

Reviewer Recommendations:

Expectations for how learners are to communicate online and in the classroom are clearly stated via an engaging graphic. A text of the graphic is available.

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 Start Here module under Course and Campus Policies and Syllabus both contain course and institutional policies.

Reviewer Recommendations:

The Course Syllabus link provides the syllabus, as well as Syllabus link found in the list of menu items on the left of the screen. The syllabus clearly states what is expected of the student as far as class rules with the course.

According to the annotation, "Policies may address such matters as student conduct, academic integrity,.....". The policies are clearly stated in the syllabus. The student should have no question how to comply with the policies.

The only change I would suggest is make all font color the same (preferably black) due to some learners' red/green color blindness.

Reviewer Recommendations:

Course policies are clearly stated in both Start Here pages and the syllabus. Links are provided for institutional policies.

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:

Technology Help and Requirements includes a plethora of this type of information.

Reviewer Recommendations:

The instructor includes in the Get Help link information which includes Technology Requirements.

The annotation reads: "...course-specific technical skills students must have to succeed in the course are specified."

The link is available and easy to access, but appears to be a link outside of the course. The instructor included a "Get Help & FAQ" link within the "Start Here" menu and may consider including a link to the Get Help link in the syllabus.

Reviewer Recommendations:

Technology requirements are sometimes clearly stated (publisher materials) and sometimes inferred. Some requirements are optional. You might want to consider grouping and clearly stating the minimum technology requirements. For example, it might be helpful for learners to see that while a computer is required, a campus computer is adequate for the course, or that, while optional, a camera and microphone may be used in producing introductions and presentations.

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:

Prerequisites are included in the syllabus.

Reviewer Recommendations:

The prerequisite information is clearly stated in the syllabus, located in the Course Syllabus link found in the "Home" link and the "Syllabus" link found in the menu items in the left menu.

According to the annotation, "Discipline knowledge prerequisites should specify courses that meet the requirements." The course requirement is clearly stated and complies with this annotation.

A link to the course catalog description could be added here for the learner.

Reviewer Recommendations:

There are no prerequisites for this course.

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: 2, No: 1)

Reviewer Recommendations:

Though there is not a discrete paragraph with technology skills required, there is enough information in the FAQ, course materials and Start Here module to meet this requirement.

Reviewer Recommendations:

The instructor includes in the Get Help link information which includes Technology Requirements.

The annotation reads: "...course-specific technical skills students must have to succeed in the course are specified."

The link is available and easy to access, but the instructor may consider including a link to the Get Help link in the syllabus.

Reviewer Recommendations:

While links to LMS training are provided, minimum technical skills are not clearly stated. It might be helpful to add a section that clearly identifies the technical skills expected of the learner, such as creating and submitting files in commonly used word processing program formats, using a presentation program, and using the discussion board, email, and drop box functions of Canvas.

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:

The self-introduction is evident in the Home/Course Syllabus link, as well as contact information and the best communication method.

The instructor complies with the annotation, that states "presents the instructor as professional as well as approachable, and includes the essentials, such as the instructor's name, title, field of expertise, email address, phone number, and times when the instructor is typically online or may be reached by phone" in the syllabus, as well as the Syllabus link found in the menu on the left of the users' screen. The instructor also includes an introduction in the initial discussion.

The instructor may want to include a separate instructor's introduction link in the list of menu items that can be found on the left of the users' screen.

Reviewer Recommendations:

The initial introduction creates a sense of connection between the instructor and the learners. It presents the instructor as professional and personable. You might want to consider adding times when you are typically online or may be reached by phone if you have an office phone (and providing the office phone number if you have one).

STANDARD 1.9 - (1 Point)

1.9 Learners are asked to introduce themselves to the class.

Points Possible: 1

Points Awarded: 1

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

Reviewer Recommendations:

The learners are asked to introduce themselves in the Introduce Yourself Discussion folder found in the Start Here link.

The annotation states, "Learner introductions at the beginning of the class help to create a welcoming learning environment and a sense of community. Learners are asked to introduce themselves and given guidance on where and how they should do so." The instructor takes this annotation a bit further by providing bullet points to prompt the students on what to include in their introductions.

The instructor may want to prompt the learner further by asking open ended questions.

Reviewer Recommendations:

Learners introduce themselves in class and online. Instructions for what to include in the online introduction are clearly communicated.

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 course learning objectives are clearly stated in the syllabus, and can be measured through the results of each week's assignments.

Reviewer Recommendations:

Evidence of measurable learning outcomes can be found in the Home/Start Here for Course information link and the syllabus, located in the Syllabus link and the Home/Course Syllabus link. Based on the information provided by the annotation, "Measurable course learning objectives precisely describe what learners are to gain from instruction....".

The instructor provides an excellent breakdown of what the student is expected to complete/submit as well as a breakdown of how the student will be evaluated. The breakdown shows how the student will be assessed using points and the value of those points into percentages.

The Course Learning Outcomes information and Student Learning Outcomes are also provided in the Syllabus, which has the requirement for the course divided into modules of the semester.

My only suggestion would be to add the course objectives somewhere in the syllabus for easier learner access.

Reviewer Recommendations:

The objectives are written from the student's perspective and use action verbs that are measurable.

STANDARD 2.2 - (3 Points) Required

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations:

Module objectives contain understandable descriptions of the learning outcomes. The weekly learning objectives are consistent with the course-level objectives. Overall, the objectives for the course seem to be well-thought-out and focused.

Reviewer Recommendations:

The instructor's unit objectives provide evidence that "precisely and clearly describe what learners will learn and be able to do if they successfully complete the course."

The instructor's Syllabus and Course Learning Outcomes link provides precise information how the learner will be measured for successfully completing the course.

As previously stated, maybe the instructor could add the Course Learning Outcomes to the syllabus.

Reviewer Recommendations:

The course objectives align with the module learning objectives and are written from the student's perspective.

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:

Both course objectives and module/chapter objectives/outcomes are clear and measurable and written so that students can comprehend them.

Reviewer Recommendations:

The instructor provides a "Course Learning Outcomes" link in the learner's list of menu items. The outcomes are written clearly and from the learner's perspective. The outcomes are measurable and the learner should have no difficulty understanding what is expected of them to successfully complete this course.

The learner is expected to perform various tasks to prove their competencies. The instructor clearly understands the annotation, "learning objectives are written in a way that allows learners, including non-native speakers, to easily grasp their meaning....".

Again, add to syllabus.

Reviewer Recommendations:

The learning objectives are conveniently available to learners at the beginning of each learning section.

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: 0

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

Reviewer Recommendations:

I see there is a definite effort to connect the course activities and outcomes/objectives, however, there is not quite enough there to make the connection.

The chapters are aligned with the course outcomes on the Module overview page - chapters are connected by course outcome number - CO1, etc.

However, I suggest a more explicit statement to show how the individual learning outcomes align with the course objectives and activities, such as an alignment table, or having the course objectives listed with the module objectives and materials on the Chapter pages, for example here:

https://nctc.instructure.com/courses/15986/pages/chapter-1-computer-parts-and-tools?module_item_id=523017

Additionally, adding any of the following as listed in the standard annotation, any of these would meet the standard:

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

Reviewer Recommendations:

Throughout the course chapters/modules, the instructor includes the Course Objective (outcome) number, for example: Chapter 3 - All About Motherboards (CO 1). The learning outcome aligns with the Course Objective 1, Assemble and upgrade personal computer systems.

However, modules outcomes should be written to specify the activities associated within the modules.

Again, place the course outcomes/objectives and/or modules outcomes in the syllabus.

Reviewer Recommendations:

Ten learning outcomes are related to the course objectives on the Course Learning Outcomes page. However, I could not find where the relationship between the learning activities and the course activities was clearly stated. You might want to consider clarifying the relationship, such as by creating a chart that lists the module objectives and course activities for each of the course objectives. It is fairly easy to infer--if you must assemble a computer (CO1), you need to know the parts of a computer (Chapter 1LOs).

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:

The course learning outcomes and the weekly learning outcomes are designed at an appropriate level for this course.

Reviewer Recommendations:

The content of the course is appropriate for the "type and level of the course". "Core learning skills, including critical thinking, information literacy, and technology skills, are typically those that transcend an individual course and are integrated across the curriculum." (as stated by the annotation) are present for the learner to use throughout the course's modules, announcements, quizzes, assignments, and discussions.

Reviewer Recommendations:

The course is for learners new to this topic and many of the learning objectives deal with getting familiar with the components involved.

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:

The types of assessments include graded discussions and hands on assignments utilizing a variety of approaches, sources and methods to meet the learning objectives.

Reviewer Recommendations:

The annotation for standard 3.1 makes references to 2.1 and 2.2 due to alignment of the assessments with the objectives. The instructor's objectives make it clear what the student will be able to do at the end of the course. The discussions and assignments requirements address most of the objectives listed.

This annotation refers to the alignment of the assessments, "the types of assessments chosen, it is clear that learners can successfully complete the assessments...".

The instructor's objective "Install/connect peripherals" addresses this standard's concern by allowing the learner to demonstrate their abilities to take apart a computer and put it back together, clearly a measurable task, in addition to other quizzes and assignments required throughout the course.

Reviewer Recommendations:

Course assessments are consistent with the course and module learning objectives. From the types of assessments chosen, it is clear that learners can successfully complete the assessments if they have met the objectives stated in the course materials and learning activities. The hands-on labs and practicum assess the real world skills described in the LOs. TestOut Labs measures virtual practice. The quizzes measure basic understanding of terms and processes.

STANDARD 3.2 - (3 Points) Required

3.2 The course grading policy is stated clearly.

Points Possible: 3

Points Awarded: 0

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

Reviewer Recommendations:

There is a grading scale provided in the course. To meet the standard, as stated in the annotation, the points, percentages, and weights for each component of the course grade should be clearly stated and the relationship(s) between points, percentages, weights, and letter grades should be explained. For example, "20 Quizzes over assigned readings 20% of grade" should say "20 Quizzes worth XXX points total= 20% of grade. There should also be a scale that equates total number of points to the percentages – for example "A = 90-100% = 799-1000 points"

Reviewer Recommendations:

The instructor provides "a clear, written statement that fully explains how the course grades are calculated" (quoted from the annotation for this standard). The information provided in the syllabus, is a breakdown of each assignment, discussion, quiz, etc. and the points and percentages for each assignment.

However, the grades tables in the syllabus do not seem to agree. The instructor could rewrite the grades tables so the learner has no question how they will be assessed. The Grades link within the course displays a grading table at the bottom of the page that displays 50%, that I do not understand. There is another 50% indication at the top of the page that I do not understand either. The learner, especially with an online course, should be able to understand how they are being graded as well as the instructor.

The instructor also provides a late assignment submission policy in the syllabus which leaves no doubt to the learner what to do in case of a missed assignment, quiz, etc.

Reviewer Recommendations:

While the course grading is clearly shown in a table, it may be difficult for most students to determine their exact standing due to the mathematics involved in the grade calculation of weight percentages. When I click on the assignments, the point value is shown. I don't see where the student can see clearly how the points relate to the percentages. You may want to consider adding points to the table so students can see how many points are equal to the percentages. It might also be helpful to list the number of points along with the percentages that equal the letter grades.

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:

There is specific grading criteria for the practicum and more info on this page:

https://nctc.instructure.com/courses/15986/pages/course-and-campus-policies?module_item_id=523004

Reviewer Recommendations:

Evidence of this standard can be found in the Grades link. The grades link provides a possible maximum point score as well as the score of the learner. There are also links to the specific quiz/assignment, etc.

I do not think it is necessary to have too many places for the learner to go to view this kind of information. Your Grades link, to me, provides the amount of information to meet this standard..

Reviewer Recommendations:

While I see that students are evaluated based on completion or a grade key, I don't see descriptive criteria that specifically defines the evaluation. While some of the work is perhaps more of a completion (research these 3 websites, research memory and cost, and so forth), other work appears to have a right or wrong answer (e. g., on this machine, what is...).

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:

Varied assessment instruments included quizzes, discussions, and assignments.

Reviewer Recommendations:

The instructor provides multiple ways of assessing the learner throughout this course. Quizzes, discussions and other required homework assignments from the student are effective alternate ways the instructor has provided.

The annotation reads "assessments are varied in order to provide multiple ways for learners to demonstrate mastery...". The instructor provides many various forms of assessing the learner's comprehension of the tasks assigned or tested for the learner to demonstrate their mastery.

Reviewer Recommendations:

Students complete a variety of activities to help them master the learning objectives, including discussion boards, an interactive lab program, hands-on lab, and quizzes.

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:

Students get feedback from the instructor in discussion, from the interactive lab program and quizzes that can be taken multiple times.

Reviewer Recommendations:

The instructor has provided multiple opportunities to measure students' learning progress. As stated by the annotation, "Learning is more effective if learners receive frequent, substantive, and timely feedback. The feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other learners.", the instructor provides a statement when the learner should expect to receive their grades and feedback throughout the semester in the Syllabus.

Reviewer Recommendations:

Students get immediate feedback from the interactive lab program and quizzes. The instructor typically grades essays and discussions within one week.

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

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

STANDARD 4.1 - (3 Points) Required

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

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations:

The listed course materials cover a variety of topics and research approaches and appear to relate well to achieving the stated learning objectives. The use of multiple internet sources allows for differing viewpoints and timely information.

Reviewer Recommendations:

The instructor provides appropriate materials align with the course objectives in order to meet the requirements of the annotation: "materials align with the learning objectives or competencies in a clear and direct way and provide the information and resources learners need to achieve the stated learning objectives or competencies". The reading material and simulation lab, TestOut, provide multiple resources for the learner to access to complete required assignments and quizzes throughout the course.

Testout is a great learning lab for this Hardware course. The simulations and teaching methods provided by TestOut are some of the best I have experienced and learners react and respond well with this method of learning and teaching.

Reviewer Recommendations:

The instructional materials (textbook, presentations, hands-on labs, and TestOut lab) used in the course align with the course and module learning objectives. The virtual lab program enables student to practice different scenarios, while the hands-on assignments help them practice in real situations, applying learning from the virtual labs.

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:

There are explanations of the relationships between materials and learning activities; by reading the weekly learning objectives and the discussion instructions/assignments, the relationship between the two is obvious. The materials were chosen and the instructions were written in a manner that clearly illustrates the relationship between the two to a student in the course.

Reviewer Recommendations:

The syllabus and well-designed modules provide consistent simple to locate and follow instructional materials for the students. The annotation states: "Learners are provided with an explanation of how the instructional materials, resources, technologies, and learning activities are used in the course, and how each will help them achieve the stated learning objectives or help them prepare to demonstrate course competencies.". The instructor provides clear instructions in the modules of the course for the learner to read so the learner will know why the instructional materials provided are important for their successful completion of the course. .

The only recommendation for this standard is to provide minimum technology requirements to access the course as a link in your syllabus.

Reviewer Recommendations:

It is clear how the text and lab program are to be used for learning activities.

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: 2, No: 1)

Reviewer Recommendations:

Testing the links and URLs for the required and recommended material indicated that the majority of the materials were available, easily located, and properly identified and/or credited at an 85% level. Some of the materials related to TestOut were not cited and a couple of images were not credited.

Reviewer Recommendations:

The course does not appear to have cited resources provided by the instructor for the various resources provided by the publisher and TestOut. As stated by the annotation, "Sources for materials used in the course are clearly identified."

Reviewer Recommendations:

The resource citations clearly identified the specific instructional materials required.

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:

Effective July 1, 2016, the A+ industry certification credentials updated to 220-901 and 220-902 testing sequences, which now include the MAC and Linux operating systems, among many other changes to prepare for the A+ certification exam.

The ISBN of the textbook of the course is current and can be located in the course syllabus and the Course Materials link. The image of the textbook that displays in the Start Here/Course Materials link should be updated, so as not to confuse the learner. The current image is of a previous version of the textbook. TestOut is current too. Great learning and teaching tool.

Reviewer Recommendations:

The instructor deals with a dynamic course. He clearly identifies how the basic knowledge gained relates to future employment and offers up-to-date activities to expose students to the current buzz.

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:

I believe the type and variety of both materials and topics to be very well chosen to communicate the subject matter to the students.

Reviewer Recommendations:

The annotation states, "The course presents a variety of relevant instructional materials that may include textbooks and other publications, instructor-created resources, websites, and multimedia." The additional material to the textbook is the TestOut leaching tool and simulation training and exercises. All instructional materials will provide real world scenarios for the learner. Real world scenarios are relevant applications in computer classes.

Reviewer Recommendations:

The instructor uses a variety of materials, including discussions, public events, text, hands-on labs, and an interactive computer program.

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: 2, No: 1)

Reviewer Recommendations:

The use of the green checkmarks on required materials is particularly effective.

Reviewer Recommendations:

The instructor provides "Clear explanations are provided to learners regarding which materials and resources are required and which are optional. Instructors are expected to clearly indicate which materials learners must acquire and use to complete course activities and assignments." (stated from the annotation). There is no evidence that any information is optional, all material found in the course is relevant and is labeled required. For example, the instructor included in the course materials and syllabus the textbook, TestOut labs and PC repair tool kits are all required.

The instructor may want to include in the course some optional sources now that open source materials are available, applicable and very useful.

Reviewer Recommendations:

The required materials are clearly specified. Optional resources and activities are clearly identified, such as attending an event to make up a single assignment grade.

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

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

STANDARD 5.1 - (3 Points) Required

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

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations:

The activities required throughout the course do appear to follow a logical sequence in terms of meeting the weekly stated learning objectives, and also building toward the overall course learning objectives.

Reviewer Recommendations:

The instructor provided various instructional materials and methods to engage the learner in the course. The annotation simply states: "The purpose of learning activities is to facilitate the student's achievement of the stated objectives." The instructor's variability of discussions, reading assignments, quizzes, lab simulations, etc. can engage the learner in multiple ways and give the learner many forms of successfully completing the learning objectives.

Reviewer Recommendations:

The assignments and labs directly help the student to master the material.

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:

Student interaction is encouraged and appropriate to this course at an 85% level through the discussion area and use of the "Coffee Shop" forum.

Reviewer Recommendations:

The discussions provided in the course as well as the multiple links to websites and other required reading summaries, are excellent examples of various opportunities that support active learning. The annotation says: "Activities encourage learners' engagement during learning through different types of interaction....".

The "Coffee Shop" link is a great idea for engaging learners interaction. The rules are simple and provide an opportunity for learners to get to know each other just like social media.

Reviewer Recommendations:

The instructor interacts with students by providing feedback on written assignments and the discussion board. Computerized activities provide immediate feedback. Students have opportunities to interact with each other in the discussion board.

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:

This requirement is fulfilled very well. The students are given clear instructions on participation, expectations, and deadlines.

Reviewer Recommendations:

The instructor clearly provides response time and feedback in the "Home" link and in the syllabus.

The annotation reads: "The course provides clear information about when learners will receive instructor responses to emails and discussion postings, feedback on assignments, and grades. ...".

The statement of response time and feedback is clear, concise and easy to locate within the course.

Reviewer Recommendations:

Response time for emails and when to expect assignments to be graded are clearly stated.

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:

The discussions throughout the course clearly state how the learners will interact. The instructor provides a "Coffee Shop" link which encourages students to discuss non-course related topics.

As stated by the annotation, "The statement helps students plan and manage their class participation and provides a basis for the instructor to evaluate student participation.", the instructor promotes student interaction by requiring the discussions, and the learner is provided with complete, precise instructions in order to receive credit for the discussions.

Reviewer Recommendations:

The requirements for learner-content, learner-instructor, and learner-learner interaction are clearly stated. Learners must complete actions to solve problems. In the discussion board, learners respond to the instructor's prompt. In class, students may collaborate on assignments.

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:

The tools and media listed appear to deliver the course content in a manner well suited to both the duration and the subject of the course.

Reviewer Recommendations:

The tools and video the instructor uses in the course support the course learning objectives. "Tools are functional software that provide areas for interaction in the course....", as stated by the annotation, are the motivating factors for online courses.

Due to the lack of the traditional classroom, motivating factors provided by the tools and media in an online or hybrid classroom are necessary to motivate and capture the attention of the learner and the classroom.

Reviewer Recommendations:

Tools used include the discussion board, TestOut Labs, internet, and LMS gradebook. It is obvious how each tool is utilized to promote the learner's mastery of the objectives. For example, students must use the internet to locate information to help them solve a problem and complete an assignment.

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:

The course in its entirety, not just the tools and media selected, requires the student to actively participate in the learning process to successfully pass the course. Well done.

Reviewer Recommendations:

The course tools and media support student engagement and guide the student to become an active learner and promote the "learning process rather than passively absorb information" (quoted from annotation). The instructor recognizes the challenges that face today's learner outside the traditional classroom and provides videos and other media to capture the student's attention and makes learning the required material more exciting than only reading it.

The discussion assignments actively engage the student to student and student to instructor learning environments.

Reviewer Recommendations:

Tools used in the course help learners actively engage in the learning process. They engage in an application aspect in responding to discussion prompts. TestOut Labs provides a virtual environment where they can practice learning objectives, and then in the face-to-face portion of the class, learners get to physically practice what they learned in the virtual environment. Learners are permitted multiple attempts on quizzes that are automatically graded.

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:

The technologies required throughout the course are readily obtainable. The short list of menu items in the Start Here link encourages the learner to browse the course without feeling overwhelmed. As stated by the annotation, easily obtainable, through download, purchase at the bookstore, or another means "

The Home link provides a link to the Course Information and modules into logical ways for the learner to successfully complete the course requirements. Additional required web site link access is provided by the instructor.

Reviewer Recommendations:

The software chosen for the course is easily obtainable via download and available on Windows and MacOS. It might be helpful to specify to learners which activities can be performed on a mobile device.

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:

The instructor provides evidence of the use of current technologies as stated by the annotation: "Examples of current technology that may be used in support of the course objectives to enhance student learning." Evidence of current technologies include discussion forums, various videos, learner presentations, and digital content from TestOut, the required simulation/lab learning tool.

Reviewer Recommendations:

Course technology is up-to-date to prepare learners for a certification exam. Learners utilize a virtual program to practice mastery of the LOs.

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:

Very well done on the "Fine Print" page.

Reviewer Recommendations:

I see no evidence of the links to the privacy policies of any external links, especially TestOut.

Reviewer Recommendations:

Links to privacy policies for all external tools required in the course are provided under Start Here under Fine Print.

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

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

STANDARD 7.1 - (3 Points) Required

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

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations:

Technical Support is clearly labeled in the Get Help Here, and contains all the necessary contact information.

Reviewer Recommendations:

The list of menu items outside the course provides a "Get Help" link that guides the learner to various means of technical support. There is also a link, "Get Help & FAQ" located in the "Start Here" link.

The annotation information states: "Technical support for learners differs from institution to institution and includes such information as how to log in; how to use the tools and features of the learning management system; and how to get help desk support."

The links provided offer various support for the Canvas LMS, as required by the annotation.

Reviewer Recommendations:

Learners are provided a link to the LMS support on the Get Help page. In the syllabus learners are also directed to contact the instructor for technical support.

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:

Accessibility and information for those with Disabilities is included on the syllabus.

Reviewer Recommendations:

The syllabus provided by the instructor offers information concerning the Office for Students with Disabilities. As instructed by the annotation: "services and accommodations are available for learners with disabilities and inform the learner how such services may be accessed." The information supplied by the instructor in the syllabus provides the campus location, the phone number and a link that jumps the student directly to the Office for Students with Disabilities website provided by the school.

Reviewer Recommendations:

Information on the institution's accessibility policies and services is located in the syllabus.

STANDARD 7.3 - (2 Points)

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

Points Possible: 2

Points Awarded: 2

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

Reviewer Recommendations:

Academic support is available through the syllabus and Start Here links. There are numerous resources provided.

Reviewer Recommendations:

There is evidence the instructor has provided necessary information that articulates the institution's academic support services and resources in the link "Syllabus" and "Home/Course Syllabus."

The annotation states, "Academic support services and resources, and the scope of what they entail, differ from institution to institution."

A suggestion I have for this standard is to provide additional links within a folder located in the Start Here link for these services.

Reviewer Recommendations:

Information on how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them is found in the syllabus. The course also has a course link in the main navigation panel that connects students to tutoring support.

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:

Student support is available through the syllabus and Start Here links. There are numerous resources provided.

Reviewer Recommendations:

The evidence the instructor provides the student support services can be found in the "Syllabus" and "Home/Course Syllabus" links.

As stated by the annotation, "For the purposes of this review, student support services include advising, registration, financial aid, student or campus life, counseling, career services, online workshops, and student organizations.", the links provided for online help are clearly marked and stated in the sections Student Success Center, Financial Aid, Scholarships, and Veterans Services of the syllabus.

Reviewer Recommendations:

Information on the institution's student services and resources can help learners succeed and how learners can obtain them is located in the syllabus.

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:

The course is clearly laid out with good use of navigation and redundant links to materials that students will need frequently.

Reviewer Recommendations:

Navigating the course flows efficiently. The instructor makes it clear in the course where to start with the "Start Here for Course Information" and "Course Syllabus" links provided in the Home page.

Referring to the annotation, "Navigation refers to the process of planning, controlling, and recording the movement of a learner from one place to another in the online course. Navigation throughout the course is consistent, logical, and efficient.", the instructor makes it logical and simple to follow the course structure.

Reviewer Recommendations:

The course is well designed, has a consistent layout and a repetitive pattern. Links to course pages are clearly named.

STANDARD 8.2 - (3 Points) Required

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

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations:

There is a link to the Vendor ADA Compliance Statements is available ion the Fine print for Canvas and Test Out.

Reviewer Recommendations:

The annotation reads: "Learners with disabilities have access to information on the accessibility of the learning management system and all additional required technologies."

The evidence to support this standard can be found in the "Fine Print" section of the Start Here link.

Maybe the instructor can add the fine print to the syllabus section referring to TestOut.

Reviewer Recommendations:

Information is provided about the accessibility of all technologies required in the course on The Fine Print page.

STANDARD 8.3 - (2 Points)

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

Points Possible: 2

Points Awarded: 2

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

Reviewer Recommendations:

The multimedia in the course, including that from TestOut, is made accessible through captions and alt tags. The presentation slides include images that do not have alt tags - making those slides inaccessible to visually impaired users. This course meets the standard at 85%, but it is suggested that alt tags be added to images that contain content that is needed to understand the course materials.

Reviewer Recommendations:

The course tool TestOut does provide alternative means of access to its course materials with closed captioning and interactive scripts.

This annotation provides: "equivalent textual representations are located or linked within the course." The links to TestOut are provided within the course and the TestOut publishers provide the closed captioning and interactive scripts.

Reviewer Recommendations:

Videos are captioned. The syllabus uses style formatting, and tables are set up with column headings. However, I did not see alt text on the Home Page image, images on module pages, nor on powerpoint images. You might consider what students might see if an image fails to display and what information might help them at that point. Some of the images look like they may be part of the LMS system, and it may not be possible to add alternative text.

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:

The instructor of this course makes the readability very comfortable and not distracting as required by the annotation: "Course design elements maximize usability by facilitating readability and minimizing distractions."

The only suggestion I would have for this standard is change any colored font (like red in the syllabus) to a color that is accessible by all learners, including those with red/green color blindness.

Reviewer Recommendations:

Course design elements maximize usability by facilitating readability and minimizing distractions. Font is consistent with adequate white space. Proofreading errors are minimal.

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:

This instructor's use of TestOut is an example of the annotation: "Course elements maximize usability by ensuring multimedia used as a vehicle for content or feedback (e.g., images, audio, animation, video, and interactive components) are easy to use, intelligible, and inter-operational across devices."

The TestOut tool provides the accessibility necessary and required by this standard with their interactive simulations and labs that are closed captioned and/or interactive scripts. Some inter-operational options are available that include a free subscription to their newsletter that can be sent to a small device like a smart phone or iPad.

Reviewer Recommendations:

Course multimedia are easy to view, operate, and interpret.

Additional Review Comments:

TOTAL POINTS AWARDED: 93

FINAL RESULT: DID NOT MEET STANDARDS

Amendments

STANDARD 2.4

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

Points Possible: 3

Points Awarded: 3

Result: MET

Course Representative Notes:

I have added explicit mapping of textbook/lecture content to the learning objectives for the course at each of the module introductory pages.

Chair Notes:

This addition creates the necessary information for students to see the clear relationship between the course objectives and activities.

STANDARD 3.2

3.2 The course grading policy is stated clearly.

Points Possible: 3

Points Awarded: 3

Result: MET

Course Representative Notes:

I've adjusted the grading policy to be more transparent and updated this information on the course syllabus.

Chair Notes:

The course grading policy is now exemplary.

Additional Course Representative Comments:

Additional Chair Comments:

Thank you for making these updates to bring your course into alignment with the Quality Matters Rubric.

TOTAL POINTS AWARDED (Initial Review): 93

TOTAL POINTS AWARDED (Upon Amendment): 99

FINAL RESULT (Upon Amendment): MET STANDARDS