Institution: North Central Texas College

Course Code: ITNW1353North C111516
Course Number: ITNW1353
Course Name: SUPPORTING NETWORK SERVER INFRASTRUCTURE
Course Representative: Donnie Willis

Review Start Date: 2017-01-23
Review End Date: 2017-02-21
Review Type: Subscriber-Managed Review managed by a certified Course Review Manager (CRM)

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

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

STANDARD 1.1 - (3 Points) Required
1.1 Instructions make clear how to get started and where to find various course components.

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

Reviewer Recommendations:

You have provided a "Start Here" area highlighted with good visibility on your home page of the course. One suggestion is to move it up a bit on the page and/or add it to the navigation on the left side, in case students fail to scroll down. Making the Welcome and Start Here more visible will help students get started in the course successfully

Reviewer Recommendations:

The course provides clear how to get started and where to find various course components when the learner enter the course.

Reviewer Recommendations:

MET: Found on home page and Start Here Information.

To Begin

To get started, select **Modules** in the course menu (to the left) and begin with Start Here - Course Information. Also, be sure to read the syllabus, which you can access by selecting **Syllabus** in the course menu.

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:

When following the Start Here link, learners are directed to review the course materials and syllabus. In the syllabus learners are given information about learning outcomes, grading policies, textbook and lab information, and the proposed course schedule. It is easy to follow and provides good information that will allow students to stay on track.

Reviewer Recommendations:

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

Reviewer Recommendations:

MET: See home page

Course Description

From course catalog:

Installing, configuring, managing, and supporting a network infrastructure.

At the conclusion of the course a student will be able to: Install and configure DHCP, DNS, remote access, network security using public key infrastructure; integrate network services; and deploy operating systems using remote installation services.

STANDARD 1.3 - (2 Points)
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The netiquette guidelines were comprehensive and clear. to improve it though I would like directly from the Start Here page, and perhaps include it in the Introductory Post as an attachment or direct link so that learners are presented with it before completing this first discussion post. Students may or may not follow all of the navigation on the bottom to follow/find your great content that way. Adding in some additional links make it more likely that all students will find these wonderful resources.

Reviewer Recommendations:

Under Modules "Discussion Board Rules "Netiquette"

Reviewer Recommendations:

MET: Found in

Discussion Board Rules - "Netiquette"

I like your cool graphic.

STANDARD 1.4 - (2 Points)
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The Policies are linked explicitly and directly from the Start Here page. It is easy to find and contains significant and relevant policies and links to institutional policies. It is also noted in the syllabus. Again, adding some extra links along the left hand side may help more students find the content when they are looking for it again.

Reviewer Recommendations:

Course and Campus Policies are located under "Modules" page.

Reviewer Recommendations:

MET: Institutional policies are addressed on the page titled

Course and Campus Policies

Campus Policies

Click on the links below to access the most recent versions of NCTC Campus Policies

- [Plagiarism - Definitions](#)
- [NCTC_Student_Handbook_Cheating.pdf](#)
- [NCTC Online Course Expectations (Links to an external site.)](#)
- [Canvas Student Guide (Links to an external site.)](#)
- [Student eLearning Resources (Links to an external site.)](#)
- [Other Important Policies and Information (Links to an external site.)](#)

Course Policies (Grading, Attendance, Latework, etc) are listed in the syllabus.

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: 2, No: 1)

Reviewer Recommendations:

While you have provided really good information about minimum technology requirements for Canvas, the required Wiley MOAC Lab may have additional minimum requirements, and also has its own technology requirements and requisite skills. Adding a user guide for Canvas, as well as including the minimum requirements for MOAC Labs and a Lab Guide or Getting Started Guide from Wiley to your Start Here information would be sufficient to meet this standard. I see that you have that information in your Syllabus and an assignment in the course to work through this information! Great work! I would just encourage you to link to it in the Start Here information. Just a personal comment - I have taught with these labs before, and I always recommend that learners use a wired network connection as the labs can be bandwidth intensive and less stable on wireless connections.

Reviewer Recommendations:

Minimum technology requirements are stated under "Technology" page.

Reviewer Recommendations:

MET: The TECHNOLOGY page addresses minimum technology requirements.

Compatible browsers

Other Browser Requirements

Mobile Operating System Native App Support

Computer Speed and Processor

Internet Speed

You provide a detailed description of these requirements.

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:

Yes, it appears you have covered this clearly in your syllabus and your Start Here materials. It is very clear and easy to find.

Reviewer Recommendations:

It is clearly stated that there is no prerequisite in the "Syllabus" page under the Catalog Description item.

Reviewer Recommendations:

MET: No Prerequisites required.

There are no official prerequisites, but a good working knowledge of computers is suggested.

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:

You have provided a good deal of information regarding technical skills, however, as I mentioned already, I would add information specific to the Lab area and the requisite skills necessary to be successful in the MOAC interface. You could add it to Start Here, Technology and prerequisite skills - the easier it is to find, the more likely learners will be to read it.

Reviewer Recommendations:

Minimum technical skills expected of the learner are clearly stated under the "Technology" page.

Reviewer Recommendations:

MET: The TECHNOLOGY page addresses minimum technical skills requirements.

Minimum Skill Requirements

You provide a detailed description of these requirements.

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:

Excellent! It is warm and welcoming and gives the students a good deal of information about your expertise in the area you are teaching!

Reviewer Recommendations:

The self-introduction is appropriate and is available in the Introduction Forum.

Reviewer Recommendations:

MET: Found in the homepage of the Introduction Forum. You provide a great self-intro.

Your Instructor:

My name is Donnie Willis and I will be your facilitator during these weeks of class. I look forward to our journey. I have a Bachelor of Science in Electrical Engineering and a Masters Degree in Information System Management. I have been teaching Information Technology classes for over nine years. I started out as an Adjunct Instructor with Tarrant County College District (TCCD) working in the Computer Science Department and have taught varying subjects during my career with TCCD. I have taught Introduction to Physics, Biology, College Algebra, and Robotics. I have been with North Central Texas College as their Network Instructor since January 2016. The courses that I teach here are Network +, Installing Servers, Administering Servers, Cisco, Supporting Client Operating Systems and Computer Virtualization.

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:

Yes! You have a good discussion prompt for them to introduce themselves, including a link to do a video if they like. I like that you have asked them to share unique attributes with the group, too. Well done!

Reviewer Recommendations:

Learners are asked to introduce themselves to the class under the "Introduction Discussion Forum"

Reviewer Recommendations:

MET: Students are asked to introduce themselves in

Introduction Discussion Forum

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:

The learning objectives are clearly written and measurable.

One note - there are some learning activities listed in your course that are clearly part of a previous course. The indicated the learning tools will help students learn abut HTML and CSS. I would be sure that this information is removed so as to not confuse students.

Reviewer Recommendations:

Course learning objectives are located in the "Syllabus" and on "Start Page."

Reviewer Recommendations:

MET: The CLO's are found on the Start Here page and describe measurable objectives.

Course Description

This course will cover the installation, configuration, management, and support of a network infrastructure.

There are no official prerequisites, but a good working knowledge of computers is suggested.

Workforce Education Course Manual (WECM) End-of-Course Learning Outcomes

At the successful completion of this course, the student will be able to:

- Install and configure DHCP
- Install and configure DNS
- Install and configure remote access
- Install and configure network security using public key infrastructure
- Install and configure integrate network services
- Deploy operating systems using remote installation services

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STANDARD 2.2 - (3 Points) Required
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

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

Reviewer Recommendations:

Yes, the learning outcomes are provided with the lab and textbook and are measurable and appropriate for this level of course.

Reviewer Recommendations:

Each lesson provides objectives that are measurable and consistent with the course level objectives.

Reviewer Recommendations:

MET: Each module contains a set of objectives that are measurable and aligned with the CLO's. Below is a sample.

Lesson 1: Chapter 1 - Objectives and Overview

Lesson 1: Installing Servers

Lesson Description

The purpose of this lesson is to introduce the various Windows Server 2012 R2 editions and describe the various methods of installing and upgrading the operating system.

Learning Outcomes:

On completion of this lesson, students will be able to do the following:

- Plan for a server installation
- Plan for server roles
- Plan for a server upgrade
- Install Server Core
- Optimize resource utilization by using Features on Demand
- Migrate roles from previous versions of Windows Server

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:

Yes! The objectives and competencies are clearly written. While they are a bit technical in nature, it is assumed that students taking this level of course will be familiar with the language of technology.

Reviewer Recommendations:

All learning objectives are stated clearly and written from the learner's perspective.

Reviewer Recommendations:

MET: All objectives are stated clearly from the learner perspective.

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:

There is a good connection established by including them at the beginning of each module.

Reviewer Recommendations:

The relationship between learning objectives and course activities is clearly explained.

Reviewer Recommendations:

MET: Within each Lesson module, the lesson objectives are met by completing the learning activities within the module. You could add the actual objective numbers to each activity, but the standard is met.

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:

Yes, they are appropriate and are at an intermediate level. I am moderately concerned that this course is offered as a stand-alone and not as a sequence of courses. It assumes students who are taking this course are prepared with pre-requisite knowledge.

Reviewer Recommendations:

The learning objectives are suited to the level of the course.

Reviewer Recommendations:

MET: The objectives are suitable to the course level.

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:

Yes, the quizzes along with the lab assessment report for each module will assess whether students achieved the outcomes. Additionally, there are chapter assignments and discussions to allow for additional evaluation.

Reviewer Recommendations:

Assessments provided measure the stated learning objectives.

Reviewer Recommendations:

MET: Assessments consist of

- Homework
- Lab Exercises
- Midterm/Final Exams
- Forum Discussions
- Quizzes

These assessment do a great job at measuring student success of the objectives.

STANDARD 3.2 - (3 Points) Required
3.2 The course grading policy is stated clearly.

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

Reviewer Recommendations:

Yes. I really like how you have provided it in the syllabus in actual points and then weighted along the right hand side. Very clear for students!

Reviewer Recommendations:

Course grading policy is clearly stated in the syllabus.

Reviewer Recommendations:

MET: In the syllabus, you provide a clear percentage based grading policy.

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:

Yes, though there are no rubrics for assignments or assessments, there is some good information available in the welcome/introduction that illuminated the expectations. To improve upon this standard, I would add a few rubrics that more clearly define expectations on discussions, chapter assignments, and lab assessments

Reviewer Recommendations:

Each assignment provides the number of points the learner can earn.

Reviewer Recommendations:

MET: The work is tied to grading via the grading policy.

Within the lessons, clear description is given for each assessment.

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:

Yes, there are lab assessments, quizzes, and discussions that all provide learners with opportunities to apply what they have learned and to show mastery of the objectives.

Reviewer Recommendations:

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

Reviewer Recommendations:

MET: Sequencing and variation includes the order of Forums, Homework, Labs, Quizzes, Exams.

These types of assessments are suitable to the work being assessed.

You provide some good "hands on " assessments.

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:

Yes, Students are given immediate feedback on Quizzes, and the graded assignments are designed to provide good feedback along with grades throughout the course.

Reviewer Recommendations:

Learners are provided with multiple opportunities to track their learning progress.

Reviewer Recommendations:

MET: Through homework assignments.

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

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

STANDARD 4.1 - (3 Points) Required
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

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

Reviewer Recommendations:

Yes, the learning objectives are from the textbook and lab, and are designed to specifically achieve the stated objectives. All of the activities are designed to help learners achieve the learning objectives.

Reviewer Recommendations:

Instructional materials are aligned to the course level objectives.

Reviewer Recommendations:

MET: Materials are

Course Materials

Course Books, Software and other materials

70-410 Installing & Configuring Windows Server 2012 R2

Reg Card (w/e-text MOAC Labs Online) Edition:

Author: Microsoft

ISBN: 9781118966136

Copyright Year: 2015

Publisher: John Wiley & Sons, Incorporated

Instructional Materials:

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:

Yes, the module level objectives are listed along with the activities the learners will participate in to achieve the outcomes. To improve, it would be great to either add a short narrative about how these activities help the learners to achieve the outcomes - or add the specific objective to each activity.

Reviewer Recommendations:

The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained under Course Materials as shown below:

Instructional Materials:

Text Book: The text book is your Visual Resource and reference guide, with a wealth of current visual images, video clip resources and tables and charts for quick comparisons. Read what you need, skim for specifics, and use your TEXT book as a welcome guide in the Hands-On Labs. Whether you are new to PC hardware, or brushing up your skills, this text book and the website of errata has material you will utilize to master all Core Learning Objectives for this course, and save for a reference when you get that PC Hardware Job.

Reviewer Recommendations:

MET: You provide a list of

"Ways to learn in this course:"

This covers navigation as well as how the materials are to be used within the course.

You also provide a detailed description of how the course materials should be used in the Instructional Materials page.

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:

Yes, the textbook and lab are cited and the PowerPoint Slides carry the copyright mark. I did not notice any missing citations.

Reviewer Recommendations:

The Text Book is cited as shown below:

70-410 Installing & Configuring Windows Server 2012 R2

Reg Card (w/e-text MOAC Labs Online) Edition:

Author: Microsoft

ISBN: 9781118966136

Copyright Year: 2015

Publisher: John Wiley & Sons, Incorporated

Reviewer Recommendations:

MET: The text is cited.

STANDARD 4.4 - (2 Points)
4.4 The instructional materials are current.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Yes, the textbook and lab are current and cover current technologies.

Reviewer Recommendations:

The Copyright Year is 2015.

Reviewer Recommendations:

MET: Text date is 2015

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 are textbook readings, PowerPoint slides, written work, virtual lab activities, quizzes, and discussion boards. It is quite varied and allows for learners with many different learning styles to be successful.

Reviewer Recommendations:

The instructional materials used are the Text Book and Labs.

Reviewer Recommendations:

MET: Only the text is listed, but it is complemented with forum discussions and multimedia.

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:

I did not notice any optional work, but I believe it is made clear to students what is required.

Reviewer Recommendations:

The syllabus states "Textbook & Materials Required."

Reviewer Recommendations:

MET: No optional materials listed.

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:

Yes, the learning objectives are achieved through reading the materials and applying the material to virtual labs, chapter assignments, essays and then are tested using quizzes and applied assessments.

Reviewer Recommendations:

Learning activities provided in the course such as reading and exercise, assignment end of chapter questions and discussions promote the achievement of the stated learning objectives.

Reviewer Recommendations:

MET: The learning acitivities from a sample Lesson are listed below.

Activities consist of reading assignments, multimedia assignments, lab assignments and quizzes as well as study guide exercises.These activities meet the standard.

Read the information in the lesson and view the power point slides.

1. Complete the study guide questions at the end of the lesson.
2. View the supplemental videos in this unit.
3. Read and complete the discussion board.
4. Complete the lab assignment.
5. Complete the Lesson Quiz.

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:

Yes, the application of what they are learning by having to perform tasks in the virtual lab, along with completing lab assessments and chapter written assignments support active learning by providing real-time feedback to the learner and give opportunities to correct mistakes.

Reviewer Recommendations:

Discussions and labs provide opportunities that support active learning.

Reviewer Recommendations:

MET: Student to content interaction is provided in the reading, multimedia and study guide activities.

Student to Instructor interaction is met through email, text and forums.

Student to student interaction: Is met in Forum Discussions

STANDARD 5.3 - (3 Points) Required
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

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

Reviewer Recommendations:

Yes! The information you provided was very comprehensive. Great work!

Reviewer Recommendations:

The syllabus clearly provides the instructor's plan for classroom response time and feedback on assignments as shown below:

Email is the best way to communicate with me. To avoid any communication problems, all students will use Canvas to email me. Please put the following information in the email:

1. your name, First Name Last Name

2. Class and section (i.e. John Smith ITNW 1308) in the subject line.

I will response to emails with 48 hours of receiving them with the exception of weekends.

Be sure to update your contact information on the course website. Students are required to check their email as well as the announcement section daily in case there are changes or important information that need to be communicated before class.

   Even though your grades will be posted on the CANVAS grade book, it is your responsibility to keep a record of your grades. Please give me at least two weeks to post your grades after the final due date of the assignment.

To improve, I recommend that you have the same statement in the course and at the beginning of the course because in your "Home" you a different statement as shown below:

Communications

To contact your instructor privately, please use the link labeled "Inbox" to access the CONVERSATIONS feature. The link is located in the left margin of the Canvas page. Your instructor will respond within 24 hours on weekdays, 48 hours on weekends.

Reviewer Recommendations:

MET: Communication Feedback see home page.

To contact your instructor privately, please use the link labeled "Inbox" to access the Conversations feature. The Inbox link is located in the left margin of the Canvas screen. Your instructor will respond within 24 hours on weekdays, 48 hours on weekends.

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:

Yes, guidelines are provided about timelines of discussions and feedback to peers, as well as the clearly articulated netiquette.

Reviewer Recommendations:

Each discussion clearly states the requirements for learner interaction as shown below:

Note: Your discussion board will have two different deadlines. The first deadline is to have your initial post completed that way your class members will have plenty of time to respond to your post. That deadline is always the Tuesday before the posted due date. The second deadline is your reply to two of your class members post. Missing either of these deadlines will result in an immediate zero. This is the guidelines for all discussion boards.

Reviewer Recommendations:

MET: This is extensively covered in the "Ways To Learn In This Course" section as well as with instructions within the lesson modules.

Ways to learn in this course:

- Follow the Course Navigation
- Use the Chapter Review Quizzes for practice or reinforcement of what you learned in readings and in class.
- Summative assessment - This course will evaluate student learning at the end of each module and the course through online exams in Canvas.
    - Your Text, the Self-Assessment Quizzes and Module Assignments will be your study guides for Exams
    - The skills are cumulative, they build on one another
    - Each Quiz provides 3 attempts to mastery, and Exam provides 1 attempt
    - Have your reference materials handy during a Quiz and for the Module Assignments
- Peer Learning - Student will give and receive feedback from their peers via the Discussion Boards
- Your Instructor
- You can learn through course communication with other students and your instructor. See the NCTC Online Student Conduct page. (Links to an external site.)
- For FAQ in this course, see the Get Help & FAQ discussion.
- Lab Assignments will demonstrate overall course mastery by having you build your web pages and web sites.

- Use HTML to structure and CSS to format a web page
- Use CSS for layout including box model
- How to design and deploy a web site
- Working with links, links and images
- Working with tables and forms
- Working with audio and video
- Formatting a web page for printing
- Enhancing web pages with Javascript, jQuery
- Applying advanced features with HTML5 and CSS

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

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

STANDARD 6.1 - (3 Points) Required
6.1 The tools used in the course support the learning objectives or competencies.

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

Reviewer Recommendations:

Yes, the use of videos, textbook reading, PowerPoint slides, discussions and labs/lab assessments provide robust opportunities for learners to achieve learning outcomes.

Reviewer Recommendations:

The tools used in the course are in alignment with the course learning objectives.

Reviewer Recommendations:

MET: Tools such as email, gradecenter, texting, multimedia, assessments, forums all support the CLO's.

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:

Yes, the faculty developer has created discussion boards for learners to engage with each other. The virtual labs engage students in applying what they are learning, and textbook chapter work allow learners to synthesize and apply knowledge in writing. Well designed.

Reviewer Recommendations:

Discussions and labs promote learner engagement and active learning.

Reviewer Recommendations:

MET: Multimedia, forums and Labs provide engagement and active learning.

STANDARD 6.3 - (2 Points)
6.3 Technologies required in the course are readily obtainable.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Yes, the virtual labs are accessible via web. Canvas is available via web, and all of the tools within both environments have similar technical requirements. The only caveat is that the virtual labs can be bandwidth intensive and should be noted in the course introduction materials to ensure that learners have the requisite internet speed/bandwidth.

Reviewer Recommendations:

All technologies required are readily obtainable.

Reviewer Recommendations:

MET: I was able to easily access all technologies.

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:

Yes, Canvas and the MOAC environment are very current and modern.

Reviewer Recommendations:

The course technologies are current.

Reviewer Recommendations:

MET: All technologies are current.

STANDARD 6.5 - (1 Point)
6.5 Links are provided to privacy policies for all external tools required in the course.

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

Reviewer Recommendations:

I did not find the privacy policies for Canvas or MOAC within the course materials. If it is present, perhaps it only needs to be made more visible for learners.

Reviewer Recommendations:

The links are provided to privacy policies as shown below:

Most of the privacy policies for companies whose products are used/linked in this course are included here:

Canvas Privacy Policy (Links to an external site.)

Adobe Privacy Policy (Links to an external site.)

Google Privacy Policy (Links to an external site.)

YouTube Privacy Policy (Links to an external site.)

Microsoft Privacy Policy (Links to an external site.)

Apache (Open Office) Privacy Policy (Links to an external site.)

Many companies with a web presence link to a privacy policy at the bottom of their primary web page; sometimes, every page on the site has such a link. If you are curious about what information websites collect when you visit and how they use that information, check the privacy policy.

Reviewer Recommendations:

MET: See Start Here Area. All privacy policies are listed.

Privacy Policies

Most of the privacy policies for companies whose products are used/linked in this course are included here:

Canvas Privacy Policy (Links to an external site.)

Adobe Privacy Policy (Links to an external site.)

Google Privacy Policy (Links to an external site.)

YouTube Privacy Policy (Links to an external site.)

Microsoft Privacy Policy (Links to an external site.)

Apache (Open Office) Privacy Policy (Links to an external site.)

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: 2, No: 1)

Reviewer Recommendations:

There is good information about Canvas in the Technology area of the course, and along the left hand navigation of the course shell. However, I was unable to find where students could get technical support from Wiley/MOAC for the labs. I would add that information to the Technology area of the course along with adding a link to the MOAC support where they provide chat, email and phone support for the lab environment.

Reviewer Recommendations:

The "Get Help" link provides a link to "Technical question."

Reviewer Recommendations:

MET: You provide a comprehensive "Get Help" area in the Start Here module. This includes links to

Technology Help and Requirements

- eCampus Help Desk (Links to an external site.)
- eCampus Student Resources (Links to an external site.)

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:

Yes, information is provided in the Start Here materials and the syllabus. I would encourage you to add some links along left hand navigation for students to find it easily if they need it. Great materials!

Reviewer Recommendations:

The course provides links to the accessibility policies and services.

Reviewer Recommendations:

MET: You provide a comprehensive "Get Help" area in the Start Here module. This includes links to

[Disability Services (Links to an external site.)](#)and [Disability Services FAQ (Links to an external site.)](#)

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:

Yes, information is provided in the Start Here materials and the syllabus. I would encourage you to add some links along left hand navigation for students to find it easily if they need it. Great materials!

Reviewer Recommendations:

Academic support is located under the "Technology" link.

Reviewer Recommendations:

MET: You provide a comprehensive "Get Help" area in the Start Here module. This includes links to

Help with this Course

and

- [Library (Links to an external site.)](#)
- [Are Online Courses for you? (Links to an external site.)](#)
- [Grade Results Online Tutoring (Links to an external site.)](#)

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:

Yes, there is a good deal of information and direct links to these services for learners. Well done!

Reviewer Recommendations:

Student services are located under the "Technology" link.

Reviewer Recommendations:

MET: You provide a comprehensive "Get Help" area in the Start Here module. This includes links to

[Student Support (Links to an external site.)](#)

- [Library (Links to an external site.)](#)
- [Are Online Courses for you? (Links to an external site.)](#)
- [Grade Results Online Tutoring (Links to an external site.)](#)

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:

Yes, the organization of the course is good and easy to follow. The only suggestion I would make is to make the font bigger/bolder for the links that are important. You have them highlighted in red, for the most part, but some learners may miss them in a quick scroll, and thus miss some really important information.

Reviewer Recommendations:

The course is very easy to navigate.

Reviewer Recommendations:

MET: This was great. I was able to navigate your Start Here module and answer a majority of the QM standards.

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: 2, No: 1)

Reviewer Recommendations:

While there is information about Canvas I did not find information about MOAC virtual lab environment. I believe it is accessible and if I recall, they have that information available on their website, it would be helpful to provide that explicitly in the course.

Reviewer Recommendations:

Information is provided about accessibility policies of all technology required in the course as shown below:

Accessibility Policies

Information about the accessibility of companies used/linked in this course is below. If a company is not listed, please let us know and we will locate the information. If a company does not have such a policy, it will be noted.

Canvas Voluntary Product Accessibility Template (Links to an external site.)

Adobe Accessibility Policy (Links to an external site.)

Google/YouTube Accessibility Policy (Links to an external site.)

Microsoft Accessibility Policy (Links to an external site.)

Apache (Open Office) Accessibility Policy (Links to an external site.)

Reviewer Recommendations:

MET: These are provided in the Start Here area.

Accessibility Policies

Information about the accessibility of companies used/linked in this course is below. If a company is not listed, please let us know and we will locate the information. If a company does not have such a policy, it will be noted.

Canvas Voluntary Product Accessibility Template (Links to an external site.)

Adobe Accessibility Policy (Links to an external site.)

Google/YouTube Accessibility Policy (Links to an external site.)

Microsoft Accessibility Policy (Links to an external site.)

Apache (Open Office) Accessibility Policy (Links to an external site.)

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:

Yes, all content can be accessed with a screen reader, and videos are closed-captioned.

Reviewer Recommendations:

The videos provided are closed captioned. To improve, I suggest that you convert your power point presentations to pdf.

Reviewer Recommendations:

MET: Videos are closed captioned and reading exercises can be accessed using a screen reader.

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:

Yes, color choices, font choices and organization has been carefully designed for readability.

Reviewer Recommendations:

Readability is excellent.

Reviewer Recommendations:

MET: The font was consistent throughout the course. This made readability easily facilitated.

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:

Yes, all multimedia is provided in a way to directly support achievement of the learning outcomes and are easy to access and utilize.

Reviewer Recommendations:

Course multimedia facilitates ease of use.

Reviewer Recommendations:

MET: Multimedia files were very easy to access.

Additional Review Comments:

Reviewer

Point #8 in Welcome talks about face-to-face testing. If that is something students need to participate in, I would make that more visible.

In the "Ways to Learn" area you have stated that students will learn about HTML and CSS and similar skills. I think this may be left from the course shell used to design this course?

In the Textbook and Resources area you indicate there will be face-fo-face and online labs. If this is a requirement for the online course, perhaps it should be make more visible.

You have provided privacy links for all tools except the MOAC/Wiley content. I encourage you to add that information.

In your Get Help section, you list the great resources students have to help them with all manner of issues. This would be an excellent place to add in the MOAC/Wiley technical support information for the lab environment.

Reviewer

Excellent work!

Reviewer

Ditto from 1308. Great Job.

TOTAL POINTS AWARDED: 99

FINAL RESULT: MET STANDARDS