



Institution: North Central Texas College

Course Code: MATH1332North C033017

Course Number: MATH1332

Course Name: Contemporary Math

Course Representative: Aziel Wilson

Review Start Date: 2017-05-11

Review End Date: 2017-07-06

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:

Met

A clear starting point is given on the home page that leads to the course components.

Click [START HERE](#) to learn basic information about course navigation and procedures.

Reviewer Recommendations:

Standard 1.1 states that Instructions make clear how to get started and where to find various course components. You have provided the start here information clearly and concise to students. The Start Here module is easy to get to and has all the information students need to know about the course. Great job!

Reviewer Recommendations:

Noted on the course home page. I appreciate the "start here" module serving as a required orientation to the course. This is something I haven't seen before...good work!

STANDARD 1.2 - (3 Points) Required

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

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations:

Met

The purpose of the course is listed on the homepage.

This course is a survey of mathematical topics and including treatment of sets, logic, relations, probability and statistics, and financial math.

The course structure is described in the syllabus.

Reviewer Recommendations:

Standard 1.2 states "Learners are introduced to the purpose and structure of the course". Your home page provides the information about the purpose and structure of the course. Great job!

Reviewer Recommendations:

Noted on the "About This Course" and "Start Here" pages.

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:

MET: Netiquette expectations are listed on the communication page.

Netiquette

When communicating through discussion boards please adhere to the following guidelines for Network etiquette.

1. Use the appropriate grammar and spelling rules for business communication. In other words, use punctuation and capitalization appropriately. Refrain from using texting abbreviations (for example, use the word "you" instead of the letter u when referring to others). Slang or popular sayings may be not be

clear to all readers, avoid these.

2. Be specific and concise. Consider what you want to say, then say what you mean.

3. Ask for clarification if something is unclear, be it instructions in an assignment, an email, or a post to a discussion board.

4. The use of multiple exclamation marks, multiple question marks, or all upper case letters, may be considered shouting. Refrain from these!

5. Cite your sources, for example if referring to the textbook, include the chapter/section, the page number, assignment number, or other identifying information. It is also appropriate to copy and past the text of a item into a discussion or email question.

6. Avoid posting or emailing when angry. Once posted you cannot retrieve the words.

7. Be courteous to others. Saying please and thank you, when appropriate, is usually appreciated.

8. Use a meaningful subject line in email communication. It should be concise yet informative of the information in your email. Avoid using the reply button when you are not replying to the information from that email. Begin a new conversation if you are beginning a different topic.

9. When addressing an instructor use the appropriate titles, i. e. Mr., Mrs., Ms., Doctor, or Professor. If you are not sure of the appropriate title, you may ask, though professor is usually safe. Do not use an instructors first name, unless invited to do so.

10. Be patient. Read the entire thread or email before responding.

Proofread your posts before submitting. Post do not need to be perfect, we are all human and will make mistakes, but keep these guidelines in mind.

Reviewer Recommendations:

Standard 1.3 states “Etiquette (sometimes called “Netiquette) expectations for online discussions, and any other forms of communication are clearly stated. This information is found in the class rules, guide to netiquette, policies and expectations. You do a fine job in providing this information to students on the Start Here Module. You provide both the image and the text which is wonderful for students who may have problems seeing the image. Good job!

Reviewer Recommendations:

Noted in the "Start Here" module

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:

MET: Policies listed on syllabus include

- grading policy
- academic integrity policy
- attendance policy
- ADA policy
- student services
- EEOC STATEMENT

Reviewer Recommendations:

Standard 1.4 states “Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided. Your course and campus policies are clearly outlined in the Start Here module under the Course and Campus Policies. Good job on providing very precise and detailed information.

Reviewer Recommendations:

Noted in the "Start Here" module as well as the Syllabus.

STANDARD 1.5 - (2 Points)

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

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 2, No: 1)

Reviewer Recommendations:

MET: The following technology requirements are addressed;

- browsers
- operating systems
- browser requirements
- computer specifications
- internet speeds

Reviewer Recommendations:

Standard 1.5 states “Minimum technology requirements are clearly stated and instructions for use provided.” The information you provide for minimum technology requirements is complete, however you may want to consider placing this page under the start here module. It took several clicks to find the information since it was not readily available in the module. The information may be overlooked if students are unable to find it within one to two clicks.

Reviewer Recommendations:

Noted on the "Course Materials" page; however, the annotation for Standard 1.5 speaks to including all technological requirements, including hardware and software. I noted that you have lecture videos and power points, but I did not see requirements for Microsoft Office, speakers, flash player, etc. You might consider including these components as well in order to best meet this standard.

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:

Met

see syllabus;

Prerequisite: Meet TSI college-readiness standard for College Mathematics; or equivalent 48 lecture hours 3 credit hours

Reviewer Recommendations:

Standard 1.6 states “Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.” Prerequisites are clearly mentioned but again, it took me several clicks to find the information. Some of the content pages linked under other content pages could be found within one to two clicks if placed in the Start Here module.

Prerequisites: MATH 0310 or meet TSI college-readiness standard for Mathematics

Reviewer Recommendations:

Noted on the "About This Course" page.

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:

MET: Minimum technical skills are addressed as follows,

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.)*Links to an external site..

At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. 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. 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.

In addition to the skills requirements

8GB USB Flash Drive.jpg

It is strongly suggested to purchase a 8GB flash Drive to save your course work on. This will help you to keep your latest files with you at all times and will also ensure file folder integrity for your web site..

Reviewer Recommendations:

Standard 1.7 states “Minimum technical skills expected of the learner are clearly stated.” You provide good information on the technical skills required for the course. Canvas videos are very useful, easy to understand and follow. Good job!

Reviewer Recommendations:

Noted on the "About This Course" page.

STANDARD 1.8 - (1 Point)

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

Points Possible: 1

Points Awarded: 0

Result: NOT MET (Yes: 1, No: 2)

Reviewer Recommendations:

Not Met: I assume you provide your introduction in the introduction forum. Since no introductions were available to view, I have to mark this standard as not met.

Reviewer Recommendations:

Standard 1.8 states “The self-introduction by the instructor is appropriate and is available online.” I was unable to find the self-introduction of the instructor. You may want to add a content page titled “Meet your Instructor” and add it to the Start Here Module of on the course Home Page.

Reviewer Recommendations:

Noted on the "About This Course" page.

STANDARD 1.9 - (1 Point)

1.9 Learners are asked to introduce themselves to the class.

Points Possible: 1

Points Awarded: 1

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

Reviewer Recommendations:

MET: See discussion forums

Please introduce yourself to your classmates. Tell us your name and a bit about who you are and then reply to a couple of your classmates' posts.

If you are at a loss for something to write, perhaps you could tell us about your educational goals, a current hobby, your favorite place to be, one interesting fact about you, etc.

Be sure you follow the Discussion Board [Netiquette](#) rules.

Reviewer Recommendations:

Standard 1.9 states “Learners are asked to introduce themselves to the class.” Students are asked to introduce themselves. Good job!

Reviewer Recommendations:

Noted in the "Start Here" Module.

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:

MET: The CLO's listed below are measurable.

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

- **Analyze** information using symbolic logic and truth tables;
- **Describe**, use and convert between various numeration systems;
- **Solve** consumer and financial math problems;
- **Compute** and **interpret** empirical and theoretical probabilities using the rules of probabilities and combinatorics
- **Calculate** descriptive statistics;
- **Apply** algebraic, geometric and higher-order thinking to model and solve real-world problems;

Reviewer Recommendations:

Standard 2.1 states “The course learning objective, or course/program competencies describe outcomes that are measurable.” Your Course Learning Objectives are measurable and are clearly stated for students and are available for students under the start Here Module.

Reviewer Recommendations:

Noted on the "Course Learning Outcomes" page in the Start Here module.

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:

MET: The module outcomes are measurable and in alignment with the CLO's.

Objectives

Upon completion of this week's study of sections 4.3 and 4.4, you will be able to:

- **Express** Hindu-Arabic numerals in expanded form
- **Discuss** historical calculation devices

- **Convert** numbers from one base to another
- Use different bases in the context of computer mathematics

Upon completion of this week's study of section 1.1, you will be able to:

- Distinguish between inductive and deductive reasoning

[Learning Outcome #2](#)

Reviewer Recommendations:

Standard 2.2 states “The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.” The objectives are clearly measurable and consistent with the assessments in each module.

Reviewer Recommendations:

Noted on the weekly objectives and overview pages.

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:

MET: All learning outcomes are easy for the learner to interpret.

Reviewer Recommendations:

Standard 2.3 states “All learning objectives or competencies are stated clearly and written from the learner’s perspective.” Your learning objectives are stated clearly and written in a way that allows learners to grasp their meaning.

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:

MET: Within each module you provide a link to the specific CLO(s) that the module relates to.

Reviewer Recommendations:

Standard 2.4 states “The relationship between learning objectives or competencies and course activities is clearly stated.” The learner is provided with complete information regarding the learning objectives and the relationship of the assignments per module.

Reviewer Recommendations:

Noted on the weekly objectives and overview pages. Nicely done!

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:

MET: The learning outcomes are suited to the course level.

Reviewer Recommendations:

Standard 2.5 states “The learning objectives or competencies are suited to the level of the course.” Your learning objectives are suited for the level of the course. Nice job!

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:

MET:

Assessments in the course consist of

- Module Exams (4)
- Quizzes
- Participation Grade

These assessments measure the learning objectives.

Reviewer Recommendations:

Noted in the various MyMathLab assignments. Very good linkage here!

STANDARD 3.2 - (3 Points) Required

3.2 The course grading policy is stated clearly.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 1)

Reviewer Recommendations:

MET: Grading policy is stated in the syllabus.

- *Module Exams = 80%*
- *Quizzes = 10%*
- *Participation Grade = 10%*

Reviewer Recommendations:

Standard 3.2 states “The course grading policy is stated clearly.” You have provided a clear and concise grading policy. Your grade distribution information listed in your syllabi is easy to comprehend.

Reviewer Recommendations:

The annotation for Standard 3.2 discussion the need to list all graded assignments wherever the grading policy is to be listed. On the course syllabus, you have listed 4 exams, "Quizzes" and "Participation." While you have explained what these broad grading categories mean, it might be helpful to include all of the information from MyMathLab as well. For example, I noted pre and post tests for each chapter. Do these correspond to the 4 tests for the course? If so, how does that reflect in the student's grade? Providing exact linkage between the grading policy in the syllabus and what is in MyMathLab would greatly help the course as well as appropriately meet this standard.

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:

The information provided within the course and on MyMathLab describe the criteria for evaluation of the learners quizzes and exams. This meets the 85% threshold for the standard.

Reviewer Recommendations:

Standard 3.3 states “Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy. The grading criteria and grading policy are clearly listed in the syllabi.

Reviewer Recommendations:

Noted on the course syllabus.

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:

MET: The instruments follow a standard calendar with quizzes followed by exams. This addresses sequencing and suitability. I would like to see more types of assessments to meet variability but MML does provide varied assessments. (homework, practice quizzes, quizzes) I will score this standard as met within the 85% threshold.

Reviewer Recommendations:

Standard 3.4 states “The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.” Your course provides sequenced varied and suited assessments for the learners in this course. All course modules include a “To Do List” that helps students stay on task. Good job!

This Week's To Do List:

1. Study/Learn Concepts Sections 4.3, 4.4, and 1.1
 - Watch the video Lectures for sections 4.3, 4.4, and 1.1
 - Additional resources in the module include Powerpoint lecture slides, and supplemental explanations on specific topics from Khan Academy,
 2. Practice these sections in the study plan which is available in MyMathLab, and
 3. Take Quiz 2
-

STANDARD 3.5 - (2 Points)

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

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 2, No: 1)

Reviewer Recommendations:

The material in the MML study plan provides many opportunities for the learner to track their success. There are many practice problems provided for the learners as well as practice tests.

Reviewer Recommendations:

Standard 3.5 states “The course provides learners with multiple opportunity to track their learning progress.” Quizzes and Homework assignment via MyMathLab are self-graded and provide immediate feedback to the learner. I was unable to see the Canvas gradebook. You may want to consider allowing students to see the gradebook in order to track their progress in the course.

Reviewer Recommendations:

I noted that a student's score can be seen for each individual assignment in MyMathLab; however, the annotation for Standard 3.5 speaks to multiple opportunities to track progress. In MyMathLab, nor in Canvas, could I find a place where students can see a running total of their progress. You might consider adding a weighted total section in Canvas, or even in MyMathLab, so that students can see what their overall score is at any given point in the course.

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:

Met: Instructional materials contribute to the CLO's. Materials listed below,

MyMathLab Access code for Mathematical Ideas, Miller, Heeren, Hornsby, 13th edition, Pearson, 2014

Scientific calculator

Reviewer Recommendations:

Standard 4.1 states “Instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.” The instructional materials, such as the textbook, MyMathLab, PowerPoint and videos all contribute to the learning objectives stated for the course.

Reviewer Recommendations:

I appreciated that way you listed the course assignments from MyMathLab, including the text, in your weekly overviews to ensure alignment between the course materials and the course objectives.

STANDARD 4.2 - (3 Points) Required

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

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations:

MET: This standard is addressed in the syllabus and orientation module.

Reviewer Recommendations:

Standard 4.2 states “Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.” The purpose of the instructional material is clearly discussed in the course materials content page.

Reviewer Recommendations:

Noted on the "About this Course" page.

STANDARD 4.3 - (2 Points)

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

Points Possible: 2

Points Awarded: 2

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

Reviewer Recommendations:

Met: The materials are cited in the orientation module.

Reviewer Recommendations:

Standard 4.3 states “All instructional materials used in the course are appropriately cited.” Textbook was appropriately cited in the Course materials content page. Good job!

Reviewer Recommendations:

Noted on the "Course Materials" page.

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:

Met: Materials are current. (2014)

Reviewer Recommendations:

Standard 4.4 states “The instructional materials are current.” The instructional material is current and the textbook is the 13th edition which appears to be the latest edition of this textbook.

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:

MET: MYMATHLAB inherently meets this standard as it provides a wealth of materials.

Reviewer Recommendations:

Standard 4.5 states “A variety of instructional material is used in the course.” The course offers a variety of instructional materials which include but is not limited to the textbook, PowerPoint presentations, and videos. Great job! My only recommendation would be to make sure that all videos are working. I encountered a video in Module One that was no longer available. Please be sure to check this.

Reviewer Recommendations:

The course primarily uses MyMathLab; however, I noted the inclusion of practice problems, lecture videos, and PowerPoints.

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:

Met: No optional materials required.

Reviewer Recommendations:

Standard 4.6 states “The distinction between required and optional materials is clearly explained.” The instructor clearly states what is required for the course. My only recommendation would be to specify if there are any instructional materials that are optional.

Reviewer Recommendations:

Noted on the Course Materials page.

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:

MET

Learning activities consist of the following:

- reading assignments
- viewing multimedia (video/powerpoint)
- supplemental reading

These activities promote the achievement of the CLO's.

Reviewer Recommendations:

Standard 5.1 states “The learning activities promote the achievement of the stated learning objectives or competencies.” The course provides the assessments that promote the achievement of the stated learning objective(s).

Reviewer Recommendations:

Proper alignment between MyMathLab and the stated Course/Module learning objectives noted.

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:

MET

MML and the course multimedia nicely provides learner to content interaction.

Learner - instructor interaction is achieved via email and forums.

Reviewer Recommendations:

Standard 5.2 states “Learning activities promote opportunities for interaction that support active learning.” I was unable to find any learning activities that promote opportunities for interaction between learner to learner or learner to instructor. The only interaction was learner to content. You may want to consider adding some discussions or peer group projects to promote learner to learner interaction.

Reviewer Recommendations:

Noted in the videos, MyMathLab assignments especially. One thing that you might consider is incorporating more of what the annotation for Standard 5.2 calls learner to learner interaction. Such interaction could be in the form of a discussion board, or group project. I felt this met the standard at the required level, however.

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:

MET: Communication response time is given in the orientation module.

- *Instructor Response Time - I will respond to messages as soon as I am able. You can expect a response within 24 hours during the week and 48 hours on weekends. If you have not heard back from me, there may have been some issue in receipt or delivery. Email me again.*

Reviewer Recommendations:

Standard 5.3 states “The instructor’s plan for classroom response time and feedback on assignments is clearly stated.” I was only able to find instructor response time for messages received by students. This standard can be easily met by providing instructor response time on assignments.

Reviewer Recommendations:

Noted on the "About this Course" page.

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:

MET

Requirements for learner interaction are clearly explained within the orientation and course content modules.

Reviewer Recommendations:

Standard 5.4 states “The requirements for learner interaction are clearly stated.” Participation is outlined in the course syllabi.

Reviewer Recommendations:

Given the scope of the assignments and the nature of the course, I feel like the requirements you've outlined in the opening module are sufficient in meeting this standard.

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:

Tools consist of

- Email
- Grade Center
- MyMathLab and LMS tools
- Forums
- Multimedia

These tools do a nice job in supporting the CLO's.

Reviewer Recommendations:

Standard 6.1 states “The tools used in the course support the learning objectives or competencies.” The tools, which include Canvas and MML provided in the course do support the learning objectives and CLO’s.

STANDARD 6.2 - (3 Points) Required

6.2 Course tools promote learner engagement and active learning.

Points Possible: 3

Points Awarded: 3

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

Reviewer Recommendations:

MET: The multimedia and other tools in the LMS promote active learning. The MML material engages the learner.

Reviewer Recommendations:

Standard 6.2 states “Course tools promote learner engagement and active learning.” The course provides tools such as homework activities in MML, video and self-graded quizzes. All of these promote active learning however you may want to consider adding some activities that promote learner to learner engagement.

Reviewer Recommendations:

Noted especially with the power points and video lectures.

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:

MET: The tools in the LMS and MML were readily available.

Reviewer Recommendations:

Standard 6.3 states “Technologies required in the course are readily obtainable.” The course provides complete and concise information about required technologies that will be utilized in the course.

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:

MET: All course technologies appear to be current.

Reviewer Recommendations:

Standard 6.4 states “The course technologies are current.” The technologies in the course are current and up to date.

STANDARD 6.5 - (1 Point)

6.5 Links are provided to privacy policies for all external tools required in the course.

Points Possible: 1

Points Awarded: 1

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

Reviewer Recommendations:

MET: Located in the orientation module. You provide a wide range of privacy policy links.

Privacy Policies

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

[Pearson Higher Ed Privacy Policy \(Links to an external site.\)](#)[Links to an external site.](#)

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

[Khan Academy Privacy Policy \(Links to an external site.\)](#)[Links to an external site.](#)

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

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

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

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

[Apache \(Open Office\) Privacy Policy \(Links to an external site.\)](#)[Links to an external site.](#)

Reviewer Recommendations:

Standard 6.5 states “Links are provided to privacy policies for all external tools required in the course.” The links to the privacy policies for any external tools are located in the Start Here Module.

Reviewer Recommendations:

Noted in the "Start Here" module.

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:

MET: This is met on the homepage with the following links;

MyStatLab Tech Support: <https://247pearsoned.custhelp.com/> ([Links to an external site.](#))[Links to an external site.](#)

Canvas Support: <http://ecampushelpdesk.nctc.edu/hc/en-us> ([Links to an external site.](#))[Links to an external site.](#)

I very much like that you also offer a Getting Help page in the orientation module. This page offers technical help, policy help and content help.

Reviewer Recommendations:

Standard 7.1 states “The course instructions articulate of link to a clear description of the technical support offered and how to obtain it.” This information is provided to students under the Start Here module under a content page called Getting Help. Good job!

Reviewer Recommendations:

Noted on the "Getting Help" page.

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:

MET: You list this in the orientation module under Campus Policies

For links to assistance or information for students with disabilities, contact the [Office for Students with Disabilities \(Links to an external site.\)](#)[Links to an external site.](#)

Reviewer Recommendations:

Standard 7.2 states “Course instructions articulate or link to the institution’s accessibility policies and services.” This information can be found in the Start Here module in your canvas course. Great job meeting this standard!

Reviewer Recommendations:

Noted in the "Start Here" module.

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:

MET: You actually list much of this in the orientation module under Campus Policies

Campus Policies

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

- *For guidelines on how to interact in your online or hybrid course read about [NCTC Online Course Expectatio \(Links to an external site.\)](#)[Links to an external site.](#)*
- *For answers about using Canvas, search the [Canvas Student Guide \(Links to an external site.\)](#)[Links to an external site.](#)*
- *For links to multiple documents and resource links for NCTC students, go to [Student eLearning Resources \(Links to an external site.\)](#)[Links to an external site.](#)*
- *For information about other services available to students at NCTC, check the menu links at [NCTC Student Services \(Links to an external site.\)](#)[Links to an external site.](#)*
- *For links to assistance or information for students with disabilities, contact the [Office for Students with Disabilities \(Links to an external site.\)](#)[Links to an external site.](#)*
- *For the information you need to ensure you create plagiarism-free coursework read [Plagiarism - Definitions](#)*

I very much like that you also offer a Getting Help page in the orientation module. This page offers technical help, policy help and content help.

Reviewer Recommendations:

Standard 7.3 states “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.” Some visible signs of student support was found in the course such as Tutor assistance. You may want to consider adding additional student resources such as library resources.

Reviewer Recommendations:

Noted on the Course and Campus Policies page

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:

MET: You actually list much of this in the orientation module under Campus Policies

Campus Policies

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

- For guidelines on how to interact in your online or hybrid course read about [NCTC Online Course Expectations \(Links to an external site.\)](#)[Links to an external site.](#)
- For answers about using Canvas, search the [Canvas Student Guide \(Links to an external site.\)](#)[Links to an external site.](#)
- For links to multiple documents and resource links for NCTC students, go to [Student eLearning Resources \(Links to an external site.\)](#)[Links to an external site.](#)
- For information about other services available to students at NCTC, check the menu links at [NCTC Student Services \(Links to an external site.\)](#)[Links to an external site.](#)
- For links to assistance or information for students with disabilities, contact the [Office for Students with Disabilities \(Links to an external site.\)](#)[Links to an external site.](#)
- For the information you need to ensure you create plagiarism-free coursework read [Plagiarism - Definitions](#)

Reviewer Recommendations:

Standard 7.4 states “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.” I had originally marked this standard not met because I had not come across information for student resources. Although you do have this information under the Course and Campus Policies, you may want to consider placing this student resources information on a content page of its own and placing it under the Start Here Module under the heading Student Support Services.

Reviewer Recommendations:

Noted on the Course and Campus Policies page

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: 2, No: 1)

Reviewer Recommendations:

Met: Course followed a nicely structured linear format.

Reviewer Recommendations:

Standard 8.1 states “Course navigation facilitates ease of use.” The course displays easy navigation and ease of use. I strongly believe that the navigation can use some revamping. I found myself clicking several times on different links before actually getting to the information. For example, if I click on the Start Here on the home page, it takes me to a content page that has some information about the course, however, it then directs me to click on the Start Here link again which then takes me to the Start Here module. I would recommend that the Start Here link be redirected to the module from the Home Page. All information should then be listed in this module. Also, check GET HELP link located in the start here course information content page. When I click the link, it tells me that the topic has been removed. The link goes to the discussions area of the course. Some of the links in the Getting Help Module were broken. Please verify that all links in the course are active and pointing to the correct page(s). Correcting these minor navigation issues can help you meet this standard.

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:

MET: You provide a wide array of accessibility policy links in the orientation module.

Accessibility Policies

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

[Pearson Higher Ed Accessibility Policy \(Links to an external site.\)](#)[Links to an external site.](#)

[MyMathLab Accessibility Policy \(Links to an external site.\)](#)[Links to an external site.](#)

[Khan Academy Accessibility \(a work in progress\) \(Links to an external site.\)](#)[Links to an external site.](#)

[Canvas Voluntary Product Accessibility Template \(Links to an external site.\)](#)[Links to an external site.](#)

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

[Google/YouTube Accessibility Policy \(Links to an external site.\)](#)[Links to an external site.](#)

[Microsoft Accessibility Policy \(Links to an external site.\)](#)[Links to an external site.](#)

[Apache \(Open Office\) Accessibility Policy \(Links to an external site.\)](#)[Links to an external site.](#)

Reviewer Recommendations:

Standard 8.2 states “Information is provided about the accessibility of all technologies required in the course.” Accessibility statements are provided for all technologies in this course. Good job!

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:

Met: Documents can be read using a screen reader. MML provides alternative means of access for the learner.

Reviewer Recommendations:

Standard 8.3 states “The course provides alternative means of access to course material in formants that meet the needs of diverse learners.” Although, the large majority of the videos are captioned, I found some that were not; for example the video with Bob Barley was not captioned. If you are unable to caption, please provide transcripts.

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:

Met: I saw no issues with course readability.

Reviewer Recommendations:

Standard 8.4 states “The course design facilitates readability.” My only concern here is the large image in the Netiquette page. Although you do provide what the image states in writing, this may seem somewhat confusing to the screen reader.

Reviewer Recommendations:

All fonts and sizes were consistent. Excellent work.

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:

MET: What multimedia I saw was easy to use.

Reviewer Recommendations:

Standard 8.5 states “Course multimedia facilitate ease of use.” The course multimedia facilitates ease of use and is provided in a way that is easily readable and accessible to all students.

Additional Review Comments:

Reviewer

Very nicely designed course.

TOTAL POINTS AWARDED: 98

FINAL RESULT: MET STANDARDS