

D. Instructional Materials						
Scale:						
<i>1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable</i>						
D1	The instructional materials contribute to the achievement of the stated course objectives.	1	2	3	4	N/A
D2	The purpose of the instructional materials and how the materials are to be used for learning activities are clearly explained.	1	2	3	4	N/A
D3	The instructional materials are current.	1	2	3	4	N/A
D4	The instructional materials present a variety of perspectives on the course content.	1	2	3	4	N/A
D5	Instructional materials connect students to what they already know and include real-world examples to which the students can easily relate.	1	2	3	4	N/A
TOTALS			4	9		13
Strengths:						
D3-D5 There is a skill to troubleshooting, to have a variety of perspectives and applying those perspectives to real life situations can only enhance a student's learning.						
Suggestions:						
D1-D2 Understand this is a syllabus for students make it simple and precise. Course Evaluations there are too many things to adhere to, safety includes tool practices along with how to handle them, good housekeeping and cleanliness.						

E. Assessment & Measurement

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

E1	The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.	1	2	3	4	N/A
E2	The course grading policy is stated clearly.	1	2	3	4	N/A
E3	Specific and descriptive criteria are provided for the evaluation of students' work and participation, and they are tied to the course grading policy.	1	2	3	4	N/A
E4	The assessment instruments selected are varied and appropriate to the student work being assessed.	1	2	3	4	N/A
E5	Students have opportunities to measure their own learning progress.	1	2	3	4	N/A
E6	Assessment results are used to help students progress.	1	2	3	4	N/A
E7	The sample Assessments (e.g., test, rubric, performance checklist) include information on administration, scoring, and use of results with students.	1	2	3	4	N/A
TOTALS				12	12	24

Strengths:

E1 –E7 Student know how they are being assessed and what is required of them.

Suggestions:

None

F. Industry-Based Application

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

F1	The course includes multiple opportunities for students to learn about the target occupations/industry (e.g. motor starters, electric motors, schematic and wiring diagrams, pilot devices, OSHA and NESC regulations, documentation, communication, and troubleshooting).	1	2	3	4	N/A
F2	Assessment tools include some authentic measures (e.g., they match or align with ways students would be assessed or expected to work in the workplace).	1	2	3	4	N/A
F3	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	1	2	3	4	N/A
TOTALS			2	6		8

Strengths:

F1-F2 Students learn of opportunities in the industry along with OSHA safety regulations.

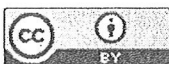
Suggestions:

F3 Motor Controls is a broad term, specific occupations use different motors and controls. The focal point should be understood that all controls do basically the same thing but have different applications.(Residential, Commercial, Industrial, Refrigeration etc.)

Section Totals		
A	Syllabus & Course Outline	13
B	Learner Objectives & Interaction	13
C	Instructional Design	11
D	Instructional Materials	13
E	Assessment & Measurement	24
F	Industry-Based Application	8
FINAL TOTAL		82
General / Summary Comments Overall review; the content of the syllabus as it pertains to the course is excellent, along with how the assessment of students are acquired. However there is a little too much information, Motivation and Attitude is something the Instructor should portray throughout the course.		
Date Review Completed <i>July 18 2016</i>		
Signature of Reviewer <i>Ronald Forts</i>		

Adapted by Marissa M. Cochran, M.Ed., Amarillo College, from a rubric developed by Eileen Casey White, Ed.D., Connections Consulting Inc.

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties or assurances of any kind, express or implied, with respect to such information on linked sites, and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.



ACHVAC by [Amarillo College TAACCCT Grant](#) is licensed under a [Creative Commons Attribution 4.0 International License](#).