Institution: North Central Texas College

Course Code: ITNW1354North C090616
Course Number: ITNW1354
Course Name: IMPLEMENTING AND SUPPORTING SERVER ENVIRONMENT
Course Representative: Donnie Willis

Review Start Date: 2016-10-05
Review End Date: 2016-11-08
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. I really like the start icon and at the bottom of the page of your start here page - the guidance to learners of where to go first.

Reviewer Recommendations:

The "Home" page clearly guides learners to find several course components.

Reviewer Recommendations:

Met: You address this standard on the home page by directing students to the start here area and welcome announcement.

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: 2, No: 1)

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.

However, I am finding a bit of information in the course that confused me. It indicates that the in class labs will help you to learn hardware?

It is in course materials and states:

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.

Hands-on Labs f2f - Finally, the Hands-On Labs and Face-to-Face Sessions give you an opportunity to test what you learned in the virtual labs of TestOut. WOW! It was really easy to get that screw out in the Virtual Machine, but now you will see what happens if you strip the threads on that screw on the motherboard, or how to physically practice installing DDR memory. Even though the machines are generally a little older, not too worry...there is a uniformity to working on PC Hardware, and surprisingly, few companies upgrade to the latest and greatest in a very rapid fashion.

The Hands-On Labs help build personal skill and confidence. It is also an opportunity to Network with like-minded individuals, and learn to access Community resources when you leave the classroom. After all, getting a job in this field not only depends on your skill and knowledge, it also depends on who you know, what your Linked In and Networking resources are, and how well you communicate.

You'll want to bring your tools and flash drive to the F2F classes, and you may want to lug that textbook as a quick reference. For the Final Project, or Practicum...you will actually build or overhaul or upgrade your own computer or laptop. Real skill! Real value!

You may want to clarify this information so that students are clear on whether the labs are online in MOAC or in face-to-face labs.

Reviewer Recommendations:

Course structure is explained in the syllabus. To improve, I would suggest to state that the course is online.

Reviewer Recommendations:

Met: Brief description on the homepage.

Implement, administer, and troubleshoot information systems that incorporate servers in a networked computing environment.

Course structure is defined on the syllabus.

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.

Reviewer Recommendations:

Netiquette is clearly explained as shown below:

15 Rules of Netiquette for Online Discussion Boards

Netiquette means etiquette for the net. Netiquette refers to rules of etiquette that apply to online communication. Follow these 15 rules of netiquette to make sure you sound respectful, polite, and knowledgeable when you post to your class's online discussion boards.

1. Before posting your question to a discussion board, check if anyone has asked it already and received a reply. Just as you wouldn't repeat a topic of discussion right after it happened in real life, don't do that in discussion boards either.

2. Stay on topic – Don't post irrelevant links, comments, thoughts, or pictures.

3. Don't type in ALL CAPS! If you do, it will look like you're screaming.

4. Don't write anything that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.

5. Always remember to say "Please" and "Thank you" when soliciting help from your classmates.

6. Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. Acknowledge that others are entitled to have their own perspective on the issue.

7. If you reply to a question from a classmate, make sure your answer is accurate! If you're not 100% sure when the paper is due, DO NOT GUESS! Otherwise, you could really mess things up for your classmates and they will not appreciate it.

8. If you ask a question and many people respond, summarize all answers and post that summary to benefit your whole class.

9. Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.

10. Don't badmouth others or call them stupid. You may disagree with their ideas, but don't mock the person.

11. If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.

12. Before asking a question, check the class FAQs or search the internet to see if the answer is obvious or easy to find.

13. Check the most recent comments before you reply to an older comment, since the issue might have already been resolved or opinions may have changed.

14. Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go – it happens to the best of us.

15. Run a spelling and grammar check before posting anything to the discussion board. It only takes a minute, and can make the difference between sounding like a fool and sounding knowledgeable.

Rule of thumb: If you wouldn't do or say something in real life, don't do it online either.

[Infographic courtesy of Touro College (Links to an external site.) online education department.]

Reviewer Recommendations:

See **Discussion Board Rules - "Netiquette"**

Found in the modules intro area. Nice list of 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:

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. Very easy to find!

Reviewer Recommendations:

Course and institutional policies are clearly stated in under the "Policies" link located in the "Start Here."

Reviewer Recommendations:

Met: Course policies described on syllabus.

Grading, Communication, Academic Integrity,

Syllabus and course table also contain pertinent institutional policy information.

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 it's 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 the "Technology" link located in "Modules." The information provided is as follows:

Canvas runs on Windows, Mac, Linux, iOS, & Android or any other device with a modern web browser.

Compatible browsers

- [Mozilla Firefox](#)
- [Chrome](#)
- [Safari](#)

Other Browser Requirements

- [Adobe Flash](#)
- Javascript Enabled

Operating Systems

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

- iOS 7 and newer
- Android 2.3 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

For more information, visit [Which browsers does Canvas support?](#)

Reviewer Recommendations:

Met: You provide a comprehensive list of technology requirements and mnimum technical skills required. This is found in the course introduction area of the modules.

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:

The Syllabus clearly states that there is no Prerequisite required.

Reviewer Recommendations:

Met: No prerequisite required per syllabus.

STANDARD 1.7 - (1 Point)
1.7 Minimum technical skills expected of the learner are clearly stated.

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

Reviewer Recommendations:

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 are stated under the "Minimum Skill Requirements" item located under "Technology."

Minimum Skill Requirements

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your instructional associate and/or professor. For web-based courses, students should have a basic working knowledge of computers and Internet use as well as access to a computer with a broadband (DSL, cable, satellite) Internet connection. Other requirements for each course are listed in the university catalog (Links to an external site.).

At a minimum, you must have Microsoft Office 2003, XP, 2007 or Apache OpenOffice (Links to an external site.). Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Apache OpenOffice will open MS Office-created files and can save documents and spreadsheets in MS Office formats. Copying and pasting, along with attaching/uploading and downloading documents for assignments, will also be required.

For this course, the ability to download and install programs such as Python and follow instructions regarding programming are also required.

Reviewer Recommendations:

Met: You provide a comprehensive list of technology requirements and mnimum technical skills required. This is found in the course introduction area of the modules.

STANDARD 1.8 - (1 Point)
1.8 The self-introduction by the instructor is appropriate and is available online.

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

Reviewer Recommendations:

You have a great welcome announcement that gives clear expectations for students! I really like that! However, the standard is looking for the introduction to make a connection with students and to show case you as a professional and an educator. Focusing a bit on your wealth of technical background, teaching experience, and perhaps some personal characteristics would be a great way to meet this standard. Some faculty do short intro videos or written as you do. This will be an easy standard to meet with a little bit of tweaking.

Reviewer Recommendations:

The self-introduction by the instructor is provided under the Welcome Announcement.

Hello and Welcome to ITNW-1354.

My name is Donnie Willis and I will be your facilitator during these weeks of class. I look forward to our journey. Every good student strives to make an "A" in every class. And if you're one of those students, you won't have a problem achieving success in this course! That is, as long as you can abide by my guidelines for success, which are simple.

1. *Read! Read! Read! You cannot be successful in this class if you are not committed to logging in on a regular basis and reading all announcements, lessons, assignments, etc. Students have been known to bypass reading lessons, announcements, and emails and then complain that they did not "see" or "know" certain information after deadlines have passed. I offer no recourse for students who do not take the time to read the contents of the classroom and emails I send to the class. So, please, please, please make it a point to be diligent in your reading for the class.*
2. ***Print out the Course Organizer (click link in left margin)***. *This document summarizes all of the lessons, assignments, and exams scheduled for the class and their respective due dates.* ***This document should serve as your guideline for every assignment, lab, etc. assigned and due throughout the semester***.
3. *Always be mindful of due dates - typically Sunday nights by 11:00 pm* ***(unless otherwise indicated on the Course Organizer)***. *Please note that lessons & assignments disappear from view or are no longer accessible after due dates have passed.*

SPECIAL NOTE

While assignments have a due date (again, typically on Sunday nights by 11:00p), some assignments have parts that must be completed before the assignment is due. For example, because the discussion board assignments require several posts that must be made before the assignment can be considered complete, these assignments contain a deadline by which the initial post must be made. If the first post is not made by that deadline, a grade of zero will be given for the assignment. Seems unnecessary? I thought so too. However, there are those students who will wait until the last minute (and I do mean last minute) to make their initial post, thereby upsetting the process of having other students make their necessary posts according the instructions. Because this happened far too many times, I added the extra deadline to ensure that other students do not suffer the consequences of procrastinators.

 So this lengthy special note is to admonish you to read all assignments soon after they're posted - even if you will wait to complete them - to ensure that you are aware of all deadlines, including those posted within the assignment instructions.

1. *Refuse to wait until the "last minute" to complete assignments or ask questions/voice concerns about assignments. While your excuses may be legitimate, I generally do not accept them as a reason for a late assignment submission, as I always endeavor to be fair to the class and to those students who completed the assignment on time. So please make every effort to turn in assignments on time, otherwise, I cannot - will not - accept them at all.*
2. *Follow assignment instructions implicitly - I will deduct points on assignments that are not completed according to the instructions. So if you have a question about what is expected on an assignment, do not hesitate to contact me for clarification.*
3. *Spend a bit of extra time working with the Microsoft Online Lab software program and tutorials/training.*
4. *This one is a* ***Biggy*** *- be sure to be prepared to purchase your MOAC software* ***with a valid debit/credit card during the scheduled MOAC Setup Assignment. Please note that not having your MOAC Software in time to complete the Microsoft Online Access Code (MOAC) Setup assignments and any other MOAC assignments is not an acceptable excuse for not completing the assignment(s) on time.***
5. *Keep in mind that you will have two exams in this course: a Midterm Exam and a Final Exam. Half of each exam will test your knowledge of*

*concepts/terminology that are covered in your class lessons. The concepts portion of each exam will be taken using the Tests/Quizzes Manager in the virtual classroom. The other half of these exams will test your lab skills using MOAC. **Again, there are two parts to each exam - one part will be accessible in the online classroom and the other is hands-on.***

1. ***Note the dishonesty/cheating policy (below) and do not copy or share work:***

*For each assignment, students must complete the entire lesson on their own. Students are never allowed to use anyone's file or **MOAC** account but their own. Students should never lend their file to another student, nor should a student have any other student's work in their possession for any reason. **If a student uses another student's files or shares his/her work with another student, both students are considered guilty of cheating and will receive a grade of 0 on the assignment and automatically have his/her course grade lowered by at least one whole grade (i.e., from a B to a C). If there is a second incident of cheating/dishonesty, he/she will fail the course.***

That's pretty much it! Do these things and you'll more than likely get that "A" I'm sure you're seeking!

Your next step is to click ["Here"](#) and it will take you to the starting point of the next thing to do.

I look forward to our semester together.

Professor Willis

To improve, I would suggest to discuss more about your educational background.

Reviewer Recommendations:

Was located in the Welome module.

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:

Students are required to introduce themselves to the class as one of the first assignments.

Reviewer Recommendations:

Met: Found in the Start Here area.

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.

Reviewer Recommendations:

The course learning objectives describe outcomes that measurable as shown below:

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

- Configure peripherals and devices
- Set up servers
- Configure directory replication
- Manage licensing
- Create and manage system policies and profiles
- Administer remote servers and disks resources
- Create and share resources
- Implement fault-tolerance
- Configure servers for interoperability
- Install and configure Remote Access Service (RAS)
- Identify and monitor performance bottlenecks and resolve configuration problems

Reviewer Recommendations:

Met: CLO's are well written and use appropriate verbiage to describe the level of learning expected.

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

- Configure peripherals and devices
- Set up servers
- Configure directory replication
- Manage licensing
- Create and manage system policies and profiles
- Administer remote servers and disks resources
- Create and share resources
- Implement fault-tolerance
- Configure servers for interoperability
- Install and configure Remote Access Service (RAS)
- Identify and monitor performance bottlenecks and resolve configuration problems

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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:

The module level objectives are included at the start of each module and are clearly written. They are measurable, for the most part. The only suggestion I would make is to connect what they are doing in each module with the achievement of each outcome.

Reviewer Recommendations:

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

Reviewer Recommendations:

 Met: You do a nice job of continuing the learning outcomes more specifically within the modules.

Learning Outcomes: (Module 1)

Upon completion of this lesson the student will be able to do the following:

- Install the Windows Deployment Services (WDS) role
- Configure the WDS Server role
- Configure and manage boot, install, and discover images
- Create answer files
- Deploy a server via unattended installation using an answer file
- Update images with patches, hotfixes, and drivers
- Install features into images
- Configure driver groups and packages

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:

Each module provides objectives that are stated clearly even for non-native speakers.

Reviewer Recommendations:

Met: I was impressed with the clarity of all learning outcomes.

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. The only improvement I could see is to more explicitly connect them for each activity they are participating in.

Reviewer Recommendations:

Each module provides the learning objectives and then learning activities that require students to learn what is stated in the objectives.

Reviewer Recommendations:

Met: Yes, this can be found within each module. The exercises/assessements apply to the stated learning outcome(s).

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: Outcomes appear to be suited to the level of the course.

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:

The assessments measure the stated learning by providing assessment such as Quizzes, Chapter Assessments/Homework, Chapter Lab Exercises, Exams and Discussion Boards.

Reviewer Recommendations:

Met: Assessments consist of

Quizzes

Chapter Assessments/Homework

Chapter Lab Exercises

Exams: Mid-term and Final Exams

Discussion Boards

Each of these measure the stated learning outcomes. It is good that you require many assignments and quizzes leading up to the exams.

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:

The course grading policy is clearly stated in the syllabus.

Reviewer Recommendations:

Met: Grading policy is clearly stated on the syllabus.

STANDARD 3.3 - (3 Points) Required
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

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

Reviewer Recommendations:

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:

The syllabus aligns the assessment to the grading policy.

Reviewer Recommendations:

Met: The syllabus directly ties the assessements to grading policy and the modules give the criteria that relates to the grading processes of the assessments.

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 assessments are sequenced since there are several assessments such as Quizzes, Chapter Assessments/Homework, Chapter Lab Exercises, Exams and Discussion Boards.

Reviewer Recommendations:

Met: Sequencing and variability is great as you require discussions, assignments, quizzes and exams. Suitability is obvious based upon the content observed.

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. Well designed!

Reviewer Recommendations:

Learners have multiple opportunities to succeed in their course.

Reviewer Recommendations:

Met: You provide several varying opportunites for this.

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:

The required textbook contribute to the achievement of the stated course objectives.

Reviewer Recommendations:

met: Instructional materials consist of

Required Textbook:

70-411 Administering Windows Servers 2012 R2 Reg Card (w/e-text & MOAC Labs Online)

Author: Microsoft

ISBN: 9781118882832

Copyright Year: 2014

Publisher: John Wiley & Sons, Incorporated

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:

Each module clearly explains how the materials are to be used to succeed in the course.

Reviewer Recommendations:

Met: Reading assignments and exercises are explained within the lesson modules.

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 required textbook is appropriately cited as shown below:

70-411 Administering Windows Servers 2012 R2 Reg Card (w/e-text & MOAC Labs Online)

Author: Microsoft

ISBN: 9781118882832

Copyright Year: 2014

Publisher: John Wiley & Sons, Incorporated

Reviewer Recommendations:

Met:

Required Textbook:

70-411 Administering Windows Servers 2012 R2 Reg Card (w/e-text & MOAC Labs Online)

Author: Microsoft

ISBN: 9781118882832

Copyright Year: 2014

Publisher: John Wiley & Sons, Incorporated

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 cover the most current version of Microsoft Server 2012 R2. Very current!

Reviewer Recommendations:

The textbook is from 2014 so it is current.

Reviewer Recommendations:

Met: 2014

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: 2, No: 1)

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 textbook allow students to read lessons and complete several labs.

Reviewer Recommendations:

Not Met: But I do not think this is a major issues based upon the wealth of resources provided.

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:

Yes. While I did not see any optional work, I think it is clear to learners what is required.

Reviewer Recommendations:

It is clearly stated that the textbook is required.

Reviewer Recommendations:

Met: N/A

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 promote the achievement of the stated learning objectives by requiring learners to read complete assignments/homework, end of chapter questions, discussions, quizzes and exams.

Reviewer Recommendations:

Met: Activities consist of

- Reading
- Exercises
- Assignments and Labs
- Discussions
- Quizzes
- Multimedia
- Exams

Activities promote the CLO's.

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:

Learners interact to content, learners and instructor using the textbook, discussions and email.

Reviewer Recommendations:

Met: Interaction is provided via communication (forums, email), multimedia and online assignments.

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, it is clearly articulated in the start here materials.

Reviewer Recommendations:

The instructor clearly states for classroom response time in the course "Home" page as shown below:

Communications

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.

To improve, I would suggest to specifically comment on planning response time for feedback on assignments.

Reviewer Recommendations:

 Met: Found in the first module.

I will response to emails within **24 hours** of receiving them on weekdays and within 48 hours on weekends.

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.

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 nettiquette.

Reviewer Recommendations:

The requirements for learner interaction are clearly stated. For instance, learners are required to introduce themselves to earn a grade. Also, discussions are part of learners' grade as stated in their syllabus.

Reviewer Recommendations:

Met: Provided in syllabus guidelines and the modules.

Elaborate

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 promote learning objectives by providing interaction using discussion and email.

Reviewer Recommendations:

Met: The tools I found were discussion forums, grading, videos, email as well as software and hardware. These tools support the learning activites.

Examples of tools are discussion boards, chat rooms, grade book, social media, games, whiteboard, wikis, blogs, virtual classrooms, web conferencing, etc.

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:

The course tools provided by the instructor such as videos and discussions promote learner engagement and active learning.

Reviewer Recommendations:

The course materials, tools and assessments encourage learner engagement. Especially the videos and labs.

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:

Technologies required in the course are readily obtainable. In the course "Modules" page under Technology learners are provided with the technology required in their course and how to obtain it.

Reviewer Recommendations:

Met: Technologies are available and are clearly explained in the course introduction area of the modules.

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:

Technology used in the course is current.

Reviewer Recommendations:

Met: Technologies appear to be 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 is is present, perhaps it only needs to be made more visible for learners.

Reviewer Recommendations:

Links to privacy policy for external tools are provided under the "Modules" page as "Privacy Policies and Accessibility Statement."

Reviewer Recommendations:

Met: Links to privacy policies are provided in the course introduction area of the modules.

Privacy policies and accessibility statements for software used in this course are linked below.

[Adobe Privacy Policy (Links to an external site.)](#)

[Canvas 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 course instructions provides a "Student eLearning Resources" link that takes the learner to technical support under "Course and Campus Policies." To improve I would suggest to add the link to the syllabus so learners can find technical support by going to the syllabus.

Reviewer Recommendations:

Met: See Course and Campus Policies in the module area.

The link to

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

takes students to a comprehensive list of technical help links as well as other resources. This link includes tutoring.

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, there are links in the Start Here materials, and the syllabus.

Reviewer Recommendations:

Under the "Privacy Policies and Accessibility Statement" there are to links for Accessibility Statement.

Reviewer Recommendations:

Met: Privacy policies and accessibility statements for software used in this course are linked below.

[Adobe Accessibility Statement (Links to an external site.)](#)

[Canvas Privacy Policy (Links to an external site.)](#)

[Canvas Accessibility Statement (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, very clearly posted in the syllabus and Start Here materials.

Reviewer Recommendations:

The course instructions provides a "Student eLearning Resources" link that takes the learner to institution's academic support services and resources under "Course and Campus Policies."

Reviewer Recommendations:

Met: See Course and Campus Policies in the module area.

The link to

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

takes students to a comprehensive list of technical help links as well as other resources. **This link includes tutoring.**

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:

The "Start Here" menu has a "Get Help" link that guides learners on how the student services provides help if learners go to the correct place to succeed in their course as shown below:

Ask for Help in the correct place

The following resources will help you succeed in your online course. Please use this discussion area as a place to ask questions regarding the course. Note that Canvas technology questions are best directed to the [eCampus Help Desk (Links to an external site.)](#). Questions about your grades or other private information should not be posted to this discussion - instead use the course Conversations Inbox in the upper right hand corner of the screen next to your name.

[Technology Help and Requirements](#)

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

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

Help with this Course

- **IMPORTANT: [Watching and Viewing inline Videos and Content](#); [Inline View of External Content](#)**
- Course Assignment and Content Questions: For general content questions please the Get Help Discussion (this Discussion). For specific assignment questions relating to grades, use[Conversations](#).
- Get Help (this Discussion): Use this discussion to ask questions regarding the course, navigation, logistics, etc. If you ask here, another student may have the answer or the same question, so please feel free to respond.
- Technical question: [Submit a ticket with the eLearning Help Desk](#)

Reviewer Recommendations:

Met: See Course and Campus Policies in the module area. The links below direct learners to a wide array of institutional services.

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.)

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:

Course Navigation facilitates the ease of use. Learners can get the started from the "Home" page. Also if they want to go to a particular Module they just need to click on "Modules"

Reviewer Recommendations:

Met: Navigation was flawless. Once I entered the modules I found everything that I needed.

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:

Under "Privacy Policies and Accessibility Statements" learners are provided with information in respect accessibility.

Reviewer Recommendations:

Met: Privacy policies and accessibility statements for software used in this course are linked below.

Adobe Privacy Policy (Links to an external site.)

Adobe Accessibility Statement (Links to an external site.)

Canvas Privacy Policy (Links to an external site.)

Canvas Accessibility Statement (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 and learners can use screen reader documents.

Reviewer Recommendations:

Met: Learners can use screen reader for documents and videos are closed captioned.

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:

The course facilitates readability. It very easy to read and find information in the course.

Reviewer Recommendations:

Met: I had no issues with readability.

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:

Multimedia provided in the course such as videos are sequenced in the learning activities before assignments. Thus, it provides learners the opportunity to watch the videos before the assignments take place.

Reviewer Recommendations:

Met: The videos were easy to access and placed in appropriate locations.

Additional Review Comments:

Reviewer

I enjoyed reviewing your course. You have done an excellent job with the design of your course.

Reviewer

Very well designed. I could tell you followed the QM standards in the development of the course.

TOTAL POINTS AWARDED: 99

FINAL RESULT: MET STANDARDS