Subject Matter Expert Summary Report

MIT604

Submitted to Maine is IT in fulfillment of the
TAACCCT grant requirements
By
Emporia State University

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

EMPORIA STATE UNIVERSITY
INFORMATION TECHNOLOGY

Course Review for: Maine is IT
Course: NMCC: MIT 604-01
Reviewed by: Joseph Kern
Date: 10/21/16

The content of this course, including lectures, labs, activities, assignments, and/or assessments is copyrighted by the publisher. As a result, the only document available for review and Creative Commons distribution is the course syllabus.

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	**3**
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	**0**
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	**1**
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	**4**	

Comments:

1.1: No link to the LMS or instructions are given to help students access the course or its contents. Consider adding a direct course link.

1.2: The purpose of the course is clearly and succinctly stated. The weekly breakdown of both in-class and on-your-own tasks clearly conveys the course structure.

1.3: 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 other 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 that students must follow are not included. These would include policies on absences, academic dishonesty, late work, etc. If these are not fully explained in the syllabus, a link to the policies should be provided.

1.5: The need for a flash drive is listed, but no minimum hardware requirements are provided. As this course teaches students about hardware, if access to specific computer types or components is necessary, these should be listed. No software requirements are listed, but the course objectives state that Windows and the Microsoft Office suite will be used. Specifying the versions of these software packages that students are expected to use is important, as significant differences exist among them. The textbook specifies Office 2010. Hardware and software requirements should be added to the Course Requirements section of the syllabus, along with instructions or links to help students access the correct versions.

1.6: Prerequisite knowledge and competencies are not listed. Students may appreciate a clarification of the minimal prior computer knowledge necessary to be successful in the course.

1.7: As with prior knowledge, minimal skills for students entering the course are not listed but would be helpful for inexperienced students.

1.8: No introduction for the instructor or link to an online introduction is given.

1.9: Nothing in the syllabus indicates explicitly that students are asked to introduce themselves.

B. Learning Objectives & Competencies (15 points total)		
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable	3	**3**
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	**1**
2.3 All learning objectives and competencies are stated clearly and written from the learner's perspective.	3	**1**
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	**2**
2.5 The learning objectives or competencies are suited to the level of the course.	3	**3**
Total	**10**	

Comments:

2.1: The course learning objectives are measurable, given proper rubrics.

2.2: Unit-level objectives are not listed for each weekly set of chapters and exercises, so it is unclear whether they would be measureable. Based on the chapter titles of the required textbook (http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118910133.html), the weekly activities would align with the course-level objectives.

2.3: Course-level learning objectives and competencies are clearly stated from a student perspective, but unit-level competencies that students will accomplish are not listed. It is unclear what students will do within some topics, especially those relating to the less project-based course-level objectives of "understanding web basics, connectivity, security and privacy." A link to information about the IC3 Digital Literacy certification exam could specify the competencies important to the course. (http://www.certiport.com/portal/desktopdefault.aspx?tabid=669&roleid=101)

2.4: Objectives and descriptions of each activity are not listed, but both the course objectives and activities come directly from the textbook, so it is likely that they align with each other. The project-based course objectives involving document creation provide the clearest explicit connection between objectives and activities, but this connection is unclear for other objectives.

2.5: The course objectives are appropriate for the level of the course.

C. Assessment & Measurement (13 points total)		
3.1 The assessments measure the stated learning objectives or competencies.	3	**2**
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	**2**
Total	**9**	

Comments:

3.1: The only assessment that applies to the course grade is the IC3 certification exam, although this exam is not included in the listed course activities. It is only referred to in the syllabus section on Student Evaluation and Grading. This certification exam does adequately measure all course objectives. The syllabus lists chapter "Exercise Sets" as assignments for each week. It is unclear how well each of these measures the course objectives. Describing the type of assessment or general criteria for each activity would inform students of this component of the course without violating the copyright of the assessment materials, as long as no direct quotations are used.

3.2: Course grading policy is clear and succinct.

3.3: No criteria are given for unit-level evaluation. It is unclear how the Exercise Set assignments will be evaluated. Criteria are not given for the summative IC3 exam. A link to information about the exam could inform students of these criteria. (http://www.certiport.com/portal/desktopdefault.aspx?tabid=669&roleid=101). The grading policy only reflects the summative certification exam, so in this sense, assessment criteria is directly tied to the grading policy.

3.4: The weekly assignments seem to follow the sequence of the chapters. With only one type of assignment, it is doubtful that their methods are varied, although they are likely to be applications of the chapter's skills and concepts, making them suited to preparation for the final IC3 exam.

3.5: Each week has multiple Exercise Sets, which can reasonably be assumed to serve as assignments in which students can gauge their 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	**2**
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3	**0**
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	**0**
4.6 The distinction between required and optional materials is clearly explained.	1	**1**
Total	**7**	

Comments:

4.1: Materials are all copyright protected and are not able to be reviewed by anything more than their chapter titles, found online (http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118910133.html). These titles do align with the course outcomes. Alignment with unit-level outcomes cannot be certain, as these were not listed in the syllabus.

4.2: Materials and purposes for learning are not explained. As recommended in the Assessments section of this review, describing the activities conducted in each unit would provide this clarity without violating copyright rules.

4.3: Specific materials are not listed, other than the textbook, but all materials generally referred to are attributed to Microsoft.

4.4: The required textbook was published in 2014, making it relatively current. Any other materials are unknown.

4.5: Not able to confirm the variety of instructional materials. The syllabus only lists chapters and Exercise Sets, so it does not appear to be very diverse.

4.6: A required textbook is listed by ISBN. As this seems to be the entirety of the course content, the distinction between required and optional materials is adequately made.

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	**3**
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	**0**
5.4 The requirements for learner interaction are clearly stated.	2	**0**
Total	**3**	

Comments:
5.1: Specific activities are not made clear, but as the textbook aligns with the objectives, and activities seem to be directly from the textbook, it is reasonable to infer that activities promote achievement of the objectives.
5.2: It is not evident that learners are interacting with anything or anyone other than the content and its prescribed activities.
5.3: No plan is provided for classroom response time or assignment feedback.
5.4: No requirements are listed for learner interaction.

F. Course Technology (10 points total)		
6.1 The tools used in the course support the learning objectives and competencies.	3	**3**
6.2 Course tools promote learner engagement and active learning.	3	**2**
6.3 Technologies required in the course are readily obtainable.	2	**2**
6.4 The course technologies are current.	1	**1**
6.5 Links are provided to privacy policies for all external tools required in the course.	1	**0**
Total	**8**	

Comments:

6.1: While the tools (hardware/software) used in the course are not specified, the course objectives directly involve the use of these tools to support learning.

6.2: The tools used lend themselves to active learning, although whether active learning activities are being used is not known, based only on the syllabus.

6.3: Windows and Microsoft are virtually ubiquitous and easy to obtain, although a link to download Office would help students who do not already have it. There are no other software programs listed in the textbook chapter titles. Reviewer also suggest Dreamspark.

6.4: The IC3 exam is still available online, so any technology that can meet its objectives is current enough to be successful in the course. The chapter titles of the textbook are specific to Windows 7 and Microsoft Office 2010. Windows 7 is not considered to be out-of-date. And with this being an introductory course, Office 2010 may meet course requirements, although there are two more recent updates with several advanced capabilities.

6.5: No links are provided in the syllabus. A review of the agreement for each application required in the course will insure that student data required for the use of the software is secure. Linking to the agreements will allow students to easily access the policies.

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: No technical support information is provided in the syllabus. It is recommended that multiple channels of tech support communication be listed in the syllabus to ensure that no student is put behind due to technical difficulties.

7.2: A general ADA compliance statement is made, along with a statement directing any student with special needs to contact the correct NMCC office, with the contact information provided. No listing of broader policies is included. It is recommended that a link to NMCC's disability services information be included.

7.3: No academic resources are listed. If tutoring, advising, or other student services are available to support academic success, these should be listed along with links or contact information.

7.4: Other than contact information to report and address discrimination, no student support services or resources are listed. If there are services to support student life resources, such as counseling or student wellness, these should be listed along with links or contact information.

H. Accessibility and Usability (12 points total)		
8.1 Course navigation facilitates ease of use.	3	**0**
8.2 Information is provided about the accessibility of all technologies required in the course.	3	**0**
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2	**0**
8.4 The course design facilitates readability.	2	**0**
8.5 Course multimedia facilitate ease of use.	2	**0**
Total	**0**	

Comments:

8.1: Unable to review this item. Course navigation should be designed to minimize the number of clicks necessary to access information.
8.2: Information regarding the accessibility of technology used is not included. This would include instructions on how to obtain and install any programs used.
8.3: Unable to review this item. In addition to varying the modality of content through text, audio, and video instruction, 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. For videos, a transcript or videos that are captioned are required as an effective means of communication.
8.4: Unable to review this item. 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.
8.5: Unable to review this item. When possible, embedding multimedia within the course LMS ensures ease of access and limits student issues that may arise when leaving the LMS to access outside resources.

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: The syllabus indicates that all course materials other than the syllabus are subject to a copyright from the publisher, and thus, may not be shared in Creative Commons. The syllabus includes Creative Commons license information and the corresponding CC graphic.

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: MIT604
Course Name: MS SQL Querying
Reviewed by: Anna J. Catterson, PhD
Date: October 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 MIT604-01course, several processes and data collections tools were noted and identified. This reviewer took in account the Dynamic Skills Audit conducted in 2014-2015. Both qualitative and quantitative data was identified in the report that provides the key elements:

- Career opportunities do exist in Aroostook County for graduates from an AAS in Information Technology or those completing a certificate program. It was also found by this reviewer that the skills mastered in Digital Literacy course relate to specific job openings.
- Current job openings list specific duties that relate the Digital Literacy course.
- The MIT604 course offers an IC3 Certification. The IC3 Digital Literacy suite of products includes solutions that range from assessment to certification. And, as a truly global standard, IC3 is as comprehensive as it is diverse. With learning and practice solutions, assessment tools, and certifications specifically designed for a variety of ages and occupations, the IC3 Digital Literacy program is simply the best way to ensure that students and employees are prepared to succeed in a technology-based world. (http://www.certiport.com/portal/desktopdefault.aspx?page=common/pagelibrary/ic3-overview.html) The four areas of concentration include:

  IC3 Global Standard
  IC3 Global Standard 4 (GS4) exam objectives are aligned with today's most current technologies and relevant digital literacy requirements, including social media, collaboration, and cloud computing concepts. The GS4 certification is comprised of three individual exams and is designed to validate competency in three key areas: Computing Fundamentals, Living Online, and Key Applications.

  IC3 Global Standard 5
  IC3 Global Standard 5 (GS5) is the newest addition to the IC3 Digital Literacy program. Like its predecessors, the GS5 certification is comprised of three exams: Computing Fundamentals, Living Online, and Key Applications. *Certiport* is committed to providing a truly global standard, and as digital standards and requirements advance, so does IC3. Best of all, because IC3 includes concepts and skills that apply to almost any school or career pathway, it's the ideal solution for any student or jobseeker looking to validate their digital skills.

IC3 Fast Track
IC3 Fast Track is a digital literacy skills assessment that can be used to gauge the skill set of incoming students or job candidates. Based on the globally recognized IC3 Digital Literacy Certification, IC3 Fast Track can help assess an individual's ability to perform in any environment where the use of technology is required. IC3 Fast Track is the best way to ensure that your students or employees are up to speed!

IC3 Spark
With a focus on younger demographics, the IC3 Spark certification addresses the same foundational concepts as its precursor - the IC3 Digital Literacy Certification. While both certifications target issues arising from the increasing demands of technology, IC3 Spark is created for younger children who may be new to computers and the Internet, or who lack a solid foundation in digital concepts.

The certification exams that students may choose to take are a direct relation to key jobs in the area. The Digital Literacy certification exams were mentioned in four jobs that this reviewer found within a 50-mile radius of NMCC. Other important information used to review the skills of this course included the Dynamic Skills Audit and Advisory Board minutes.

1. Local industry needs were assessed through the program Advisory Board. Minutes from those Advisory Board meetings were reviewed and suggestions from the partnerships were adopted into this summary. Most members of the advisory board could utilize the Digital Literacy certification exams as it applies to most business and industry sectors on the board.
2. Burning Glass data was reviewed to identify themes and trends in the current job market. The Burning Glass report helped identify skills demanded by employers to curriculum outcomes and learning objectives. The Burning Glass data also noted the IC3 digital certification exams and the reviewer so noted.

A formal SME was conducted with the above reports and compiled in the next section of this report.

A. Program and Course Overview and Objectives

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

Those completing this course would enter the Bureau of Labor Statistics occupation classification of *15-1199 Computer Occupations, All other*) All computer occupations not listed separately. Excludes "Computer and Information Systems Managers" (11-3021), "Computer Hardware Engineers" (17-2061), "Electrical and Electronics Engineers" (17-2070), "Computer Science Teachers, Postsecondary" (25-1021), "Multimedia Artists and Animators" (27-1014), "Graphic Designers" (27-1024), "Computer Operators" (43-9011), and "Computer, Automated Teller, and Office Machine Repairs" (49-2011). The reviewer believes this Occupational Classification from the Bureau of Labor Statistics is the most appropriate when considering all computer classifications. The classification of 15-0000 will also be recommended for a general category as this course is streamed through multiple possibilities. (http://www.bls.gov/soc/2010/soc151199.htm)

The NCES CIP Title has been referenced as Computer and Information Sciences, General and the CIP Code is 11.0101. It can be defined as "A general program that focuses on computing, computer science, and information science and systems. Such programs are undifferentiated as to title and content and are not to be confused with specific programs in computer science, information science, or related support services."(http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88075).

This course was designed for 1st year community college level students or equivalent. This reviewer found that there are no prerequisites for this course.

XTable: Standard Reviewed Standards for Course Outcomes

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
A.1 The learning outcomes are clearly stated and mapped to specific objectives and/or assignments.			X
A.2 Prerequisites and/or any required competencies are clearly stated.			X
A.3 Learning objectives for each course describe outcomes that are measurable.			X
A.4 Learning objectives are appropriately designed for the level of each of the course.			X
A.5 Instruction, activities, and assignments in courses are scaffolded from course to course, and throughout the program.	X		

A.1 – Reviewer recommends clearly stated outcomes that are measurable. Suggested by reviewer, Joe Kern, the Wiley textbook offers a nice outline of course outcomes that the reviewers suggest using.
A.2 - This course has no stated prerequisites and is non-credit; reviewer recommends placing on the syllabus.
A.3 - Course objectives are measurable (reviewed from MS Certification Exam site – not the course syllabus).
A.4 – Align the outcomes of this course to the Digital Literacy IC3 certification exam, which the review found to be industry standard.
A.5 – No activities noted; no methodology mentioned. Description and the course objectives state what students are expected to gain; but no mention of how.

****Reviewer Note:** While the course outcomes are clearly stated and contain very specific measurable measures, it would also be recommended to include the program mission or goals in the course syllabus for clear assessment measuring. A deeper assessment could possibly be conducted that would match the course learning outcomes to specific program outcomes (or certificate). This would illustrate a direct impact on student learning.

B. Relevancy

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

Course competencies are relevant to students, industry, and employers. Strong evidence was found in the Dynamic Skills Audit Summary Report. Direct ties were found through interviews with stakeholders and in Advisory Board minutes.

The table that follows is a clear matrix of how the course outcomes are relevant to students, industry, and employers:

Table: Matrix of evidence-based skills mapped to students, industry, and employers

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
B.1 Course competencies represent industry's expectation of the overarching knowledge, skills, and abilities that 1st year college students should possess.		X	
B.2 Core course competencies are relevant to **industry and employer**s.		X	
B.3 Instruction, activities, and assignment in individual courses are relevant and engaging to		X	

B.1 - Yes. The specific course objectives clearly represent industry expectations and also are current and relevant. This course is unique in that the reviewer found it to be a staple in most technology related fields. The Burning Glass and Advisory Board reports support that finding as the skills outlined in the Digital Literacy exam were identical to the Wiley text. Reviewer recommends supporting this further by placing the outcomes in this syllabus.
B.2 - Yes. Core competencies are relevant to industry and employers and evidence of this was verified using the Burning Glass labor market data (http://burning-glass.com/research/coding-skills/) and the Dynamic Skills Audit Summary. This reviewer took the interview summaries from Advisory Board members, current job openings and descriptions and matched them directly to all ten of the listed course objectives.
B.3 – Yes. Activities and instruction defined in the course outline offer real-world application through various occupations in the technology sector.

C. Resources & Materials

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

Instructional materials being delivered achieve stated course objectives and learning outcomes (*note: all program/course materials are deliverable under Microsoft licensing*). A formal course review was conducted that address more specifically course content and instructional design processes. However, in this SME report, specific findings in this section relate specifically to the overall instructional materials which contribute to the ten specific course outcomes.

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
C.1 The instructional materials contribute to the achievement of the stated course learning objectives.		X	
C.2 The purpose of the instructional materials is clearly explained.	X		
C.3 The instructional materials present a variety of perspectives and approaches on the course content.	X		
C.4 The instructional materials are appropriately designed for the level of the course.	X		

C.1 – C.4

Reviewer suggesting placing instructional methodology into the course syllabus.

D. Assessment & Measurement

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process. The reviewer compared and contrasted the objectives on the syllabus as well as the comprehensive list of outcomes on Microsoft Certification website.

Table: Measurement of effective learning

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
D.1 The course evaluation/criteria/course grading policy is stated clearly on each syllabus.			X
D.2 Course-level assessments (those that can be delivered) measure the stated learning objectives and are consistent with course activities and resources.	X		
D.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.			X
D.4 The assessment instruments (that can be delivered) are sequenced, varied, and appropriate to the content being assessed.			X

D.1 – Confusing. Needs clarification. The course description mentions that students have the OPTION of taking the Digital Literacy exam, however grading policy relates to the certification exam. If the exam is required, it needs to be stated as such. Reviewer recommends clarification.
D.2 - N/A. This is delivered as a capstone course certification exam – reviewer suggest clarification (See D.1).
D.3 - The reviewer did not find any specific or descriptive criteria that was provided for the evaluation of student work and no visual representation of how the course work ties into the grading policy. (Other than successfully passing the capstone exam.) As mentioned previously, this could be solved with a simple outline listing each assignment, the due date, and total points possible. In order to encourage students, especially in this particular field, it would be best practice to encourage them by **listing assignments and due dates early so students are prepared for their learning**.
D.4 - The reviewer did not find any specific or descriptive criteria that was provided for the assessment instruments related to student work, and no visual representation of how the course assessment strategy ties into the grading policy.