



HIS117-02

Submitted to Maine is IT in fulfillment of the TAACCCT grant requirements

By

Emporia State University November 2016

EMPORIA STATE
UNIVERSITY
■ INFORMATION TECHNOLOGY



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Developed by Anna J. Catterson, Ph.D., Emporia State University.

Course Review for: Maine is IT
Course: NMCC HIS117-20
Reviewed by: Anna J. Catterson, Ph.D.
Date: November 28, 2016

Part 1: Course Review

A. Course Review & Introduction (16 points total)		
1.1 Instructions made clear how to get started and where to find various course components.	3	0
1.2 Learners are introduced to the purpose and structure of the course.	3	0
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	2	0
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.	2	2
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	0
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	0
1.7 Minimum technical skills expected of the learner are clearly stated.	1	0
1.8 The self-introduction by the instructor is appropriate and is available online.	1	0
1.9 Learners are asked to introduce themselves to the class.	1	0
	Total	2

Comments:

- 1.1** - No link to the LMS was provided. Consider adding instructions on how to access the course in the LMS. Consider adding the link to the actual course.
- 1.2** The purpose and structure for the course was NOT explained the course syllabus. The reviewer never found a course description or specific course outcomes listed.
- 1.3** The reviewer found NO Etiquette explanations. Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication should be covered. Examples include:
- - Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
 - Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
 - Don’t use all capital letters when composing your responses as this is considered “shouting” on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
 - Be respectful of your others’ views and opinions. Avoid “flaming” (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
 - Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
 - Use good grammar and spelling, and avoid using text messaging shortcuts.
- 1.4** Course and institutional policies were found in the course syllabus and references to those service locations and access was provided.
- 1.5** Technology requirements were not listed in the course syllabus.
- 1.6** Pre-requisite knowledge and course competencies were NOT included on the course syllabus.
- 1.7** Minimum skills not addressed.
- 1.8** Even in a face-to-face course, it is desirable to have an instructor introduction/biography available for students to access online. A short introduction with some personal information will humanize the instructor in an online course and allow students to access the information at any time in a face-to-face course. This reviewer found no evidence of an introduction.
- 1.9** No discussion board or location for peers to communicate and get help.

B. Learning Objectives & Competencies (15 points total)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable	3	0
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	0
2.3 All learning objectives and competencies are stated clearly and written from the learner's perspective.	3	0
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	0
2.5 The learning objectives or competencies are suited to the level of the course.	3	0
Total		0

Comments:

2.1 The reviewer found no mention of course learning objectives or program competencies. It is best practice to include course outcomes that can be measured. This is just an example, but outcomes be written as:

1. Analyze and interpret primary sources from the period to 1500 CE and use them as evidence to support historical arguments.
2. Identify and describe the context and significance of major figures, ideas, and events of world history to 1500CE.
3. Construct an historical essay based on primary documents.
4. Analyze other time periods and cultures to 1500CE with little or no ethnocentrism or modern bias.

Again, these are just examples – reviewer did not read every course transcript to determine specific content – but these outcomes are measurable and could be altered to fit the content being instructed.

2.2 No direct learning objectives or outcomes mentioned. The reviewer did note a weekly activity list, however the list did not give any detailed information or relate to any course outcomes.

2.3 Reviewer did not find any evidence of this.

2.4 Reviewer did not find any evidence of this.

2.5 No learning objectives to review.

C. Assessment & Measurement (13 points total)

3.1 The assessments measure the stated learning objectives or competencies.	3	0
3.2 The course grading policy is stated clearly.	3	3
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3	1
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2	1
3.5 The course provides learners with multiple opportunities to track their learning progress.	2	0
<i>Total</i>		5

Comments:

3.1 – No direct assessments listed and articulated with learning objectives.

3.2 – Yes, the reviewer did find the grade scale however there is on e mistake for the B- grade; please include a hyphen to separate 80 from 82. The final project does appear to be the major assessment for the course and the reviewer suggests including a rubric or detailed instructions on the final project in the course syllabus.

3.3 – The reviewer did not find any specific or descriptive criteria for evaluating the assessments; see note from above.

3.4 – While there is a weekly activity list, it is not descriptive. Does not contain links to the assignments or points possible for the criteria. It would also be helpful to have due dates associated to the weekly assignment list.

3.5 – The reviewer did not see any weekly checkpoints or a way for students to check his/her progress.

D. Instructional Materials (13 points total)

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3	3
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3	1
4.3 All instructional materials used in the course are appropriately cited.	2	2
4.4 The instructional materials are current.	2	2
4.5 A variety of instructional materials is used in the course.	2	2
4.6 The distinction between required and optional materials is clearly explained.	1	1
	<i>Total</i>	11

Comments:

4.1 The instructional materials align with the weekly assignment sheet. The provided transcripts were a good instructional support and are found to be ADA compliant.

4.2 The purpose of the instructional materials and their use in the course is not explained well and needs to be addressed. Reviewer commented on the learning outcomes being absent and the instructional materials are an additional item that need to be included - instructional methodology should be addressed.

4.2 The instructional materials were properly cited.

4.3 The instructional materials are current. Copyright 2012 for the textbook – are there OER that could be included as well? Reviewer suggests reviewing for OER content.

4.4 The instructional materials vary by unit and assignment. Additional details should be provided include due date and total points possible.

4.5 The optional materials are NOT clearly noted.

E. Course Activities and Learner Interaction (11 points total)		
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3	0
5.2 Learning activities provide opportunities for interaction that support active learning.	3	0
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3	3
5.4 The requirements for learner interaction are clearly stated.	2	2
	Total	5
Comments:		
<p>5.1 The learning activities directly support the course/unit learning objectives. Yes, reviewer agrees that the types o learning assessments would be a promote learning HOWEVER, no direct ties to learning objectives noted.</p> <p>5.2 There are NO opportunities for interactive learning that the reviewer found in the weekly assignment list. There are discussions, however no clear expectations of instructional methodology so reviewer can't be sure how they are interactive. Reviewer suggests implementing interactive assignments that can be altered for different learning styles; this will promote a learning community.</p> <p>5.3 The feedback plan is NOT clearly stated.</p> <p>5.4 The requirements for class participation are stated in the syllabus. One comment from the reviewer – is attendance ONLY measured by turning in weekly assignments? Howe about interactive discussions or other metrics?</p>		

F. Course Technology (10 points total)

6.1 The tools used in the course support the learning objectives and competencies.	3	0
6.2 Course tools promote learner engagement and active learning.	3	0
6.3 Technologies required in the course are readily obtainable.	2	0
6.4 The course technologies are current.	1	0
6.5 Links are provided to privacy policies for all external tools required in the course.	1	0
Total		0

Comments:

6.1 No technology tools mentioned or discussed.

6.2 There are no course technology tools and no opportunities exist for active learning through the use of technology.

6.3 No, course technologies are not obtainable – course fails to include technologies adopted.

6.4 Unable to determine to do no technologies being included.

6.5 No.

G. Learner Support (9 points total)

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	0
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	2
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.	2	0
7.4 Course instructions articulate or link to an explanation of how the institution's student support services and resources can help learners succeed in the course and how learners can obtain them.	1	0
	Total	2

Comments:

7.1 Providing students access to technology support is very important. Don't assume that students know how to obtain support from the institution. Provide instructions/links for students to access the technology help services available to them.

7.2 : The syllabus contains an excerpt from the institution website pertaining to accessibility and it does include the contact name and phone number, consider providing the link to the website for students.

7.3 Access to the institutional academic support services is critical. Academic Success Center information provided, with a description of location. For online students, they won't necessarily be on campus so a location ("Located next to the library") – may not be feasible. Instead, consider providing links and contact information for online students.

7.4 As with academic support, student wellness and support is also critical. Consider providing instructions/links to the institutional student support services.

H. Accessibility and Usability (12 points total)		
8.1 Course navigation facilitates ease of use.	3	3
8.2 Information is provided about the accessibility of all technologies required in the course.	3	3
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2	2
8.4 The course design facilitates readability.	2	2
8.5 Course multimedia facilitate ease of use.	2	2
Total		12
Comments:		
<p>8.1 Make sure navigation is easy and intuitive (minimum clicks to reach destination).</p> <p>8.2 If students must download/install technology other than the LMS, make sure clear instructions are provided.</p> <p>8.3 Text files, audio files, video files. Consider multiple delivery systems for course materials. The Americans with Disabilities Act requires institutions to make accommodations for student who identify as having a disability. Work closely with your institution's office for disability services to identify resources to assist in making your course ADA compliant. The transcripts provided for this course was a great resource for ADA.</p> <p>8.4 Pay special attention to fonts, text color, and background color. Most learning management systems have a default appearance that is ADA compliant. Also, be aware that screen reader software will not recognize bold or italicized fonts. Check with your office of disability services before changing the appearance of your course.</p> <p>8.5 If possible, embed the media player in the page to assure ease of access. Reduce the instances of outside links to multimedia.</p>		

Part II: Employment Data

Stakeholder Involvement and Employment Opportunities

Items Reviewed include:

- Internships, Job Shadowing Opportunities that exist with the outcomes and objectives with this course.
- Employment opportunities for these skills.
- Outcomes/Objectives are current and relate to job market.

Findings include:

- See Subject Matter Expert review for specific feedback.

Part III: Creative Commons

Items Reviewed include:

- All course materials presented in Creative Commons?
- Creative Common license (including graphic) is represented on course materials.

Findings include:

- This material is licensed under the Creative Commons Attribution 4.0 International License.
- Creative Commons graphic is included on the footer.

Part IV: Subject Matter Expert (SME) Findings & Review

Course: HIS117
Course Name: World History in Brief
Reviewed by: Anna J. Catterson, Ph.D.
Date: November 28, 2016

Background

Funded by a \$13 million grant from the U.S. Department of Labor, *Maine is IT!* is building new educational and career pathways in information technology at all seven of Maine's community colleges. The programs funded by the grant are designed to support Maine workers eligible for the Trade Adjustment Assistance (TAA) program, un/underemployed adults, and workforce needs in Maine's growing IT sector. They have been built to serve individuals with a range of experience, from those interested in gaining basic IT skills to IT professionals looking to advance their careers through new industry certifications.

Overall Remarks and Reviewer Summary

In reviewing HIS117, World History in Brief, it has been determined that inclusion of this course is based on the use of equipment purchased with TAACCCT grant funds. The technology purchased is specifically for transcription and does not pertain directly to Maine is IT!