Formal Evaluation and Subject Matter Expert Summary Report

Maine is IT!
INFORMATION TECHNOLOGY
A CONSORTIUM OF MAINE'S SEVEN COMMUNITY COLLEGES

INSC260

EMPORIA STATE
UNIVERSITY
INFORMATION TECHNOLOGY

Course Review for: Maine is IT
Course: INSC260 – Management of Information Secruity
Reviewed by: Anna J. Catterson, Ph.D.
Date: June 26, 2017

EMPORIA STATE
U N I V E R S I T Y
■ INFORMATION TECHNOLOGY

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	**3**
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	**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	**1**
1.7 Minimum technical skills expected of the learner are clearly stated.	1	**1**
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		**10**

Comments:

1.1: Links to course materials would be a nice addition. Links to the textbook resources (course companion site) and other supplemental course materials is encouraged.

1.2: The purpose and structure for the course was clearly explained in the course description.

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 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.

  This should be added for ALL types of courses. It informs students of how they should email you and communicate with others in the class – don't assume they know how to do this.

1.4: Some institutional policies were covered in the syllabus: Withdrawal, ADA, Add-Drop, and Plagiarism Policies were described. The Reviewer would have liked to see a link to these policies within the syllabus. Lease include links the student handbook and institutional policies. Links to ADA would be encouraged, in addition.

1.5: Technology requirements were not stated in the syllabus. The Reviewer recommends adding a section in the syllabus for these requirements (or state 'None').

1.6: Prerequisite knowledge and competencies were clearly stated in the syllabus.

1.7: Implied in the course description and mention of both pre and co-requisites.

1.8: A placeholder for the instructor's contact information is indicated in the syllabus which the Reviewer found helpful.

1.9: It is assumed this would be a discussion topic in the course OR an activity that will create a learning community in the classroom.

B. Learning Objectives & Competencies (15 points total)		
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable	3	**1**
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	**1**
2.5 The learning objectives or competencies are suited to the level of the course.	3	**3**
Total		**7**

Comments:

2.1: The course learning objectives need improved. Reviewer recommends using action-oriented verbs that support measurable activities, expectations, and competencies. For example, there should be both first-level and second-level outcomes and objectives. An example provided:

After successfully completing this course, the student will:

1) Secure systems and networks.
      a. Understand security policy (Week 5)
      b. Develop a security program (Week 6)

2) Develop information security skills.
      a. Identify and assess risk (Risk Register Task Week 7)

3) Apply key executive and managerial aspects of information security.

Mapping the second-level outcomes to the actual assignments is key. Providing this matrix will give students the opportunity to understand how the learning will be applied.

2.2: The syllabus describes learning objectives however, they are vague and not measurable.

2.3: The course learning objectives should clearly state what the learner is to accomplish by the end of the course.

2.4: The Reviewer noted an association between learning objectives and the course outline. A general overview of projects and activities was indicated, but more detailed information relative to these course tasks would strengthen the syllabus. Include the due dates and grading evaluation tool that will be used for each.

2.5: This assumed to be accurate. The course activities appear to support this requirement. Please consider providing links to Mind-Tap and the discussion board projects in the syllabus. In addition, cite the course materials at the end of the syllabus allowing students the opportunity to locate the resources in an easier fashion.

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	**0**
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**
Total		**4**

Comments:

3.1: Most of the assessments consist of discussions, readings and reports. The assessments are descriptive however could benefit from a grading rubric that directly ties to the learning outcome.

3.2: The grading policy/rubric is NOT stated in the syllabus. There is a section on Student evaluation and grading but there isn't a specific breakdown of assignments and their value or how they will be assessed. It is also suggested and recommended to note when feedback will be received (i.e. what is the normal turn-around time on assignments?).

3.3: The Reviewer did not find any descriptive criteria associated with the grading rubric. It is recommended that this be enhanced with a description associated with each criterion.

3.4: Yes, however – how will students be assessed and when will they receive feedback? This should be made clear to the student.

3.5: Reviewer couldn't locate any evidence of tracking learning progress. (e.g., Circle back activities, mastery learning pathways, etc.) However, course activities appear to build on one another - providing scaffolding.

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	**2**
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**
Total		**11**

Comments:

4.1: The instructional materials aligns with the course and unit objectives stated in the syllabus. The textbook does not offer a companion site and on average this textbook is $185.00. Reviewer found similar books less than $50.00, Reviewer suggests a review of the textbook to ensure that an alternative could be made available to students. In addition, the e-book is not compatible with Android devices.

4.2: The purpose of the instructional materials in the course is not fully explained in each unit assignment. The Reviewer recommends enhancing this language to include alignment with the certification.

4.3: The instructional materials were properly cited.

4.4: The instructional materials are current.

4.5: The instructional materials by unit and assignment.

4.6: Optional materials are not part of this course.

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	**3**
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		**6**

Comments:

5.1: The learning activities directly support the course/unit learning objectives.

5.2: There are opportunities for interactive learning. The discussions are a great addition, are videos required in these discussion to make them more interactive?

5.3: A plan for feedback is not specified in the syllabus.

5.4: Requirements for expected learner interaction are not clearly specified.

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	**3**
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		**9**

Comments:

6.1: The tools in the course appear to support the unit/weekly objectives.

6.2: The tools in the course appear to support active learning.

6.3: The tools will mostly be provided by the college and through independent resources.

6.4: The course technologies are current and up-to-date for the required work.

6.5: The Reviewer was unable to locate information or links to privacy policies (eg, FERPA, etc.) Consider including that language in the course syllabus and link to the institution privacy web site

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. Consider providing a link to the site or instructions for students to access the services. Currently, a link placeholder is provided.

7.3: Access to the institutional academic support services is critical. Consider providing instructions/links to tutoring and other academic support services.

7.4: As with academic support, student wellness and support is also critical. Consider providing instructions/links to the institutional student support services. These might include tutoring services, the Writing Center, Technical Support, etc.

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	**2**
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		**11**

Comments:

8.**1:** Yes, the order and structure of the course is well facilitated.

8.2: This could be strengthened to include information specific to students with physical or learning disabilities.

8.3: 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 Reviewer assumes this has been considered.

8.4: Yes

8.5: Implied. Ensure content, such as videos, are easy accessed and include either 1) captioning and/or 2) a transcript.

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 relative to this finding.

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.

Course: INSC260

Course Name: Management of Information Security

Date: June 26, 2017

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 INSC260 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:

1. Career opportunities do exist in York 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 INSC260 relate to specific job openings.
2. Current job openings list specific duties that relate to INSC260.
3. The current Advisory Board indicates INSC260 contributes to the labor market data.

The Dynamic Skills Audit outlined the following process, which this reviewer took into consideration when compiling this the formal SME report:

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.
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.

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:

The INSC260 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the INSC260 course has listed measurable outcomes which can be stacked and latticed. The industry sector for INSC260 has been categorized as: *541512 Computer Systems Design Services*. (See: https://www.census.gov/svsd/www/services/sas/sas_summary/54summary.htm#sectordescription)

Those completing this course would enter the Bureau of Labor Statistics occupation classification of *S SOC:15-1152 Computer Network Support Specialists.* (See: https://www.bls.gov/oes/current/oes151152.htm). The reviewer finds that this classification is basically correct. The job outlook for this classification is considered "faster than average": https://www.bls.gov/ooh/computer-and-information-technology/computer-network-architects.htm

Install, configure, and support an organization's local area network (LAN), wide area network (WAN), and Internet systems or a segment of a network system. Monitor network to ensure network availability to all system users and may perform necessary maintenance to support network availability. May monitor and test Web site performance to ensure Web sites operate correctly and without interruption. May assist in network modeling, analysis, planning, and coordination between network and data communications hardware and software. May supervise computer user support specialists and computer network support specialists. May administer network security measures. Excludes "Information Security Analysts"(15-1122), "Computer User Support Specialists" (15-1151), and "Computer Network Support Specialists" (15-1152).

The NCES CIP (Classification of Instructional Programs) is referenced as: *11.09: Computer Systems Networking and Telecommunications* (See: https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=87258)
This is also an accurate classification.

These course objectives have been aligned to the course outline; the reviewer finds a direct correlation to the Dynamic Skills Audit and Burning Glass baseline skills as listed in the labor market data.

INSC260 also was found to be a requirement for many current job listings. They include:

JOB SUMMARY:

Computer Network Technician
All Computer Solutions, Inc.

Provide onsite & remote Level 1 help desk / technical support in Windows & Mac environments Monitor backups & performance of customer networks & systems Work with vendors to provide application support Work efficiently, productively, and safely without direct supervision Follow documented & established processes and procedures Follow all policies and procedures with respect to security and confidentiality of customer networks Required skills: excellent verbal & written communication, technical problem research & resolution, strong attention to detail, high performing team player REQUIREMENTS A Plus Certification, MCP or above Technical college or Associates degree HOURS Full-time, salaried position Normal working hours are 9:00 to 5:00, Monday-Friday After hours work may be required to provide customer support PAY Annual salary is negotiable (bi-weekly pay period) 30-90 day probationary period Annual performance review BENEFITS• Experience with LDAP a plus.
• Experience with VMWare or competing virtualization technology required.
• Knowledge of storage system fundamentals (file systems, RAID levels, volume management, etc.) preferred.
• Experience with various block level technologies such as FC, iSCSI and SAS a plus.
• Clear and effective communication skills, both written and spoken required.
• Ability to communicate technical concepts to individuals with varied experience required.
• Ability to thrive in a dynamic, fast-paced environment.
• Ability to work under pressure with a diverse team.
• Ability to work under moderate supervision.
• Ability to conduct yourself in a professional manner and thoroughly complete tasks and responsibilities.
• Ability to lift up to 50 lbs. of information technology equipment.
• Attendance and punctuality are both essential functions of this position.

Network Engineer
This is a great opportunity for an Infrastructure Network Engineer with strong LAN, WAN, SonicWall, Cisco Firewalls, experience to join a stable team at a company that truly values their employees. If you are an Infrastructure Network Engineer, have the required experience, and are interested in discussing this direct hire opportunity, please send me an email. [Click Here to Email Your Resume] Job Requirements LAN - Local Area Network, WAN - Wide Area Network Technology doesn't change the world. People do. As a technology staffing firm, we can't think of a more fitting mantra. We're extreme believers in technology and the incredible things it can do. But we know that behind every smart piece of software, every powerful processor, and every brilliant line of code is an even more brilliant person. Leader among IT staffing agencies The intersection of technology and people it's where we live. Backed by more than 65 years of experience, Robert Half Technology is a leader among IT staffing agencies. Whether you're looking to hire experienced technology talent or find the best technology jobs, we are your IT expert to call. We understand not only the art of matching people, but also the science of technology. We use a proprietary matching tool that helps our staffing professionals connect just the right person to just the right job. And our network of industry connections and strategic partners remains unmatched. Apply for this job now or contact our branch office at 888.674.2094 to learn more about this position. All applicants applying for U.S. job openings must be authorized to work in the United States. All applicants applying for Canadian job openings must be authorized to work in Canada. © 2017 Robert Half Technology. An Equal Opportunity Employer M/F/Disability/Veterans.

IS Security Engineer – Privacy and Security
Maine Medical Center

Job Details: • * Position Summary • The IS Security Engineer role is the second level of a three level career path. Under general supervision, the IT Security Engineer is responsible for the implementation and maintenance of information security systems and processes. This work could also include: conducting, or working with others to conduct, risk based technical security and compliance audits or assessments. This position requires a tactical focus, with both technical and compliance specific knowledge, including knowledge in several of the following technical corridors; network, platform, and/or application security technologies. This role must possess a working knowledge of HIPAA privacy laws, Security/Privacy standards, Business Continuity/Disaster Recovery concepts, NIST based security and risk management standards, and industry best practice security standards. Other activities include maintaining and ensuring compliance with security policies, procedures and standards related to the performance of technical activities in support of the security program service levels. • Required Minimum Knowledge, Skills, and Abilities (KSAs) • Associates degree in a related field of study or equivalent work experience. • 3 years IT experience in complex environments and a working knowledge of computer networking and platforms, including (but not limited to) network operating systems; firewalls; intrusion detection/prevention systems; wireless security including wireless intrusion prevention systems; web proxies; vulnerability scanning technologies; VPN s; Windows and Unix-based platforms; identity management; IT incident response; and network architecture. • Professional certification in either technical security or within a relevant networking or platform technology • Knowledge of application security concepts from a secure coding, secure design, and ongoing change management and monitoring perspective. • A high level of demonstrated organizational skill supporting business and process analysis and process implementation in moderately complex environments. • Strong prioritization skills and able to handle multiple tasks effectively. • Facilitation skills. • Active problem solver, working across multiple IS and business teams for solutions. • Strong business knowledge / acumen. • Ability to partner with others to overcome obstacles. • Articulate appropriately both in written and oral form, and collaborate with multiple teams regarding security and privacy obligations and duties.

Table: 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 – The learning outcomes should include both first and second-level outcomes; please see examples provided in this review to better inform students of expectations.

A.2 - The course prerequisites are indicated.

A.3 - Course objectives are not measurable, please spend time reviewing the course outcomes and mapping to the actual course assignments.

A.4 - Learning objectives could be better aligned to industry standards. Some of the occupations the Reviewer found specifically ask for knowledge of HIPPA laws, Reviewer suggests adding a section on ethical and privacy laws.

A.5 – Activities are scaffolded and appear to build on one another.

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 **students**.		X	

B.1 – Could better align with industry standards.
B.2 - Yes. Core competencies are relevant to industry and employers and evidence of this was verified using the Burning Glass labor market data relative to STEM occupations (http://burning-glass.com/research/stem/) 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 of the listed course objectives.
B.3 – Yes. Activities and instruction defined in the course outline offer real-world application in design and modeling that are required of any person seeking employment in this field.

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. 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.

Table: Instructional materials and their direct link to course outcomes

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
C.1 The instructional materials contribute to the achievement of the stated course learning		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		X	
C.4 The instructional materials are appropriately designed for the level of the course.		X	

C.1 - Yes. The course materials contribute to the achievement of the stated learning objectives, although the alignment can and should be strengthened.
C.2 – No, the purpose of the instructional materials was not described.
C.3 - Yes. A variety of projects were identified. The reviewer recommends small group projects to satisfy particular learning outcomes.
C.4 - Yes. The rigor matches 1st year college entry students. Reviewer also noted the rigor would be acceptable for all students from all demographics.

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

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	

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 six learning outcomes listed for INSC260 to affect best practices in assessing student learning. Those items have been identified and listed in the table below.

Table: Measurement of effective learning

D.1 - Yes. Grading is broken into several components and provides opportunity for a variety of course activities, including lab projects. The Reviewer applauds this variety and balance in grading.
D.2 - Yes. This is somewhat implied. The assessments appear to align with stated course-level objectives.
D.3 - This Reviewer did not find any specific or descriptive criteria that was provided for the evaluation of student work.
D.4 - This Reviewer found sequenced and varied grading strategies, including labs, quizzes, and readings.