Bloom’s taxonomy of verbs that are appropriate for the level and intended audience of this course.

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

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

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

3.1 The assessments measure the stated learning objectives or competencies.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

I found that in the lesson content as well as the associated quizzes, the stated learning objectives were indeed being assessed in a manner that allowed the instructor to determine if the desired objectives were reached by the student. Further, the student is also able to clearly see from these assessments whether he/she is having any trouble and easily define the particular objective in question.

**Reviewer Recommendations:**

**Standard 3.1** looks at whether or not the assessments you use measure the stated learning objectives or competencies. Your module assessment methods (quizzes and discussion) align with the state objectives for the module and course.

**Reviewer Recommendations:**

Met, course assessments (quizzes, and participation forums) are consistent with the course-level and module-level learning objectives, learner activities and course materials. The assessments do measure the accomplishment of the course and module learning outcomes. Based on the course-level and module-level learning outcomes, learner activities, resources available and types of assessments chosen, it is clear that learners can successfully complete these assessments.

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

3.2 The course grading policy is stated clearly.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

I found the grading policies to be clear, indicating equal weighting of participation and course lesson/module quizzes. I did not find however, the method involved for determining a student's participation grade until I actually entered into the discussion assignments. It was very clear when presented with the task. To improve on this already met standard, you may want to include a brief comment in the syllabus indicating that the information related to participation grading is found within the discussion assignments along with a rubric example.

**Reviewer Recommendations:**

**Standard 3.2** focuses on a course grading policy that is clearly stated. Your Syllabus clearly identifies the grading policy and how a final grade is determined. I liked that the Grades section in canvas provides learners the ability to enter 'What-If' scores to help them in determining scores needed to meet their goals.

**Reviewer Recommendations:**

Met, the evaluation/grading policy is stated in the Course Syllabus (page 4). The grading policy is also shown in the Gradebook (Canvas Grades tool).

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

I did find that the criteria are included within the descriptions of assignments which provide for support of the method arrived at the grades and the tie-in to the grading policy.

**Reviewer Recommendations:**

**Standard 3.3** reiterates the importance of providing specific and descriptive criteria regarding evaluation of learners' work. The majority of your discussion forum instructions identify how many points the post and reply are worth. However, DO: Week 3 Graded Discussion > "Back and Forth" and DO: Week 4 Graded Discussion > "What else is there?" discussion forums do not provide guidelines for how they will be graded. I assume the learners would follow the same guidelines as previous discussions, however, it would be helpful to provide points attached to each component of the discussion (post and reply). I would also encourage you to provide learners details on how they will be graded on grammar, spelling, etc. If points are deducted for typographical or grammatical errors, then it is necessary to let learners know how many points each error will be.

**Reviewer Recommendations:**

Met – according to the Annotation for this standard: *“learners are provided with a clear and complete description of the criteria that will be used to evaluate their work and participation in the course. These criteria are stated upfront at the beginning of the course. The description or statement of criteria provides learners with clear guidance on the instructor's expectations and on the required components of coursework and participation. The criteria give learners the information they need to understand how a grade on an assignment or activity will be calculated .”* The course provides two kinds of assessments: quizzes and participation forums. Points are clearly shown for each question in the quizzes. The description for each participation forum shows the criteria of each post and how the points are awarded and distributed (sort of a rubric).

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**STANDARD 3.4 - (2 Points)**

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

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

I did find that the content of the assessment instruments was directly related to the lesson and objective being covered. The course developer seemed to be well in tune with keeping all assessment content relative. Good Job !

**Reviewer Recommendations:**

**Standard 3.4** focuses on the need to provide assessment instruments that are sequenced, varied, and suited to the learner work being assess. Your assessment instruments use a traditional (multiple choice, true/false, matching) self-scoring option as well as alternative assessment where learners are asked to develop an answer in response to your discussion forum prompt/question. The Module Reflections are a great tool that requires learners to apply what they have learned and think critically.

**Reviewer Recommendations:**

Met, the assessment instruments are varied and sequenced. The assessments are appropriate and align with the course-level and module-level learning objectives. The assessments include: four weekly participation forums (in addition to the self-introduction forum), and four weekly quizzes. The quizzes include a mix of T/F, multiple choice, and matching questions.

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**STANDARD 3.5 - (2 Points)**

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

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

Feedback was instant with the quizzes examined and it was stated that any submitted requests would be responded to within 48 hours during the work week. I feel this is very adequate for the tracking of one's progress throughout the course and well meets the standard as would be expected by the normal student.

**Reviewer Recommendations:**

**Standard 3.5** ensures your course provides learners with multiple opportunities to track their learning progress. Learning is more effective if learners receive frequent, substantive, and timely feedback. The Self Reviews available at end of modules and Module quiz feedback are fantastic tools for learners to determine their level of content mastery with instant feedback.

**Reviewer Recommendations:**

Met, all the quizzes allow for feedback after completion (self-check). Quizzes and participation forums are graded and scores are maintained in the Grades tool on Canvas so learners can track their learning progress.

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

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

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

All the learning materials were included within the course, along with the option of using additional links if desired and were more than adequate in meeting the needs of the student with regard to having the tools necessary to succeed in this course. I also think this method would be very desirable from the student's standpoint. Great job! You may wish to review your content in the syllabus under "Class Materials" where there is mention of "*and hands-on circuit building exercises with the kit of components described above.*" This does not seem to apply to this course and you may want to consider deletion of any non-applicable statements within the text of this topic.

**Reviewer Recommendations:**

**Standard 4.1** focuses on instructional materials and their contribution to the achievement of course and module/unit learning objectives or competencies. Your course materials align and support the course and module learning objectives. The Course Schedule and Assignment Guide provides documentation of this alignment/support. Providing what course objective each module and assessment is related to would provide more clarity.

**Reviewer Recommendations:**

Met, the instructional materials (posted web-based multimedia presentations, demonstrations, simulations, and YouTube videos) used in the course align with the course-level and module-level learning objectives by contributing to the achievement of those learning outcomes and by integrating effectively with the tools, assessments and activities selected for the course. The materials align with the learning outcomes in a clear and direct way and provide the information and resources learners need to achieve the stated learning outcomes.

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The course schedule and assignment guide linked in the start here page clearly explain the use of the materials and order of learning activities. I had the same problem as another reviewer trying to open that link, which later seemed to resolve itself. It may be an item that you wish to review from a technical standpoint should it continue to occur.

**Reviewer Recommendations:**

**Standard 4.2** states that both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. In each of your modules, you explain the purpose of the module, the necessary assignments, and module objectives learners can expect to achieve. All links in the course indicate the purpose of the link or are self-evident.

**Reviewer Recommendations:**

Met, learners are provided with a clear explanation of how the instructional materials, resources, technologies, and learning activities are used in the course, and how each will help them achieve the stated learning outcomes in the course. For example, each module starts with summary and learning objectives followed by the instructional material for that module. Learners are able to see how mastering these activities will help them succeed in this course. Each module ends with the evaluation activities (a quiz and a participation forum). Each multimedia presentation starts with a slide on "How to Use This Technology" that explains how to navigate and advance these presentations ... Excellent material! I commend the course developer for choosing such high-quality instructional material and for engaging the learners in the learning process in this way.

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**STANDARD 4.3 - (2 Points)**

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

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

I could not find anything that was not appropriately cited. Links that used outside resources opened directly into the site where it was easy to see who the author/developer was. I saw no problem that I am aware of with linking to that use of material. These were not restricted sites.

**Reviewer Recommendations:**

**Standard 4.3** ensures that all instructional materials used in the course are appropriately cited. You instructional materials are properly cited in each module as well as at the Home page.

**Reviewer Recommendations:**

Met, all instructional material (including multimedia presentations and web-based written documents) are appropriately cited at the starting page of each module on Canvas. In addition, all multimedia presentations are licensed under the Creative Common Attribution International License and a statement is included at the beginning of all multimedia presentations used in the course.

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**STANDARD 4.4 - (2 Points)**

4.4 The instructional materials are current.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

All instructional materials were very recently put together and are current. There has not been much change in this material over the last several years that would be of concern.

**Reviewer Recommendations:**

**Standard 4.4** emphasizes the importance of instructional materials being current. Your course uses materials that are up-to-date with online learning.

**Reviewer Recommendations:**

Met, all materials are current. This include multimedia presentations, YouTube videos, and web sites.

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**STANDARD 4.5 - (2 Points)**

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

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

Yes! There was a variety of delivery methods which I feel the student will appreciate in the delivery of the course. This should keep things from getting boring and help keep the student's interest engaged. Slide shows, videos, interactive lessons, text reading or mute options, as well as opportunities to go out exploring for other resources were all included. Very well done!

**Reviewer Recommendations:**

**Standard 4.5** confirms that there are a variety of instructional materials used in your course. Your course presents a variety of relevant instructional materials that include an imbedded e-book, videos, simulations, and websites.

**Reviewer Recommendations:**

Met – The course presents a variety of relevant instructional materials, it includes: multimedia presentations, YouTube videos, PDF handouts, external web sites, e-books, and simulations. I feel the instructor did an excellent job in creating/integrating the multimedia presentations (or lectures) in which the concepts are explained in great details and step-by-step. Very nice work!

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**STANDARD 4.6 - (1 Point)**

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

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

Distinction was made to include all required materials which were easily accessible within the modules link. The student is not required to go from place to place to get what is needed for each step along the way which is very good!!

**Reviewer Recommendations:**

**Standard 4.6** makes certain there is a clear distinction between required and optional materials. Your Syllabus provides a statement that identifies students are expected to use all of the resources and exercises in the course.

**Reviewer Recommendations:**

Met, all instructional material presented on the course site seems to be required. There is a statement on page 2 of the Course Syllabus that students are expected to use "all" instructional material provided in each module to learn the concepts of each module.

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

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

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The course developer did a very thorough job of making sure that content is on task and aligned with the stated learning objectives. Well done!

**Reviewer Recommendations:**

**Standard 5.1** focuses on learning activities promoting the achievement of stated learning objective or competencies. Your course provides learners a variety of activities to achieve stated learning outcomes. You also identify in your Course Schedule and Assignment Guide what activities will be used to accomplish module level outcomes.

**Reviewer Recommendations:**

Met, the learning activities align with the course/module learning objectives. The learning activities integrate with the course instructional materials and assessments by engaging learners in activities that promote achievement of the learning objectives. The purpose of learning activities do facilitate the learner's achievement of the stated learning outcomes.

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The included discussion component of each week's module of learning definitely not only provide but promote this opportunity for interaction to support the learning activity. I feel that students will be giving various forms of input regarding any difficulties and will likely be offering advice on techniques they have found to accomplish tasks within the scope of the objectives.

**Reviewer Recommendations:**

**Standard 5.2** ensures learning activities provide opportunities for interaction that support active learning. Your course offers a variety of active learning opportunities through learner-content, learner-learner, and learner-instructor activities. Learners engage in their content with the e-book, practice resources, and videos. Learners are able to engage with each other through discussion forums. Learners are able to engage with you through weekly discussion, assignment feedback, and email correspondence.

**Reviewer Recommendations:**

Met, the learning activities encourage learner's engagement through different types of interaction. In addition to the student-to-content interaction through watching the multimedia presentations, reading content from the various linked web sites, watching the YouTube videos, and practicing the various simulations, learners have the opportunity to interact with the instructor and with other students using the various communication tools on Canvas such as the announcements, email, and the various discussion boards in each module. The discussion boards in each module promote learner-to-learner interaction.

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Two day, 48 hours, is clearly stated in more than one place. Though not required to meet the standard, I do feel that *timely* feedback is important and this seems reasonable.

**Reviewer Recommendations:**

**Standard 5.3** relates to the instructor's plan for classroom response time and feedback on assignments being clearly stated. Your Syllabus provides a statement that feedback and scores for graded assignments and activities will be provided within 48 hours of the due date, except on weekends and holidays.

**Reviewer Recommendations:**

Met, Information about instructor response/feedback time on emails/quizzes/discussion postings and when available for office hours (through weekly online chat sessions) can be found in on page 2 of the Course Syllabus.

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**STANDARD 5.4** - (2 Points)

5.4 The requirements for learner interaction are clearly stated.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

Each of the discussion assignments describe very clearly the goal of the posts that are required and the goal in giving critique of other students' posts. To improve on this already met standard you may want to consider a mention of where these details of discussion posts are found in your syllabus. Yet, all they have to do is access the discussion and they will see the requirements. Your option and not required in meeting the already met standard.

**Reviewer Recommendations:**

**Standard 5.4** focuses on requirements for learner interaction being clearly stated. Your Course Schedule and Assignment Guide gives learners detailed information on Lessons, Lab Materials and Links Posted in Canvas as well as a list of Graded Assignments for each module. Your links to the discussion forums provide details on requirements for participation and interaction.

**Reviewer Recommendations:**

Met – according to the Annotation for this standard: “a clear explanation of the requirements for learner interaction helps learners plan and manage their class participation and is important for promoting learners’ active involvement in the course. The statement of requirements also provides a basis for the instructor to evaluate learner participation.” The instructor clearly states in the description/instructions of each discussion forum what the learners need to discuss and the attributed of their posts. In addition, the instructor clearly describe what makes a quality/engaging post and response in each discussion forum and she give an example in some cases.

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

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

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Overall, I felt that the technology used in delivery of the course worked very well and certainly supported the learning objectives/competencies.

**Reviewer Recommendations:**

**Standard 6.1** focuses on tools used in the course supporting learning objectives or competencies. Your course provides learners tools that support your learning objectives. The tools range from videos, interactive labs (websites), discussion, quizzes, and exams. All of these tools align with your course goals and unit learning objectives.

**Reviewer Recommendations:**

Met, the tools do align with the course –level and module-level learning objectives by effectively supporting the course’s assessment instruments, instructional materials and learning activities. Canvas tools used in the course include Announcements, Discussions, Chat, Modules, Quizzes, and Grades (Gradebook). These tools support the learning outcomes and fit the learning activities. Clear information and instructions are provided regarding how the tools support the learning outcomes.

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

6.2 Course tools promote learner engagement and active learning.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Lesson activities often require user input and support engagement/active learning. The discussion feature also supports this, as well as the sessions where the instructor is available for discussion with students who are available and desire this feature. Standard is very well met in this regard. Great job!

**Reviewer Recommendations:**

**Standard 6.2** ensures that course tools promote learner engagement and active learning. Your course offers a variety of assignments types that reach a diverse set of learner types. Learners also have the ability to track their progress through the grade book and the practice resources.

**Reviewer Recommendations:**

Met, media in the course help learners stay engaged and support successful completion of the course. The course and media tools, (Canvas tools, multimedia presentations, YouTube videos, simulations, and external web sites) engage the learner-to-course and learner-to-instructor interactions. Moreover, the participation discussions promote learner-to-learner and learner-to-instructor interaction.

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**STANDARD 6.3** - (2 Points)

6.3 Technologies required in the course are readily obtainable.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

As stated previously, no unusual technology requirements were noted. All software was available for free and easily loaded to my computer system which is not the latest technology, yet I had no trouble whatsoever with the course content and provided links to external content.

**Reviewer Recommendations:**

Your course provides access to required technologies that are readily available through download links and instructions you have provided in the course and Syllabus.

**Reviewer Recommendations:**

Met - all required technologies are easily obtainable through online downloads. The LMS (Canvas) run under popular web browsers. The multimedia presentations are embedded in .SWF (Flash) format and are playable (on a computer) using regular browsers with Adobe Flash Player. One thing to note is these .SWF format is NOT compatible with Apple mobile devices (iPad and iPhone). Although Canvas, as an LMS, has a nice mobile interface, ALL .SWF presentations are NOT viewable in those Apple devices. It may be helpful to add a note under the “Technical Requirements” section (page 5 of the Course Syllabus) to let the learners know that these multimedia presentations are not viewable on an Apple device and regular computer (Windows/Mac desktop or laptop) is required.

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**STANDARD 6.4** - (1 Point)

6.4 The course technologies are current.

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

It was found that the required technology was indeed current. I did not find any applications where an older version of a particular program was required. There is also opportunity for social media activity within the content provided. (Facebook and Twitter)

**Reviewer Recommendations:**

**Standard 6.4** looks at whether or not the technology used in your course is up-to-date. Your course uses very current technologies.

**Reviewer Recommendations:**

Met, course uses the recent implementation of Canvas. Instructional material is made with current tools and technology that includes Adobe Flash, Adobe Acrobat, and regular web-based content and media (web sites and YouTube). All these technologies are current and run smoothly under current web browsers. Once again, there is the limitation that .SWT presentations do not run on iOS-based devices. Long term, think about the possibility to have a project to convert this material to HTML5 (perhaps!) so it will be fully compatible with all mobile devices.

---

**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:**

Privacy policies were found. Great job. I was also able to find privacy policy on the external links where YouTube is utilized. Students have an increased awareness of the importance of privacy policies and your revisions to meet this standard, though not required, are a welcome addition for me to see as a reviewer. Thank you for a job well done.

**Reviewer Recommendations:**

**Standard 6.5** states that links should be provided to privacy policies for all external tools required in the course. Under the Start Here section, you have provided a link to privacy policies for all external tools required under the Technology Tools: information, requirements, and instructions for their use heading.

**Reviewer Recommendations:**

Met, each module now starts with a "Lesson Objectives and References" page that has a link to privacy policies for all tools required in the course. Thank you for adding this information/link.

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

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

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Good job in making this standard easily distinguishable as met.

**Reviewer Recommendations:**

**Standard 7.1** puts emphasis on your course providing instructions that articulate or link to a clear description of the technical support offered and how to obtain it. Under your announcements section is a link to help on Canvas. The Help (?) link also provides support for a variety of help resources.

**Reviewer Recommendations:**

Met, the START HERE page has "course technology information, requirements, and instructions for their use" link takes the students to a page with a link to wnc-online. ON this page, there are information of the technical support offered and how to obtain them.

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

This standard appears to be met by the inclusion of the Disability Services statement within the syllabus. One suggestion for improvement would be to add the area code to Susan's phone number. It currently states, *"Please contact Susan 445-3268"*. This should be an easy fix and will eliminate any confusion that may arise regarding area codes.

**Reviewer Recommendations:**

**Standard 7.2** focuses on course instructions articulating or linking to your institution's accessibility policies. Your Syllabus provides information regarding Disability Support Services and how to contact these services under the heading Student Resources and WNC Information.

**Reviewer Recommendations:**

Met, the Course Syllabus provides an accommodation statement about the services and accommodations that are available to WNC students with disabilities. This statement is under the "Student Resources and WVC Information" section of the Course Syllabus with a contact name/number.

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**STANDARD 7.3 - (2 Points)**

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

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

The mention of tutorial services to students as well as the additional advantage of communicating directly with the instructor all add up to meeting this standard. I feel confident that the student will be able to easily see how to obtain additional support when needed and communicated.

**Reviewer Recommendations:**

**Standard 7.3** looks at course instructions articulating or linking 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. Your Syllabus provides a Student Resources and WNC Information heading that has a link to the Academic Skills Center with support services such as tutoring and workshops.

**Reviewer Recommendations:**

Met, this information is found in the Course Syllabus under the "Student Resources and WCN Information" section. There is a link WNC Academic Skills Center. On that Center's page, there is a link to *brainfuse* where students can get tutoring services. It may be helpful if the Academic Skills Center includes additional academic services such as the Library (which is available from the main college web site ... but it may be helpful to included it in the Skills Center, as well.)

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**STANDARD 7.4 - (1 Point)**

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

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

I did find a wide array of student services available on the WNC website which is referenced in the course and syllabus, thereby meeting this standard. I believe the student would have no problem finding this information as I did.

**Reviewer Recommendations:**

**Standard 7.4** looks at course instructions articulating or linking to an explanation of how the institution's student services and resources can help learners succeed in the course and how learners can obtain them. Your Syllabus provides the link to the Academic Skills Center that then has a link to Student Services such as financial aid, advising, and counseling. I encourage you to provide this link directly from your Syllabus with a description of how these services can support learner success.

**Reviewer Recommendations:**

Met, there is a Student Services menu accessible from the Academic Skills Center page (which is linked from the Course Syllabus under "Student Resources and WNC Information" section. I strongly suggest having that link (<http://www.wnc.edu/student-services/>) directly added to the list of Student Resources links in the Course Syllabus.

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

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

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

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

8.1 Course navigation facilitates ease of use.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

I would have to say very well done. This is one of the easiest courses I have reviewed in this regard. I like the organization and ease of getting to what I need to do within the course easily. I like the form of indention in the menu for the modules and the key words that you include with each topic detailing what each entails.

**Reviewer Recommendations:**

**Standard 8.1** focuses on whether or not your course navigation facilitates ease of use. I found your course very easy to navigate. The module sections nicely group weekly assignments.

**Reviewer Recommendations:**

Met, navigating the course Canvas site is very easy, intuitive and efficient. The links are self-describing. All modules are consistently formatted the same way. Every module includes direct links to pages of the various learning activities on that module (e.g. learning objectives, multimedia presentations, YouTube videos, discussions, and quizzes). **Suggestion:** *I am not sure if there is a reason NOT to ... but I believe all YouTube videos can be "embedded" into the Canvas pages. This way, the navigation will be even easier rather opening an different web page to YouTube.*

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

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

I was pleased that audio is provided with the text to help facilitate someone who may have vision difficulty. I also noted that the topic of accessibility is addressed within the course and includes a phone number of a contact person that can provide whatever accommodation may be needed. Great job in adding to this required standard!

**Reviewer Recommendations:**

**Standard 8.2** puts emphasis on information being provided about the accessibility of all technologies required in your course. Under the Start Here section, you have provided a link to Accessibility for Technology Tools that provides additional links to accessibility statements for all technology used in your course.

**Reviewer Recommendations:**

Met, each module now starts with a "Lesson Objectives and References" page that has an "accessibility for technology tools" link. Thank you for adding this information/link.

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**STANDARD 8.3 - (2 Points)**

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

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:****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. - (Annotation)** I was able to see text versions of slide show material which I believe falls into this category. For the most part I found the text to be an accurate representation. However, in slide 5 of the "Text Transcript Introduction to Number Systems 1 .doc" the numbers referenced with subscript numbers or base attached as in the slide show, they do not have the subscript numbers with them. According to the annotations within the QM Rubric, "When alternative formats are provided, verify the general accuracy..."

These are easily added in Word and I would recommend you make that addition in order to maintain the accuracy of the Text Transcript.

**Reviewer Recommendations:**

**Standard 8.3** states that your course should provide alternative means of access to course materials in formats that meet the needs of diverse learners. Your course content is acceptable for diverse learners and technology used to interpret content such as a screen reader. The image you use on the welcome announcement should have an alt-tag when a learner hovers over them. However, without the alt-tag, I don't feel that the learner is missing out on important content but rather see the image being used for aesthetics. PDF files are searchable and videos contain closed-caption options. Text transcripts were provided for all module videos.

**Reviewer Recommendations:**

Met, very nice combination of text content coupled with audio narration in all multimedia presentations. In addition, each module provides a "Text Transcript" for each multimedia presentation and the YouTube videos have good and accurate closed captions. This approach provides alternative means of access to course material in formats that meet the needs of diverse learners.

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**STANDARD 8.4 - (2 Points)**

8.4 The course design facilitates readability.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

I had no problems with fonts or colors that would affect readability negatively. I think the student would have the same findings.

**Reviewer Recommendations:**

**Standard 8.4** looks at your course design facilitating readability. Your font style, size, and white space between content allows for easy reading.

**Reviewer Recommendations:**

Met, the overall look and feel of the course is consistent throughout. The use of fonts and style is consistent. Paragraphs in the Canvas modules' pages are broken up into manageable blocks. Text is also distinguishable from backgrounds.

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**STANDARD 8.5 - (2 Points)**

8.5 Course multimedia facilitate ease of use.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

I found that all multimedia formats performed well on my machine (Laptop PC Dell E5510) I had no stuttering video, no audio problems, or anything of concern regarding ease of use.

**Reviewer Recommendations:**

**Standard 8.5** focuses on course multimedia facilitation ease of use. The videos used in your course provide clear audio quality and are appropriate in length.

**Reviewer Recommendations:**

Met, course pages and multimedia presentations are all self-describing and meaningful. No issues with playing video, audio, or flash presentations. The quality of the audio is clear. All these learning activities are used to enhance the instructional materials and to evaluate learners' learning activities without causing distraction from the materials.

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

1. Bar graph in slide show indicating positional notation seems to be in error. You may wish to review that and look for powers of 3, 2, 1, 0, -1, -2, etc.
2. I was a little confused and it may just be me on the discussion postings. Are students to just reply to your post/assignment or create a new post. I could not find a way to create a new post under that thread. Again, it may just be a simple error on my part. You may want to look at the instructions for that in the interest of the

student, should they encounter a similar question.

3. In the quiz for Number Systems 2, questions 9, 10, and 11 seem to basically already be answered. You may want to review those answer slots for those questions.

4. I'm not sure I understand in Intro to Number systems 3 slide show most of the way through (the slides aren't numbered that I can see), there is a slide that says, "The OCTAL NUMBER SYSTEM is a base 8 system... ;that is ,  $23 = 8$ " I would think in the Octal system 23 would be  $2 \times 8$  plus 3 or 19 decimal. So 23 Octal = 19 Decimal or 23 decimal = 27 Octal. I could be wrong...Not sure what  $23 = 8$  means.

5. The end of slide show quizzes seemed to not be scoring correctly. I got 0 of 4. This may just be because we are in as reviewers, not sure.

6. Overall, great job in course building, content, diversity of deliveries, and your prompt willingness to respond to the few issues we as a team found. It has been a pleasure reviewing your course. I very much appreciate the opportunity.

#### **Reviewer**

The Help (?) link in the navigation payment has a link to WNC Online Student Orientation module. The information found in this module has a great deal of useful information, however, I didn't see any reference to this module in the course. I just happened to stumble upon it! I encourage you to put this information in your Syllabus.

#### **Reviewer**

Professor Howarth: Your course is excellent and I really enjoyed reviewing the various parts and elements in it. The main areas of concern I believe is to all links to the Privacy and Accessibility of the various tools and technologies used in the course. The other issue of concern could be the limited access to the .SWT multimedia presentations on iOS devices. It may worth it to discuss this with your IT folks and explore how such excellent content can be make interoperable across multiple platforms (think HTML5).

**TOTAL POINTS AWARDED: 99**

**FINAL RESULT: MET STANDARDS**