AMMQC Curriculum Evaluation Report

Submitted to:

Mt. Wachusett Community College

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Submitted by:



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AMMQC Curriculum Evaluation Report

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Introduction

In 2014, the Advanced Manufacturing, Mechatronics, and Quality Consortium (AMMQC) members—Mount Wachusett Community College (MWCC), Bossier Parish Community College (BPCC), North Central State College (NCSC), and Southwest Tennessee Community College (STCC)—received a TAACCCT grant of \$15,875,432 to develop a series of career pathways in Advanced Manufacturing. The following report is a third-party analysis of the curriculum developed or updated through the grant period.

Methodology

Thomas P. Miller and Associates (TPMA) reviewed courses and evaluated them utilizing a customized rubric to assess the quality of curriculum deliverables, including:

- Syllabus for each course,
- Course outcomes,
- Assessments for the course,
- Schedule and credit policies.

The rubric served to determine if a course meets grant requirements as well as college and industry needs. The rubric was also used to assess the quality of curriculum deliverables to ensure the curriculum is ready to be shared via www.SkillsCommon.org. The rubric examines the following categories:

- Course overview: Using course syllabus as well as program details available online and in print
 marketing materials, determine the availability and quality of information provided to students
 prior to beginning a course.
- **Learning objectives:** Ensure that learning objectives are clearly stated, student-oriented, and measureable.
- **Assessment and measurement:** Review syllabus, quizzes, exams, and other graded materials to assess alignment to learning objectives and overall effectiveness.
- Course technology (including equipment): Observe labs and other learning environments in order to ensure technology promotes active learning and aligns to learning objectives.
- Learner support: Using course syllabus as well as program details available online and in print marketing materials, determine the level of student support available at the college and within the program or course.
- Industry alignment and credentials: Using data from industry specific associations, skills-based textbooks, O*net Online, and other sources, determine if the curriculum aligns to industry demand and related certifications.
- Instructional materials (optional): Review learning resources to determine how effectively they
 blend with the required course competencies and the assessments used to determine student
 success.
- Course activities and learner interaction (optional): Review classroom-based activities for effective alignment to learning objectives and assessments.
- Online courses (optional): If applicable, review a sample of online course materials to assess quality and clarity of instruction.
- Other (optional): Questions in the "other" category assess involvement of industry professionals as well as qualifications of instructors.

Following the review of written materials, TPMA conducted site visits at the four AMMQC partner colleges. At each site visit, the third party evaluators met with program staff and faculty, toured lab space, and asked follow-up questions to better understand the programs and courses. In many cases, the site visits resulted in the collection of updated or additional written materials, which were factored into the rubrics after the visit.

The following site visit summaries provide a narrative account of the evaluators' findings based on both the written review and the site visit. When applicable, the evaluator has highlighted best/promising practices and recommendations for improvement. The full rubrics are available in the appendix (beginning on page 14).

Site Visit Summary: Bossier Parish Community College

Background

Bossier Parish Community College (BPCC), a 2-year community college located in northwest Louisiana, has developed and updated courses in Advanced Manufacturing and Mechatronics in order to respond to the growing and diversifying industries in the region. Three levels of training are available: a short term Technical Competency Area, a one-year Certificate of Technical Studies, and a two-year associate's degree. Each of these programs is stackable and aligned to industry-recognized credentials. For this report, the following courses were reviewed:

- AMFG 100 Introduction to Manufacturing
- AMFG 102 Tools and Equipment Used in Manufacturing
- AMFG 104 Automation
- AMFG 106 Introduction to Fabrication, Process Technology, and Machining
- AMFG 110 Manufacturing Materials and Methods
- TEED 150 Pneumatics
- TEED 153 Hydraulics/Fluid Dynamics
- TEED 208 Programmable Logic Controllers
- TEED 210 Robotic Control Systems
- TEED 252 Electric Motor Controls
- TEED 260 Mechatronics Level I

TPMA met with BPCC staff and faculty on November 2, 2016 after reviewing the courses above. The evaluators' questions focused on better understanding alignment between courses and credentials, as well as the nature of in-class instruction and activities not fully described in the syllabi. Following the staff and faculty interviews, the evaluators received a lengthy tour of the AMMQC funded labs, which house a number of Amatrol trainers, Siemens and Allen controls, and computer workstations for student use. The labs and classrooms were well organized and set up to maximize students' active learning.

Technical Competency Area (TCA) in Advanced Manufacturing and Mechatronics

The one-semester, 12 credit TCA is designed to provide students with a broad overview of the manufacturing sector in northwest Louisiana, with introductions to several key manufacturing processes (machining, welding, process technology, and mechatronics), allowing for students to quickly gain the skills needed to be employable and/or master the foundational competencies needed to be successful in a degree-granting program.

The TCA is unique in that it aligns with the state of Louisiana's C4M (Certificate for Manufacturing), which was developed by Louisiana Economic Development (LED). The courses included in this certificate (AFMG 100, 102, 104, and 106) incorporate C4M exams and curriculum while also aligning to the Manufacturing Skill Standards Council (MSSC) Certified Production Technician (CPT) standards. AFMG 100 aligns with the MSSC Safety module, 102 with Quality, 104 with Manufacturing Processes, and 106 with Maintenance Awareness. Notably, while the courses align to the standards, students at BPCC do not all attempt the MSSC certification exams.

Certificate of Technical Studies in Advanced Manufacturing and Mechatronics

Stacking upon the TCA, the Certificate of Technical Studies (CTS) is a 33 credit hour, one-year program. Successful students complete both the TCA and the CTS, and occasionally attempt the MSSC CPT certification exams. BPCC staff indicate that they plan to have all students take the MSSC CPT assessments in the future; this aligns with national best practices in alignment to industry-recognized credentials.

In addition to courses in advanced manufacturing, students in the Certificate of Technical Studies take a deeper dive into Mechatronics skills. These are covered by the six TEED courses reviewed (as noted above). Students in TEED 260 are able to earn the Siemens Level 1 Certification. The AMFG and TEED courses are also required for students pursuing the Advanced Manufacturing and Mechatronics concentration in the two-year associate's degree in Industrial Technology.

Strengths

TPMA's evaluation revealed that BPCC's new and updated courses show strong alignment to industry trends in technology and training. Based on the following strengths, we believe BPCC Advanced Manufacturing and Mechatronics students are being adequately prepared for employment in the manufacturing industry:

- Those individuals who are not academically prepared for the TCA can begin with the non-credit Industrial Readiness Training, which BPCC has increased its focus on;
- Instructors are committed to providing a variety of learning opportunities. In addition to hands-on exercises with Amatrol and Siemens trainers, students have written assignments, quizzes, and exams. For example, students in AMFG 100 are required to write and discuss a safety brief to demonstrate their understanding of safety processes taught in the course;
- Curriculum includes soft skills such as teamwork, communication, professional norms, etc. Program
 administration credits instructors with quality of program and graduates. Instructor models work
 ethic, professionalism, integrity;
- The majority of TEED students who have attempted Siemens certification have been successful;
- Students in the degree program have opportunities for summer internships, providing the hands-on training that is essential for career readiness;
- Advisory council includes representatives from a variety of industry sub-sectors. Members provide
 feedback on course content and sequencing and approve all changes. For example, members
 requested troubleshooting and now 11 credit hours include troubleshooting as learning outcome;
- Efforts towards sustainability: company sponsored classrooms, seeking endowed professorship;
- LED is co-located (considered a national best practice) and sits on advisory board.

Opportunities

- Overall, the syllabi reviewed for BPCC lacked detail regarding grading policies and how assessments
 are tied to learning objectives. For example, the AMFG 100 syllabus states under course
 requirements: "Complete all homework assignments, in-class equipment exercises, in class tests,
 and final exam;" however, the syllabus does not indicate how scores are tied to the previously
 mentioned course components.
- In the assessments reviewed, there is an overreliance on multiple choice questions. Based upon our discussion with staff and instructors, students' overall performance is measured on more than just the outcomes of these exams; however, this is not explicitly stated in the materials reviewed.
- There is very little explanation of how and why courses are aligned with industry certifications in the written course material. We recommend providing additional detail regarding the C4M, MSSC CPT, and Siemens certifications in the appropriate courses.

Site Visit Summary: Mt. Wachusett Community College

Background

Mount Wachusett Community College is a public two-year institution serving 29 cities and towns in North Central Massachusetts. AMMQC is housed at the Devens campus, where new programs in Mechatronics and Quality Control have launched. Programs offered at MWCC include short term, non-credit programs: Industrial Readiness Training (IRT), Quality Systems Training (QST), and Automation Technician Training (ATT); two 1-year Certificate Programs: Analytical Laboratory and Quality Systems (ALQS) and Mechatronics; and two associate degrees: Manufacturing Technology-Plastics and Biotechnology-ALQS concentration. The following MWCC courses and non-credit certificates were reviewed:

- Industrial Readiness Training
- Quality Systems Training
- Automation Technician Training
- CAD101 Intro to CAD
- EET103 Industrial Electrical Maintenance
- MET 220 Introduction to Robotics in Automation
- PLT101 Introduction to Automated Mechanical Processes
- PLT104 Introduction to Programmable Logic Controls
- PLT105 Blueprint Reading
- PLT128 Hydraulics and Pneumatics
- PLT130 Injection Molding & Extrusion
- PLT220 Statistical Process Control
- PLT223- Production Design
- PLT224 Principles of Supervision
- PLT226 Materials Design and Application
- AQS 110 Introduction to Metrology
- AQS 115 Quality Systems and Auditing Principles
- AQS200 Conducting Root Cause Analysis
- CHE180 Instrumental Analysis

TPMA completed a site visit at MWCC Devens Campus on November 8, 2016. The interview focused on clarifying questions regarding the syllabi and assessments provided, as well as a discussion of the student support services and industry advisory council involvement in the AMMQC-related programs. A tour of the AMMQC funded labs and classrooms followed. During the tour, evaluators and staff discussed the use of technology in individual courses, teaching methods, and alignment to industry. The labs are set up to replicate a manufacturing workplace as much as possible and appear to be conducive to active, hands-on learning.

Industry Readiness Training

Industry Readiness Training (IRT) sets out to introduce students to the essential skills required by diverse manufacturers and entry-level occupations. To that end, IRT is aligned to OSHA 10, the industry standard in safety certifications, as well as the National Career Readiness Certificate. Students also take the Safety and Quality assessments which are two of the four modules that make up the Manufacturing Skill Standards Council (MSSC) Certified Production Technician (CPT).

MWCC staff report that students struggle with the MSSC exams, and they are not happy with the current level of success in this area. Earlier assessment of the IRT curriculum completed by TPMA and the Manufacturing Institute indicate that the program is "fairly well aligned" with MSSC's safety module, but not fully. This is reflected in the lower-than-anticipated test scores. Staff expressed concern that MSSC CPT requires some industry experience in addition to the classroom instruction. Use of the MSSC online curriculum may close this gap. Instructors can also review the MSSC test scores to identify which categories students are struggling with—this may help them to identify which topics need more instruction.

Students may be better served by placing the MSSC Quality certification within an academic class (like AQS 110) or the Quality Systems Training (QST) program.

Quality Systems Training (QST) and Analytical Laboratory and Quality Systems (ALQS) Certificate

MWCC offers a two-week, intensive quality program (Quality Systems Training) and a one-year quality certificate (Analytical Laboratory and Quality Systems). At this time, the QST provides a high-level survey of the topics covered in the longer program; it is designed for individuals with some industry experience and the ability to move quickly through the course material.

The goal is for students who complete the QST to earn credit for Introduction to Quality and Metrology (AQS 115) through a challenge exam. TPMA reviewed the curriculum for both courses as well as the challenge exam. Our evaluation indicates that the challenge exam is fully aligned to ASQ 110, and as such, a passing grade on this exam would show equivalent prior learning.

MWCC staff have concerns about New England accreditation, particularly the validation of academic rigor, and wondered if the challenge exams would maintain the course's accreditation. According to the New England Association for Schools and Colleges:

Credit for prior experiential or non-collegiate sponsored learning is awarded only with appropriate oversight by faculty and academic administration and is limited to 25% for credentials of 30 credits or fewer. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The policies and

procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students. ¹

Although TPMA is not qualified to say with certainty whether or not the challenge exam will maintain accreditation, our interpretation of the above policy is that the challenge exam, which was developed and approved by MWCC faculty, and which has been shown to be "at least comparable in breadth, depth, and quality" based on our curriculum review, would meet the standards of academic rigor required by the accrediting body.

TPMA's review of the quality certifications suggests strong alignment to industry demand as measured by the American Society for Quality standards. When MWCC quality students complete their certificates, they may be able to attempt the ASQ Certified Quality Process Analyst (CQPA) or Certified Quality Improvement Associate (CQIA). Although the curriculum is strongly aligned with these certifications, it is important to note that the ASQ requires some work experience prior to certification. We understand that the work experience requirement is broadly applied and does not have to be manufacturing related.

The courses in the one-year quality certificate can also be applied to a two-year degree in Biotechnology with a concentration in Analytical Laboratory and Quality Systems.

Mechatronics Programs (Automation Technician Training (ATT), Mechatronics Certificate, and Manufacturing Technology—Plastics Degree)

The mechatronics programs at MWCC respond to the rising need for workers with an understanding of automation, robotics, and process control. On this track, students have access to simulations and trainers that are current with today's technology trends, and the curriculum is nimble enough to adapt to students' changing needs. With three options ranging from six weeks to two years, the mechatronics pathway has appropriate options for a variety of learners.

Much of the technology used in the classrooms and labs comes from Amatrol, and as such, comes with prepared curriculum, assessments, and activities from Amatrol. The MWCC faculty recognize some of the standard texts are geared to comprehensive coursework that includes higher level content than MWCC provides; however, they have found the material accessible and valuable to the students. Curriculum developers and instructors actively review materials to select most applicable portions of a text, demonstrating the responsiveness and adaptability MWCC has infused into the packaged learning resources.

Overall, TPMA finds that the mechatronics curriculum and related technology used at MWCC is well aligned with industry demand.

Strengths

Based upon TPMA's evaluation of the AMMQC courses and non-credit programs offered at MWCC, we have determined that the curriculum shows strong industry alignment. We also note the following programmatic strengths:

• MWCC instructors take a unique attitude toward using the new training equipment, noting that a natural part of the training is for students to troubleshoot faults inserted into the equipment during

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¹ https://cihe.neasc.org/downloads/Standards/Standards_for_Accreditation.pdf

- learning activities. Students must learn to identify why and how the machine broke and how to fix the problem.
- Students at MWCC have the full support of their instructors. When students with full time jobs get called into work and have to miss class, one instructor will come in on Saturdays to allow students to use the lab. They can also come in to study and practice anytime that staff is in the lab.
- Faculty at MWCC come from industry and have active relationships with local manufacturers and industry organizations such as ASQ. This gives students access to a broad network of potential mentors and employers.
- As noted above, instructors are also curriculum designers, and so are able to continuously improve courses as they teach.
- Challenge Exams for ALQS courses did a great job aligning assessments to learning outcomes and utilized a variety of assessment methods (Best practices: AQS 200 and CHE180).
- Students are able to take core academic courses at both MWCC's main campus and the Devens campus, depending on their schedule and convenience.
- Regarding industry alignment: the staff has strong connections to medical device, plastics, and other manufacturing businesses, and meets monthly with industry representatives.
- The Mechatronics Programs website (https://mwcc.edu/manufacturing/programs/) is well designed, easy to navigate, and contains a wealth of relevant information for current and prospective students. In addition, the website provides links programs to MWCC's Career Coach site, which provides information on related occupations.

Opportunities

- MWCC stated that a regional task force has recently formed to explore how colleges can connect
 with school systems to create a true pathway. Taking an active and/or leadership role in this group
 would allow MWCC to maximize the work that has been done through AMMQC while
 simultaneously bolstering their enrollment. For instance, MWCC could help the task force to better
 address the need for manufacturing awareness throughout K-12 institutions.
- The MWCC Advisory Board is made up of VPs, CEOs, and executives from 11-12 different industry partners. It can be beneficial to complement these high-level leaders with front-line / floor-level staff for effective input on curriculum. Local ASQ members, quality technicians, etc., may have a better understanding of the real day-to-day skill needs for entry-level workers.
- There is very little explanation of how and why courses are aligned with industry certifications in the written course material. We recommend providing additional detail regarding MSSC CPT, ASQ CQPA and CQIA, and PMMI.
- The Automation Technician Training (ATT) is not listed as an offered program on the Mechatronics
 programs website. Materials reviewed for the ATT program were vague or unclear as to the
 purpose of the program and possible career opportunities for participants. The ATT program also
 has an opportunity to align to the MSSC Maintenance Awareness and Safety credentials.
- The PLT degree program description notes that students must first complete a set of core technical courses at Nypro. It is unclear whether these are prerequisite courses or if students complete PLT courses at Nypro, Inc.

Site Visit Summary: North Central State College

Background

North Central State College (NCSC) is a public two-year, community-based educational institution serving the residents of north central Ohio. Through the AMMQC grant, NCSC has updated the offerings in its Industrial Technology division, including the Associate of Applied Science in Integrated Engineering (which provides students with instruction in Programmable Logic Controls (PLCs), Automation and Robotics, and Mechatronics) and Mechatronics Certificate.

TPMA evaluated the courses designed and updated through the AMMQC funding, including:

- EMMT 1010-01 Industrial Electricity
- EMMT 1020-901 Mechanical Systems
- EMMT 1030-40 OSHA Safety Regulations
- EMMT1050-901 Fundamentals of Fluid Power Distribution
- EMMT 2100-01 Advanced Fluid Power Systems
- EMMT 2250-01 Advanced PLCS
- EMMT 2300-40 National Electric Code
- EMMT 2400-40 Control Processes
- ELET 1510-30 DC Electricity
- ELET 1710-30 Introduction to Robotics
- EMMT 2100-901 Advanced Fluid Power Systems
- ELET 2150-01 Motor Controls
- ELET 2240-40 Programmable Logic Controllers
- MECT 1750-30 Hydraulics and Pneumatics
- MECT 2330-01 Statics
- MFGT 1120-01 Advanced Machining
- MFGT 1300-30 Welding and Welding Equip
- MFGT 1550-01 CNC Setup
- MFGT 1640-01 Computer Aided Manufacturing
- MFGT 2010-30 Jig and Fixture Design
- MFGT-2250-40 Stamping Operations and Die Design
- MFGT 2640-920 Computer Aided Manufacturing II

TPMA conducted a site visit at NCSC on October 31, 2016. The evaluators met individually with three instructors, each of whom provided a tour of his lab and classroom while discussing his teaching philosophy and use of assessments and technology. A fourth instructor was interviewed via phone after the visit. TPMA also met with program staff to discuss overall goals of the visit, use of Amatrol online courses, and an overarching interest in better understanding how the new and updated curriculum aligns to industry demand.

Industrial Technology

The AMMQC funded equipment is spread over two floors in the Kehoe Center in Shelby, Ohio. All classroom and lab space was well organized and designed so that students could work individually with oversight from instructors. The curriculum invites this arrangement as most classroom work is based upon online modules

purchased from Amatrol. These online units are supplemented by workbooks which are stored in the classrooms for easy access. The instructors observe students as they complete the online and hands-on activities, and provide verbal feedback in real time. Numerical grades are recorded in the school's learning management system.

Industry Alignment

In response to NCSC's request for a more detailed evaluation of the programs' alignment to industry demand, TPMA reviewed the job posting data for four occupations (as noted on the NCSC integrated engineering webpage: https://www.ncstatecollege.edu/cms/degrees/integrated-engineering): Electrician, Electrical and Electronics Repairer, Industrial Machinery Mechanic, and Maintenance Worker, Machinery. Our analysis shows that the courses evaluated provide instruction in 100 percent of the top ten hard skills required for these occupations, as indicated in the table below.

Top Hard Skills	NCSC Courses
Repairing (Computer Systems)	EMMT 2250, ELET 1710, ELET 2240, MFGT 1640 and 2640
Maintenance	All courses in Industrial Maintenance Certificate
Testing	All courses reviewed
Motors	EMMT 1020, ELET 2150
Electrical Wirings	EMMT 2300, ELET 1510
Machinery	Multiple Courses
Troubleshooting (Problem Solving)	All courses reviewed
Electrical Systems	EMMT 1010 and others
Hydraulics	MECT 1750
Transformers (Electrical)	EMMT 1010 and others

Strengths

- Students develop the ability to program Fanuc controls and other basic robotic functions.
 Instructors are working to finalize the certification process and looking into badges for specific skills.
- Students keep all their work in 3 ring binders—this can be used as a portfolio and/or to help them prepare resumes and prepare for interviews.
- Faculty at NCSC come from industry and have active relationships with local manufacturers. This gives students access to a broad network of potential mentors and employers.
- Students in industrial electricity courses are in very high demand with local employers, even after only one course.
- Several courses in the CNC concentration are aligned to NIMS credentials, which are widely recognized as the standard in machining education.

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² Source: Emsi, Inc. 2016

Opportunities

- Courses seem to be created from a combination of Amatrol pre-packaged curricula and instructor
 interests or expertise. This is a promising practice, but allows students to focus on areas that may
 not be aligned with industry demand. At this time, we do not see this happening, but greater
 alignment to industry recognized credentials such as MSSC CPT may help to sync curriculum with a
 broader industry base.
- Many of the syllabi reviewed include lists of competencies or concepts under the title "Topical Timeline." This heading suggests a sequential or chronological list will follow, but no timelines are provided. Similarly, the list of topics is often not linked directly to the stated learning outcomes. A clearer connection between these two pieces of the syllabus will provide students with more context when reviewing course materials.

Site Visit Summary: Southwest Tennessee Community College

Background

Southwest Tennessee Community College (STCC) is a 2-year community college located in Memphis, Tennessee. Through the AMMQC program, STCC has updated its Machine Technology course offerings in order to meet the demands of a growing manufacturing sector. TPMA reviewed five courses from STCC's Machine Technology program³:

- MEET 1114 Print Reading
- MEET 1124 GD&T
- MEET 1144 Machines Technology I
- MEET 1164 Machines Technology II
- INET 2014 CNC Machining

On November 14, 2016, TPMA conducted a site visit, beginning with a group interview with faculty, staff, and administration from both the credit and non-credit divisions. The evaluators then received a guided tour of the machining, mechatronics, and process control facilities on campus. In large part, the discussion centered around efforts being made in the Greater Memphis region to address manufacturing workforce needs. STCC has received funding from several similar grant programs, and the team is interested in taking a holistic and forward-thinking view of their offerings and policies.

Machining Technology

STCC offers two stackable machine technology certificates; the first is focused on manual machining skills—an important foundation even for individuals interested in computer-aided manufacturing—while the second includes CAD/CAM and other advanced skills regarding design. In addition to the certificates, students can choose a machining concentration in the 2-year Engineering Technology AAS. In all three levels, the curriculum was developed to ensure that students have enough time with the equipment; skills are broad but specific enough to be applicable in the workplace.

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³ STCC is developing two additional courses for the Machine Technology program. TPMA is contracted to evaluate these courses upon completion.

Strengths

TPMA's evaluation of the curriculum indicates strong industry alignment, and we expect that future machine technology students will see positive job placement rates based on the following strengths:

- Students at STCC get information about careers from Emsi Career Coach (an online tool) as well as career advisers, whom they are required to meet with. This ensures that students are aware of indemand occupations and the skills required to be competitive.
- STCC has an early alert system designed to identify struggling students in order to put them in contact with resources such as tutoring and counseling. STCC is moving toward required midterm grade reporting for similar reasons.
- The AMMQC team is looking ahead to sustainability after the grant ends in order to make sure programs continue. They are working together to make non-credit courses articulate to academic, credit-bearing courses. The stated long term strategy of STCC's workforce development division is to offer responsive non-credit programs that articulate into degree granting programs. This is a promising practice on a national level. An example of this is STCC's finishing program for the medical device industry: this non-credit certificate serves as an on-ramp to the machining certificate.

Opportunities

- STCC has an opportunity to increase alignment with industry recognized credentials and
 certifications. Currently, they are using *Precision Machining* as a text in several courses—this aligns
 directly with NIMS assessments and exams. Similarly, they are using FANUC controls but do not
 offer FANUC certification. TPMA recommends using credentialing exams as final exams so students
 leave courses with education and industry recognized credentials. We also recommend taking a
 closer look at which credentials students are able to achieve in order to be more targeted in which
 are used as course assessments.
- Instructor information and college policies are missing from syllabi; staff responded that all
 information is available on the college website as well as the "intro page" on Desire2Learn for each
 course. Syllabi will be updated with instructor information at the beginning of each term. We
 recommend including college policies on the paper syllabi as well.
- ADA compliance for online materials requires high-contrast font colors. We recommend reformatting MEET 1164 syllabus to match others; it may not be ADA compliant with current colored fonts and lack of headings/styles.
- Ensure consistency in course naming; for some courses, the syllabus does not have the same title as list of courses or new course justification forms.
- The course justification forms include only a handful of concise learning objectives, while the
 corresponding syllabi include more than double that number. We recommend students receive the
 same list of outcomes as submitted on the justification forms. The longer list can then be used as a
 more detailed course outline or topic list.

Consortium Overview and Recommendations

Upon completing the curriculum evaluation, TPMA has determined that AMMQC members have created and updated programs with strong industry alignment and have embraced many of the best practices recognized among career pathway professionals. In the appendix, TPMA has attached rubrics completed for each course or non-credit program. In these, we have noted areas for improvement and correction

primarily at the document level (e.g., adding information about grading policies to the syllabus). In addition, we have noted the following opportunities for improvement across all four colleges:

- For ADA compliance, documents must use navigable headings such as those provided in Microsoft Word's Style menu. Few, if any, of the syllabi we reviewed have done this.
- Several courses we reviewed include online components housed on Blackboard, Desire2Learn, or a similar learning management system. We recommend adding information about these platforms to the syllabi and course materials so that expectations for use are clearly documented.

With these changes and those discussed in the attached rubrics, the program materials will be ready for posting on Skillscommons.org.

Appendix

Bossier Parish Community College Rubrics

AFMG 100	Introduction to Manufacturing	Rating ⁴	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		Attendance and non-discrimination
	stated (or link to policies is provided)	S	policies included
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to career		
	opportunities and occupational and/or life		Program cards and website include
	skills are stated	S	career information
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		Learning objectives and detailed
	measurable and consistent with the course-		tasks connected through easy to
	level objectives / competencies	E	read key.
	All learning objectives or competencies are		
	stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives		
	or competencies and course activities is clearly		
	stated	S	
	The learning objectives or competencies are	_	
	suited to the level of the course	S	
Assessment			Assessments are primarily multiple
and			choice, which measures only
Measurement			memorization and (perhaps)
			understanding. This does not reach
	The assessments measure the stated learning		the level of mastery indicated by the
	objectives or competencies	U	learning objectives.
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided		
	for the evaluation of learners' work and are		Syllabus does not explain how
	tied to the course grading policy	U	students' work will be evaluated
	The assessment instruments selected are		
	sequenced, varied, and suited to the learner		
	work being assessed	U	See above
	The course provides learners with multiple		
	opportunities to track their learning progress	S	

⁴ E: Excellent; S: Satisfactory; U: Unsatisfactory

Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement and	c	
equipment)	active learning Technologies required in the course are readily	S	
	available	S	
	Course technologies are current	S	
	course technologies are current	3	
Learner	The course instructions articulate or link to an		
Support	explanation of how the institution's academic		
11,41	support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Course instructions articulate or link to the		
	institution's accessibility policies and services	S	
Industry	If the course is aligned to industry recognized		MSSC Safety module is aligned to
Alignment	credentials, the purpose and requirements for		this course but not mentioned in the
and	obtaining credentials is clearly stated	U	syllabus.
Credentials	The relationship between course learning objectives or competencies and credential		
	objectives or competencies and credential objectives or competencies is clearly stated	U	See above
	objectives of competences is clearly stated		Staff reports that testing is
	Credential assessment scheduling and location		available, although not required, for
	is accessible to students	S	students to pursue MSSC CPT
	The learning outcomes reflect current industry		·
	trends	S	
Instructional	The instructional materials contribute to the		
Materials	achievement of the stated course and		
	module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional materials and		
	how the materials are to be used for learning	S	
	activities are clearly explained All instructional materials used in the course	3	
	are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in	-	
	the course	S	
	The distinction between required and optional		
	materials is clearly explained	n/a	
Course	The Leave to a settle 92		Instructors focus on teamwork and
Activities and	The learning activities promote the		communication skills within the
Learner	achievement of the stated learning objectives	c	framework of stated learning
Interaction	or competencies	S	objectives.
	The learning activities provide opportunities for interaction that support active learning	c	
	Tor interaction that support active learning	S	

	The instructor's plan for classroom response time and feedback on assignments is clearly		
	stated	U	Not included in syllabus
	The requirements for learner interaction are		
	clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program		
	review)	S	

A F.N.A.C. 4.0.2	Tools and Equipment Used in		
AFMG 102	Manufacturing	Rating	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		Attendance and non-discrimination
	stated (or link to policies is provided)	S	policies included
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to career		
	opportunities and occupational and/or life skills		Program cards and website include
	are stated	S	career information
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
,	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		Learning objectives and detailed
	measurable and consistent with the course-		tasks connected through easy to
	level objectives / competencies	E	read key.
	All learning objectives or competencies are		
	stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives or		
	competencies and course activities is clearly		
	stated	S	
	The learning objectives or competencies are		
	suited to the level of the course	S	
	The assessments measure the stated learning		
	objectives or competencies	S	

			T
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided		
	for the evaluation of learners' work and are		Specific evaluation criteria not
Assessment	tied to the course grading policy	U	included in syllabus
		-	included in Synabas
and	The assessment instruments selected are		
Measurement	sequenced, varied, and suited to the learner		
	work being assessed	S	
	The course provides learners with multiple		
	opportunities to track their learning progress	S	
	opportunities to track their learning progress	3	
Course	The tools used in the course support the		Students use pneumatic and
Technology	learning objectives and competencies	S	hydraulic testers in class
(including	Course tools promote learner engagement and	_	,
		S	
equipment)	active learning	3	
	Technologies required in the course are readily		
	available	S	
	Course technologies are current	S	
Loores	The course instructions articulate or link to an		
Learner			
Support	explanation of how the institution's academic		
	support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Course instructions articulate or link to the	_	
	institution's accessibility policies and services	S	
Industry	If the course is aligned to industry recognized		
Alignment	credentials, the purpose and requirements for		
and	obtaining credentials is clearly stated	N/A	
	The relationship between course learning	,,,	
Credentials	=		
	objectives or competencies and credential		
	objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location		
	is accessible to students	N/A	
	The learning outcomes reflect current industry		
	trends	S	
Instructional			
	The instructional materials contribute to the		
Materials	achievement of the stated course and		
	module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional materials and		
	how the materials are to be used for learning		
		c	
	activities are clearly explained	S	
	All instructional materials used in the course		
	are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in		Instructors use flipped classroom
	the course	Е	approach to maximize time
<u> </u>			- p-p

			students have for hands-on learning
	The distinction between required and optional		
	materials is clearly explained	n/a	
Course	The learning activities promote the		
Activities and	achievement of the stated learning objectives		Students split their time between
Learner	or competencies	S	online and hands-on activities
Interaction	The learning activities provide opportunities for		
	interaction that support active learning	S	
	The instructor's plan for classroom response		
	time and feedback on assignments is clearly		
	stated	U	Not included in syllabus
	The requirements for learner interaction are		
	clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an		Program overview sheet indicates
	advisory committee, including representation		program was developed with
	from business/industry	S	industry employers
	Faculty have appropriate education/experience		
	for the course content	S	
			Students have access to one-on-
			one career coaching, scheduling
			and coordination support,
	Support services and resources for students are	_	scholarships, and connections to
	accessible	S	employers
	A policy/process is in place for continuous		
	improvement of program/course (ex: program	_	
	review)	S	

AFMG 104	Automation	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are	E	Learning objectives and detailed tasks connected through easy to read key.

	measurable and consistent with the course- level objectives / competencies		
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly		
	stated The learning objectives or competencies are	S	
	suited to the level of the course	S	
Assessment	The assessments measure the stated learning objectives or competencies	S	
and	The course grading policy is stated clearly	S	
Measurement	Specific and descriptive criteria are provided	3	
	for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are	_	
	sequenced, varied, and suited to the learner		
	work being assessed	S	
	The course provides learners with multiple		
	opportunities to track their learning progress	S	
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement and		
equipment)	active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic		
3466.6	support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Course instructions articulate or link to the		
	institution's accessibility policies and services	S	
Industry	If the course is aligned to industry recognized		
Alignment	credentials, the purpose and requirements for		
and	obtaining credentials is clearly stated	N/A	
Credentials	The relationship between course learning		
	objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location	19/74	
	is accessible to students	N/A	
	The learning outcomes reflect current industry	,	
	trends	S	

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning		
	activities are clearly explained All instructional materials used in the course	S	
	are appropriately cited	S	
	The instructional materials are current A variety of instructional materials are used in	S	
	the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and	The learning activities promote the achievement of the stated learning objectives		
Learner	or competencies	S	
Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
	cicumy stated	0	Not meladed in synabus
Other	Course/program has been reviewed by an advisory committee, including representation		
	from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex: program review)	S	

AFMG 106	Introduction to Fabrication, Process Technology, and Machining	Rating	Comments
Course			
Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus

	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to career		
	opportunities and occupational and/or life		Program cards and website include
	skills are stated	S	career information
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
-	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		Learning objectives and detailed
	measurable and consistent with the course-		tasks connected through easy to
	level objectives / competencies	E	read key.
	All learning objectives or competencies are		
	stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives		
	or competencies and course activities is clearly		
	stated	S	
	The learning objectives or competencies are		
	suited to the level of the course	S	
Assessment			Final exam asks students to "write
and			all [they] know" about a list of
Measurement			topics. It is not clear how this
			would be graded, how much a
			student must "know" in order to
			get full credit, etc. A more
			structured exam would better
	The assessments measure the stated learning		demonstrate mastery and facilitate
	objectives or competencies	U	objective grading
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided		
	for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the learner		
	work being assessed	S	
	The course provides learners with multiple	_	
	opportunities to track their learning progress	S	
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement and		
equipment)	active learning	S	
	Technologies required in the course are readily		
	available	S	
	Course technologies are current	S	

Learner Support	The 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	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and	If the course is aligned to industry recognized credentials, the purpose and requirements for	NI/A	
Credentials	obtaining credentials is clearly stated The relationship between course learning	N/A	
Credentials	objectives or competencies and credential	,	
	objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry		
	trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and		
	module/unit learning objectives or	S	
	competencies Both the purpose of instructional materials and	3	
	how the materials are to be used for learning		
	activities are clearly explained	S	
	All instructional materials used in the course		
	are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in	_	
	the course	S	
	The distinction between required and optional materials is clearly explained	S	
	materials is clearly explained	3	
Course	The learning activities promote the		
Activities and	achievement of the stated learning objectives		
Learner	or competencies	S	
Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response		
	time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are	J	Not included in syllabus
	clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an		
	advisory committee, including representation	_	
	from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	TOT THE COURSE CONTENT	J	<u></u>

Support services and resources for students		
are accessible	S	
A policy/process is in place for continuous		
improvement of program/course (ex: program		
review)	S	

AFMG 110	Manufacturing Materials and Methods	Rating	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		Attendance and non-discrimination
	stated (or link to policies is provided)	S	policies included
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to career		
	opportunities and occupational and/or life		Program cards and website include
	skills are stated	S	career information
Loarning	The course learning objectives, or		
Learning	course/program competencies, describe		
Objectives	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		
	measurable and consistent with the course-		
	level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives		
	or competencies and course activities is clearly		
	stated The learning objectives or competencies are	S	
	suited to the level of the course	S	
	suited to the level of the course	3	
Assessment	The assessments measure the stated learning		
and	objectives or competencies	S	
Measurement			
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided		
	for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the learner		
	work being assessed	S	
	The course provides learners with multiple		
	opportunities to track their learning progress	S	

Course Technology	The tools used in the course support the learning objectives and competencies	S	
(including	Course tools promote learner engagement and		
equipment)	active learning Technologies required in the course are readily	S	
	available	S	
	Course technologies are current	S	
Learner	The course instructions articulate or link to an		
Support	explanation of how the institution's academic support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
	, pended and account of		
Industry	If the course is aligned to industry recognized		
Alignment and	credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
Credentials	The relationship between course learning objectives or competencies and credential		
	objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry	IN/A	
	trends	S	
Instructional	The instructional materials contribute to the		
Materials	achievement of the stated course and		
	module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning		
	activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in	r	
	the course The distinction between required and optional	S	
	materials is clearly explained	S	
Course	The learning activities promote the		
Activities and	achievement of the stated learning objectives or competencies	S	
Learner Interaction	The learning activities provide opportunities	<u> </u>	
	for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly		
	stated	U	Not included in syllabus

	The requirements for learner interaction are clearly stated	U	Not included in syllabus
	,		,
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program		
	review)	S	

TEED 150	Pneumatics	Rating	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		Attendance and non-
	stated (or link to policies is provided)	S	discrimination policies included
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to career		
	opportunities and occupational and/or life skills		Program cards and website
	are stated	S	include career information
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		
	measurable and consistent with the course-		
	level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the learner's	_	
	perspective	S	-
	The relationship between learning objectives or		
	competencies and course activities is clearly	,	
	stated The learning chiestives or competencies are	S	
	The learning objectives or competencies are suited to the level of the course	S	
	Suited to the level of the course	3	
Assassment	The assessments measure the stated learning		
Assessment	objectives or competencies	S	
and	The course grading policy is stated clearly	S	
Measurement	Specific and descriptive criteria are provided for	3	
	the evaluation of learners' work and are tied to		
	the course grading policy	S	
	the coarse brading pointy		

	The assessment instruments selected are		
	sequenced, varied, and suited to the learner		
	work being assessed	S	
		3	
	The course provides learners with multiple		
	opportunities to track their learning progress	S	
Course			
	The tools used in the course support the	_	
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement and		
equipment)	active learning	S	
	Technologies required in the course are readily		
	available	S	
	Course technologies are current	S	
Learner	The course instructions articulate or link to an		
	explanation of how the institution's academic		
Support	•		
	support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Course instructions articulate or link to the		
	institution's accessibility policies and services	S	
Industry	If the course is aligned to industry recognized		
Alignment	credentials, the purpose and requirements for		
and	obtaining credentials is clearly stated	N/A	
	The relationship between course learning	,,.	
Credentials	-		
	objectives or competencies and credential		
	objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location		
	is accessible to students	N/A	
	The learning outcomes reflect current industry		
	trends	S	
		-	
Instructional	The instructional materials contribute to the		
Materials	achievement of the stated course and		
	module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional materials and		
	1 .		
	how the materials are to be used for learning	_	
	activities are clearly explained	S	
	All instructional materials used in the course		
	are appropriately cited	S	
	The instructional materials are current	S	
		<u> </u>	
	A variety of instructional materials are used in	_	
	the course	S	
	The distinction between required and optional		
	materials is clearly explained	S	

Course Activities and	The learning activities promote the achievement of the stated learning objectives or competencies	S	
Learner Interaction	The learning activities provide opportunities for		
interaction	interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly		
	stated	U	Not included in syllabus
	The requirements for learner interaction are		
	clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an		
	advisory committee, including representation		
	from business/industry	S	
	Faculty have appropriate education/experience		
	for the course content	S	
	Support services and resources for students are		
	accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex: program		
	review)	S	

TEED 153	Hydraulic/Fluid Dynamics with Lab	Rating	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		Attendance and non-discrimination
	stated (or link to policies is provided)	S	policies included
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to career		
	opportunities and occupational and/or life		Program cards and website include
	skills are stated	S	career information
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		
	measurable and consistent with the course-		
	level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives		
	or competencies and course activities is clearly		
	stated	S	

	The learning objectives or competencies are		
	suited to the level of the course	S	
Assessment	The assessments measure the stated learning		
		c	
and	objectives or competencies	S	
Measurement			
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided		
	for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the learner		
	work being assessed	S	
	The course provides learners with multiple		
	opportunities to track their learning progress	S	
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement and		
equipment)	active learning	S	
equipment)	Technologies required in the course are readily		
	available	S	
	Course technologies are current	S	
Learner	The course instructions articulate or link to an		
Support	explanation of how the institution's academic		
	support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Course instructions articulate or link to the	_	
	institution's accessibility policies and services	S	
Industry	If the course is aligned to industry recognized		
Alignment	credentials, the purpose and requirements for		
and	obtaining credentials is clearly stated	N/A	
Credentials	The relationship between course learning		
Credentials	objectives or competencies and credential		
	objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location	,	
	is accessible to students	N/A	
	The learning outcomes reflect current industry	14/73	
	trends	r	
	tiellus	S	
Instructional	The instructional materials contribute to the		
Materials	achievement of the stated course and		
	module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional materials and		
	how the materials are to be used for learning		
	activities are clearly explained	S	
	assistices are clearly explained	,	<u> </u>

	All instructional materials used in the course		
	are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in		
	the course	S	
	The distinction between required and optional materials is clearly explained	S	
Course	The learning activities promote the		
Activities and	achievement of the stated learning objectives		
Learner	or competencies	S	
Interaction	The learning activities provide opportunities	_	
	for interaction that support active learning	S	
	The instructor's plan for classroom response		
	time and feedback on assignments is clearly		
	stated	U	Not included in syllabus
	The requirements for learner interaction are		
	clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an		
	advisory committee, including representation from business/industry	S	
	Faculty have appropriate	3	
	education/experience for the course content	S	
	Support services and resources for students		
	are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex: program		
	review)	S	

TEED 208	Programmable Logic Controllers (PLCs) and Lab	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	

	The module/unit level learning objectives or		
	competencies describe outcomes that are		
	measurable and consistent with the course-		
	level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives		
	or competencies and course activities is clearly		
	stated	S	
	The learning objectives or competencies are	3	
	suited to the level of the course	S	
	Suited to the level of the course	3	
Assessment	The assessments measure the stated learning		
and	objectives or competencies	S	
Measurement			
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided		
	for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the learner		
	work being assessed	S	
	The course provides learners with multiple		
	opportunities to track their learning progress	S	
	opportunities to track their learning progress		
Course	The tenders of in the course over set the		
	The tools used in the course support the	_	
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement and		
equipment)	active learning	S	
	Technologies required in the course are readily	_	
	available	S	
	Course technologies are current	E	
Learner	The course instructions articulate or link to an		
Support	explanation of how the institution's academic		
	support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Causas in atmostisma auticulate au link to the		
	Course instructions articulate or link to the		
	institution's accessibility policies and services	S	
Industry	If the course is aligned to industry recognized		
Alignment	credentials, the purpose and requirements for		
and	obtaining credentials is clearly stated	N/A	
Credentials	The relationship between course learning		
	objectives or competencies and credential		
	objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location		
1	is accessible to students	N/A	

	The learning outcomes reflect current industry		
	trends	S	
Instructional	The instructional materials contribute to the		
Materials	achievement of the stated course and		
	module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional materials and		
	how the materials are to be used for learning	C	
	activities are clearly explained All instructional materials used in the course	S	
	are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in	3	
	the course	S	
	The distinction between required and optional		
	materials is clearly explained	N/A	
Course	The learning activities promote the		
Activities and	achievement of the stated learning objectives		
Learner	or competencies	S	
Interaction	The learning activities provide opportunities		
	for interaction that support active learning	S	
	The instructor's plan for classroom response		
	time and feedback on assignments is clearly		
	stated	U	Not included in syllabus
	The requirements for learner interaction are		
	clearly stated	U	Not included in syllabus
011	Course (suppress has been sent and the sent sent sent sent sent sent sent sen		
Other	Course/program has been reviewed by an advisory committee, including representation		
	from business/industry	S	
	Faculty have appropriate	<u> </u>	
	education/experience for the course content	S	
	Support services and resources for students	-	
	are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex: program		
	review)	S	

TEED 210	Robotic Control Systems	Rating	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		Attendance and non-discrimination
	stated (or link to policies is provided)	S	policies included
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	Not included in syllabus

	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to career		
	opportunities and occupational and/or life		Program cards and website include
	skills are stated	S	career information
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		
	measurable and consistent with the course-		
	level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives		
	or competencies and course activities is clearly		
	stated	S	
	The learning objectives or competencies are		
	suited to the level of the course	S	
Assessment	The assessments measure the stated learning		
and	objectives or competencies	S	
Measurement			
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided		
	for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the learner		
	work being assessed	U	Not included in syllabus
	The course provides learners with multiple		
	opportunities to track their learning progress	U	Not included in syllabus
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement and		
equipment)	active learning	S	
	Technologies required in the course are readily		
	available	S	
	Course technologies are current	E	
Learner	The course instructions articulate or link to an		
Support	explanation of how the institution's academic		
	support services and resources can help		
	learners succeed in the course and how	_	
	learners can obtain them	S	
	Course instructions articulate or link to the		
	institution's accessibility policies and services	S	

Industry Alignment and	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
Credentials	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated Credential assessment scheduling and location	N/A	
	is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or		
	competencies Both the purpose of instructional materials and	S	
	how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and	The learning activities promote the achievement of the stated learning objectives or competencies	S	
Learner Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	
	1 E VIEW)	ی	1

TEED 252	Electric Motor Controls and Lab	Rating	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
Overview	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		Attendance and non-discrimination
	stated (or link to policies is provided)	S	policies included
	Instructor's name and contact info (office		poneres meraded
	location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required	-	
	competencies are clearly stated	S	
	Relationship of the course/program to career	-	
	opportunities and occupational and/or life		Program cards and website include
	skills are stated	S	career information
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
Objectives	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		
	measurable and consistent with the course-		
	level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives		
	or competencies and course activities is clearly		
	stated	S	
	The learning objectives or competencies are		
	suited to the level of the course	S	
Assessment	The assessments measure the stated learning		
and	objectives or competencies	S	
Measurement			
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided		
	for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the learner		
	work being assessed	U	Not included in syllabus
	The course provides learners with multiple		
	opportunities to track their learning progress	U	Not included in syllabus
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement and	-	
equipment)	active learning	S	
equipilient)	Technologies required in the course are readily	-	
	available	S	
	Course technologies are current	E	
	course technologies are current	L	

Learner	The course instructions articulate or link to an		
Support	explanation of how the institution's academic support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Course instructions articulate or link to the	_	
	institution's accessibility policies and services	S	
Industry	If the course is aligned to industry recognized		
Alignment	credentials, the purpose and requirements for		
and	obtaining credentials is clearly stated	N/A	
Credentials	The relationship between course learning objectives or competencies and credential		
	objectives or competencies and credental	N/A	
	Credential assessment scheduling and location	,	
	is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	
	tiends	3	
Instructional	The instructional materials contribute to the		
Materials	achievement of the stated course and		
	module/unit learning objectives or	c	
	competencies Both the purpose of instructional materials and	S	
	how the materials are to be used for learning		
	activities are clearly explained	S	
	All instructional materials used in the course	c	
	are appropriately cited	S S	
	The instructional materials are current A variety of instructional materials are used in	3	
	the course	S	
	The distinction between required and optional		
	materials is clearly explained	N/A	
Course	The learning activities promote the		
Activities and	achievement of the stated learning objectives		
Learner	or competencies	S	
Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response		
	time and feedback on assignments is clearly		
	stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
			·
Other	Course/program has been reviewed by an		
	advisory committee, including representation from business/industry	S	
	Faculty have appropriate	3	
	education/experience for the course content	S	

Support services and resources for	students	
are accessible	S	
A policy/process is in place for con	tinuous	
improvement of program/course (ex: program	
review)	S	

TEED 260	Mechatronics Level 1	Rating	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		Attendance and non-discrimination
	stated (or link to policies is provided)	S	policies included
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to career		
	opportunities and occupational and/or life		Program cards and website include
	skills are stated	S	career information
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
1	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		
	measurable and consistent with the course-		
	level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives		
	or competencies and course activities is clearly	_	
	stated	S	
	The learning objectives or competencies are		
	suited to the level of the course	S	
A	The construction of the state of the construction		
Assessment	The assessments measure the stated learning	_	
and	objectives or competencies	S	
Measurement	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are	3	
	sequenced, varied, and suited to the learner		
	work being assessed	S	
	The course provides learners with multiple		
	opportunities to track their learning progress	U	Not included in syllabus
	opportunities to track their learning progress	0	140t included in Syllabus
	The heale weed in the government the		
	The tools used in the course support the	,	
	learning objectives and competencies	S	

Course	Course tools promote learner engagement and active learning	S	
Technology (including	Technologies required in the course are readily available	S	
equipment)		5 E	
	Course technologies are current	Е.	
Learner	The course instructions articulate or link to an		
Support	explanation of how the institution's academic		
Зарроге	support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Course instructions articulate or link to the		
	institution's accessibility policies and services	S	
Industry	If the course is aligned to industry recognized credentials, the purpose and requirements for		All students are required to take Siemens Level 1 exam, but this is
Alignment and	obtaining credentials is clearly stated	U	not noted in the syllabus
Credentials	The relationship between course learning		, and the second
Credentials	objectives or competencies and credential		
	objectives or competencies is clearly stated	U	See above
	Credential assessment scheduling and location		
	is accessible to students The learning outcomes reflect current industry	U	Unknown – not included in syllabus
	trends	Е	
Instructional	The instructional materials contribute to the		
Materials	achievement of the stated course and		
	module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning		
	activities are clearly explained	S	
	All instructional materials used in the course		
	are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in		
	the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
	materials is clearly explained	14/74	
Course	The learning activities promote the		
Activities and	achievement of the stated learning objectives		
Learner	or competencies	S	
Interaction	The learning activities provide opportunities	_	
	for interaction that support active learning	S	
	The instructor's plan for classroom response		
	time and feedback on assignments is clearly		
	stated The requirements for learner interaction are	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
	orearry stated		1100 meradea m synabas

Other	Course/program has been reviewed by an		
	advisory committee, including representation		
	from business/industry	S	
	Faculty have appropriate		
	education/experience for the course content	S	
	Support services and resources for students		
	are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex: program		
	review)	S	

Mount Wachusett Community College Rubrics

Industrial Readi	iness Training (IRT)	Rating ⁵	Comments
Course			Program Overview flyer provides very
Overview	Learners are introduced to the purpose		good summary and relevant FAQs for
	and structure of the course	S	potential participants
	Course and/or institutional policies with		These documents not provided for
	which the learner is expected to comply		review. It is assumed students will be
	are clearly stated (or link to policies is		provided this information at the start of
	provided)	n/a	the program.
	Instructor's name and contact info (office		
	location, hours, email) are stated	n/a	
			Overview flyer notes requirement for
			admission test but does not clearly state
			admission criteria or whether prior
			knowledge/experience is required. It
			does indicate that a career development
	Prerequisite knowledge and/or required		coach will meet with potential students
	competencies are clearly stated	U	to discuss
	Relationship of the course/program to		Overview flyer highlights career
	career opportunities and occupational		opportunities, as does the IRT Content
	and/or life skills are stated	S	Area/Overview document
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	n/a	Not provided for review
	The module/unit level learning objectives		The Content Area/Overview document
	or competencies describe outcomes that		does not appear to match the program
	are measurable and consistent with the		overview flyer (ex: MSSC CPT credential
	course-level objectives / competencies	U	inclusion)
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	n/a	Not provided for review
	The relationship between learning		
	objectives or competencies and course	,	
	activities is clearly stated	n/a	Not provided for review
	The learning objectives or competencies	,	
	are suited to the level of the course	n/a	Not provided for review
A = 0 = 0 = 0 = 0 = 0 = 0	The assessments measure the stated		
Assessment	The assessments measure the stated	n /c	Not provided for review
and	learning objectives or competencies	n/a	Not provided for review
Measurement		,	
	The course grading policy is stated clearly	n/a	Not provided for review
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading	n/-	Not provided for review
	policy	n/a	Not provided for review
	The assessment instruments selected are		
	sequenced, varied, and suited to the	n/2	Not provided for review
	learner work being assessed	n/a	Not provided for review

⁵ E: Excellent; S: Satisfactory; U: Unsatisfactory

	T .		
	The course provides learners with		
	multiple opportunities to track their		
	learning progress	n/a	Not provided for review
Course			Students have access to computer lab.
	The tools used in the source support the		Amatrol trainers and other equipment
Technology	The tools used in the course support the		1
(including	learning objectives and competencies	S	housed nearby.
equipment)	Course tools promote learner	_	
	engagement and active learning	S	
	Technologies required in the course are		
	readily available	S	
	Course technologies are current	S	
	5		
Learner	The course instructions articulate or link		
	to an explanation of how the institution's		
Support	1		this contraction of the three IDT should not a will
	academic support services and resources		It is unknown whether IRT students will
	can help learners succeed in the course	,	have access to MWCC academic support
	and how learners can obtain them	n/a	services or similar services
	Course instructions articulate or link to		
	the institution's accessibility policies and		
	services	n/a	Not provided for review
Industry			Program overview flyer notes OSHA 10-
Alignment			hour certificate and National Career
_	If the course is aligned to industry		Readiness Certificate (NCRC). Content
and	recognized credentials, the purpose and		Area/Overview document also notes
Credentials	requirements for obtaining credentials is		MSSC CPT credentials for Safety and
	clearly stated	S	Quality.
	The relationship between course learning	3	Quanty.
	objectives or competencies and credential		
	objectives or competencies is clearly	,	
	stated	n/a	Not provided for review
	Credential assessment scheduling and		
	location is accessible to students	S	
	The learning outcomes reflect current		
	industry trends	n/a	Not provided for review
Instructional			No instructional materials noted.
Materials	The instructional materials contribute to		Assumes handouts are used. Core
iviateriais	the achievement of the stated course and		competencies related to NCRC appear to
	module/unit learning objectives or		be taught online (WIN system?) with
	competencies	n/a	some instructor assistance.
	Both the purpose of instructional	11/a	Joine matructor assistance.
	materials and how the materials are to be		
	used for learning activities are clearly	,	
	explained	n/a	Not provided for review
	All instructional materials used in the		
	course are appropriately cited	n/a	Not provided for review
	The instructional materials are current	n/a	Not provided for review
	A variety of instructional materials are		
	used in the course	n/a	Not provided for review
L	2002 (110 000100	, u	provided for review

	The distinction between required and		
	optional materials is clearly explained	n/a	Not provided for review
Course Activities and Learner	The learning activities promote the achievement of the stated learning objectives or competencies	S	Assumes use of mechatronics, manufacturing lab, demonstrations, and related activities.
Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on	,	
	assignments is clearly stated	n/a	Not provided for review
	The requirements for learner interaction are clearly stated	n/a	Not provided for review
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	Program overview sheet indicates program was developed with industry employers
	Faculty have appropriate education/experience for the course		
	content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex:		
	program review)	S	

Note: It appears that the IRT program was revised based on the analysis and recommendations previously provided by Thomas P. Miller & Associates and the Manufacturing Institute. A few skills that were previously absent from the program are now included (i.e. lean manufacturing, troubleshooting, and computer literacy).

Quality System	s Training	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Summary page provides a clear overview and relevant FAQs
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	n/a	Course Summary does not highlight policies. It is assumed that these details are provided to students at start of class. This document/syllabus was not available for review
	Instructor's name and contact info (office location, hours, email) are stated	n/a	See comment above
	Prerequisite knowledge and/or required		Overview flyer notes requirement for admission test but does not clearly state admission criteria or whether prior knowledge/experience is required. It does indicate that a career development coach will meet with potential students to discuss. During the site visit, MWCC staff indicated that students should have prior
	competencies are clearly stated	U	industry experience.

Relationship of the course/program to career opportunities and occupational and/or life skills are stated Learning Objectives The course learning objectives, or course/program competencies, describe outcomes that are measurable The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies and course The relationship between learning objectives or competencies and course	provided cription ugh not
Learning Objectives The course learning objectives, or course/program competencies, describe outcomes that are measurable The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies and course E documents Syllabus / program objectives not for review Not provided for review A detailed course outline and desor of each module is provided (althowaritten written with regard to measurable learning objectives) The relationship between learning objectives or competencies and course	cription ugh not
Learning Objectives The course learning objectives, or course/program competencies, describe outcomes that are measurable The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies and course The documents Syllabus / program objectives not for review Not provided for review A detailed course outline and des of each module is provided (althowaritten written with regard to measurable learning objectives) The relationship between learning objectives or competencies and course	cription ugh not
Learning Objectives The course learning objectives, or course/program competencies, describe outcomes that are measurable The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies and course The course learning objectives, or syllabus / program objectives not for review Not provided for review A detailed course outline and describe of each module is provided (althowaritten with regard to measurable learning objectives)	cription ugh not
Objectives Course/program competencies, describe outcomes that are measurable n/a for review	cription ugh not
Objectives Course/program competencies, describe outcomes that are measurable n/a for review	cription ugh not
Objectives Course/program competencies, describe outcomes that are measurable	cription ugh not
outcomes that are measurable The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies and course Outcomes that are measurable and for review Not provided for review A detailed course outline and desore are stated clearly and written from the learning objectives or competencies U learning objectives)	cription ugh not
The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies and course The module/unit level learning objectives or competencies and course n/a Not provided for review A detailed course outline and descond written module is provided (although written with regard to measurable learning objectives)	ugh not
objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies and course Objectives or competencies and course Not provided for review A detailed course outline and descond written with regard to measurable learning objectives)	ugh not
outcomes that are measurable and consistent with the course-level objectives / competencies n/a Not provided for review All learning objectives or competencies are stated clearly and written from the learner's perspective U learning objectives) The relationship between learning objectives or competencies and course	ugh not
consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies and course U Not provided for review A detailed course outline and desorder of each module is provided (althoward written with regard to measurable learning objectives)	ugh not
objectives / competencies All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies and course n/a Not provided for review A detailed course outline and desorder of each module is provided (althowaritten with regard to measurable learning objectives)	ugh not
objectives / competencies All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies and course n/a Not provided for review A detailed course outline and desorder of each module is provided (althowaritten with regard to measurable learning objectives)	ugh not
All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies and course A detailed course outline and desorption of each module is provided (althoward written with regard to measurable learning objectives)	ugh not
All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies and course Of each module is provided (althowritten with regard to measurable learning objectives)	ugh not
are stated clearly and written from the learner's perspective U learning objectives) The relationship between learning objectives or competencies and course	_
learner's perspective	2
The relationship between learning objectives or competencies and course	-
The relationship between learning objectives or competencies and course	
objectives or competencies and course	
1	
activities is clearly stated n/a Not provided for review	
The learning objectives or competencies	
are suited to the level of the course n/a Not provided for review	
Assessment The assessments measure the stated Course assessments were not pro	vided for
and learning objectives or competencies n/a review	
Measurement The course grading policy is stated	
clearly n/a Not provided for review	
Specific and descriptive criteria are	
provided for the evaluation of learners'	
work and are tied to the course grading	
policy S	
The assessment instruments selected are	
sequenced, varied, and suited to the Students must demonstrate hand	s-on
J , ,	uments
The course provides learners with	
multiple opportunities to track their	
learning progress n/a Not provided for review	
Course	
Course The tools used in the course support the	
Technology learning objectives and competencies S	
course tools promote learner	
engagement and detive learning 3	
Technologies required in the course are	
readily available S	
Course technologies are current E	
Learner The course instructions articulate or link	
Support 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 n/a Not provided for review	
and how learners can obtain them n/a Not provided for review	

	,		
	Course instructions articulate or link to		
	the institution's accessibility policies and		
	services	n/a	Not provided for review
	Sel vices	11/ a	Not provided for review
Industry	If the course is aligned to industry		Program Summary notes alignment to
Alignment and	recognized credentials, the purpose and		positions in multiple industries, as well as
_	requirements for obtaining credentials is		knowledge toward ASQ CQIA and CQPA
Credentials	clearly stated	S	certifications.
		3	
	The relationship between course		Program summary notes alignment to
	learning objectives or competencies and		MWCC credit coursework. Note: might
	credential objectives or competencies is		also note what class students would
	clearly stated	S	receive credit for.
	Credential assessment scheduling and		
	location is accessible to students	n/2	
		n/a	
	The learning outcomes reflect current		Course objectives and outcomes are
	industry trends	S	aligned to industry needs
	,		,
1	The instructional masterials as white to		
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		
	and module/unit learning objectives or		Syllabus or training outline with reference
	competencies	n/a	materials not provided for review.
	Both the purpose of instructional	,	·
	materials and how the materials are to		
	be used for learning activities are clearly		
	explained	n/a	Not provided for review
	All instructional materials used in the		
	course are appropriately cited	n/a	Not provided for review
	The instructional materials are current	n/a	Not provided for review
	A variety of instructional materials are		
	used in the course	n/a	Not provided for review
	The distinction between required and		
	optional materials is clearly explained	n/a	Not provided for review
	optional materials is cicarry explained	11/ 0	140t provided for review
Course	The learning activities promote the		
Activities and	achievement of the stated learning		
Learner	objectives or competencies	S	
	The learning activities provide		
Interaction	opportunities for interaction that		
	support active learning	S	
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	n/a	Not provided for review
	·	, a	
	The requirements for learner interaction	,	Net and delete
	are clearly stated	n/a	Not provided for review
Other	Course/program has been reviewed by		
	an advisory committee, including		
	representation from business/industry	S	
		3	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
		•	•

Support services and resources for students are accessible	S	
A policy/process is in place for continuous improvement of		
program/course (ex: program review)	S	

Automation Te	chnician Training (ATT)	Rating	Comments
Course Overview	Learners are introduced to the purpose		The program summary page is a bit vague on purpose and target market (ex: "advance your career" assumes you are already in a career). The course outline notes 24 class sessions, but the schedule indicates 2 days a week for 6 weeks (12
	and structure of the course	S	classes)?
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	n/a	These documents not provided for review. It is assumed students will be provided this information at the start of the program.
	Instructor's name and contact info (office location, hours, email) are stated	n/a	Not provided for review
	Prerequisite knowledge and/or required competencies are clearly stated	S	None required
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	U	Program flyer does not include career opportunities with the exception of the program title, which assumes potential students understand what an Automation Technician is/does.
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Detailed course outline aligns to course outcomes
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	E	Course outline details teaching methods and specific hands-on activities to be completed by students
	The learning objectives or competencies are suited to the level of the course	S	
Assessment	The assessments measure the stated		
and	learning objectives or competencies	n/a	Assessments were not reviewed
Measurement	The course grading policy is stated clearly	n/a	Course syllabus not provided for review / no grading policy noted on course outline

	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	n/a	Not provided for review
		11/ a	Not provided for review
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	n/a	Not provided for review
	The course provides learners with		
	multiple opportunities to track their		
	learning progress	S	Mid-term and final exams are noted
	3. 3		
Course			
			Hands-on activities and demonstrations
Technology	The tools used in the course support the		using mechatronics equipment, robots,
(including	learning objectives and competencies	S	and related trainers
equipment)	Course tools promote learner		
' ' '	engagement and active learning	S	
	Technologies required in the course are		
	readily available	S	
	•		
	Course technologies are current	S	
Learner	The course instructions articulate or link		
Support	to an explanation of how the institution's		
Support	academic support services and resources		It is unknown whether ATT students will
	can help learners succeed in the course		have access to MWCC academic support
	and how learners can obtain them	n/2	
		n/a	services
	Course instructions articulate or link to		
	the institution's accessibility policies and		
	services	n/a	Not provided for review
Industry			None required; however, alignment to
Alignment and	If the course is aligned to industry		PMMI was noted by staff. Program has the
Credentials	recognized credentials, the purpose and		opportunity to align to MSSC CPT,
Credentials	requirements for obtaining credentials is		maintenance awareness and safety
	clearly stated	S	modules.
		3	modules.
	The relationship between course		
	learning objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	n/a	
	Credential assessment scheduling and		
	location is accessible to students	n/a	
	The learning outcomes reflect current		
	industry trends	S	
	madatry trends	3	
			
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		
	and module/unit learning objectives or		No instructional materials noted. Assumes
	competencies	n/a	handouts are used
	Both the purpose of instructional		
	materials and how the materials are to		
	be used for learning activities are clearly		
	explained	n/a	Not provided for review
	explained	11/ a	INOT Provided for review

	All instructional materials used in the		
	course are appropriately cited	n/a	Not provided for review
	The instructional materials are current	n/a	Not provided for review
	A variety of instructional materials are		
	used in the course	n/a	Not provided for review
	The distinction between required and		
	optional materials is clearly explained	n/a	Not provided for review
Course	The learning activities promote the		Hands-on activities using robot and
Activities and	achievement of the stated learning		mechatronics equipment, as well as
Learner	objectives or competencies	S	lecture with demonstrations
Interaction	The learning activities provide		
interaction	opportunities for interaction that		
	support active learning	S	
	The instructor's plan for classroom		
	response time and feedback on		Course outline clearly states review of
	assignments is clearly stated	S	mid-term, following the mid-term exam
	assignments is clearly stated		The course outline notes hands-on
			activities students will perform, but
	The requirements for learner interaction		expectations and requirements are not
	are clearly stated	U	noted
	are clearly stated	U	noted
0.1			
Other	Course/program has been reviewed by		
	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	

AQS 110	Introduction to Quality and Metrology	Rating	Comments
Course			The course is often referenced simply as
Overview	Learners are introduced to the purpose and structure of the course	c	Intro to Metrology. Full course title should be consistently used.
	Course and/or institutional policies with	S	Instructor policies and expectations clearly
	which the learner is expected to comply		stated. Opportunity to improve by adding
	are clearly stated (or link to policies is		institutional policies such academic
	provided)	S	honesty policies, etc.
	Instructor's name and contact info		Instructor phone extension included, but
	(office location, hours, email) are stated	S	not full phone number.
			Competencies noted as Outcome
	Prerequisite knowledge and/or required		Assessments. Core prerequisites (or
	competencies are clearly stated	S	placement) are not noted on syllabus

	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	E	An overview and description, including example occupations and industries, is included in the ALQC certificate program and BTDQ degree overviews (website). Additional details are linked to MWCC Career Coach website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	E	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level		Opportunity for improvement in this area. Limited unit level objectives provided. Might consider noting outcomes with
	objectives / competencies	S	aligned tests.
	All learning objectives or competencies are stated clearly and written from the	c	
	learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	Relationship is inferred through lecture topics and lab exercise descriptions.
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	E	Challenge Exam clearly states outcomes and objectives and aligns test questions to outcomes. Suggestion: category numbers noted on challenge exam could be aligned to outcome assessment numbers
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	Only evaluated the Challenge Exam (assumed this is final exam). Additional noted tests include content / topic of the exam
	The course provides learners with multiple opportunities to track their	Е	multiple exams, lab work,
	learning progress	E	quizzes/assignments
C-1.11	The total aread in the course of the		
Course Technology	The tools used in the course support the learning objectives and competencies Course tools promote learner	S	
(including	engagement and active learning	S	
equipment)	Technologies required in the course are readily available	S	
	Course technologies are current	S	
	and the state of t	,	

Learner	The course instructions articulate or link		
Support	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	S	
	and now learners can obtain them	<u> </u>	
	Course instructions articulate or link to		
	the institution's accessibility policies and		
	services	S	
Industry	If the course is aligned to industry		
	recognized credentials, the purpose and		
Alignment and			
Credentials	requirements for obtaining credentials is	,	
	clearly stated	n/a	
	The relationship between course		
	learning objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	n/a	
	Credential assessment scheduling and	,	
	location is accessible to students	n/a	
		11/ 4	Causa aki aki sa and autama an
	The learning outcomes reflect current	_	Course objectives and outcomes are
	industry trends	S	aligned to industry needs
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		
Widterials	and module/unit learning objectives or		Methodology and policies are stated in
	competencies	S	syllabi
	Both the purpose of instructional		Synable
	materials and how the materials are to		
	be used for learning activities are clearly	_	
	explained	S	
	All instructional materials used in the		
	course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are		
	used in the course	S	
	used in the course	3	
			An "additional" reference was noted on
	The distinction between required and		the syllabi but did not indicate optional or
	optional materials is clearly explained	S	required
Course	The learning activities promote the		
Activities and	achievement of the stated learning		
	objectives or competencies	S	
Learner		3	
Interaction	The learning activities provide		Mariato affarmina media
	opportunities for interaction that		Variety of learning methods and hands-on
	support active learning	S	activities are utilized.
			Opportunity for improvement: the
	The instructor's plan for classroom		timeline requirement for submission of
	response time and feedback on		assignments is noted on the syllabi but not
	assignments is clearly stated	S	the instructors response time
	The requirements for learner interaction		
	are clearly stated	S	
	are clearly stated	<u> </u>	

Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	E	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

100115	Quality Systems and Auditing		
AQS 115	Principles	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is		Instructor policies and expectations clearly stated. Opportunity to improve by adding institutional policies such academic
	provided)	S	honesty policies, etc.
	Instructor's name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to		An overview and description, including example occupations and industries, is included in the ALQC certificate program and BTDQ degree overviews (website).
	career opportunities and occupational and/or life skills are stated	E	Additional details are linked to MWCC Career Coach website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and	3	
	consistent with the course-level		Unit level objectives, schedule and content
	objectives / competencies All learning objectives or competencies	U	of assessments are not included on syllabi
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning objectives or competencies and course		
	activities is clearly stated The learning objectives or competencies	S	
	are suited to the level of the course	S	

Assessment			Challenge exam includes outcome
	The assessments measure the stated		assessments and objectives aligned to
and	learning objectives or competencies	Е	exam questions and points
Measurement	The course grading policy is stated	L	exam questions and points
	clearly	S	
	Specific and descriptive criteria are	3	
	· ·		
	provided for the evaluation of learners'		
	work and are tied to the course grading	_	
	policy	S	
			Class project was a bit unclear - in one
	The assessment instruments selected are		case it indicated paper/poster and on the
	sequenced, varied, and suited to the	_	schedule it indicated an Audit Plan Report
	learner work being assessed	S	out.
	The course provides learners with		
	multiple opportunities to track their		Schedule and number of quizzes not noted
	learning progress	S	on syllabi.
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner		
equipment)	engagement and active learning	S	
equipment	Technologies required in the course are		
	readily available	S	
	•		
	Course technologies are current	S	
Learner	The course instructions articulate or link		
Support	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	S	
	Course instructions articulate or link to		
	the institution's accessibility policies and		
	services	S	
Industry			Course may be aligned (in part or full) to
Alignment and			ASQ CQA credential. As the credential
Credentials			requires work experience, most students
			would be unable to sit for exam after
			completion of course. MWCC staff
	If the course is aligned to industry		indicated that ASQ will consider work
	recognized credentials, the purpose and		experience outside of manufacturing, so
	requirements for obtaining credentials is		some students will meet the requirements
	clearly stated	S	for testing.
	The relationship between course		
	learning objectives or competencies and		Students should be advised of various ASQ
	credential objectives or competencies is		certifications and requirements for
	clearly stated	n/a	obtaining them
	Credential assessment scheduling and		_
	location is accessible to students	n/a	unknown
	The learning outcomes reflect current		Course objectives and outcomes are
	industry trends	S	aligned to industry needs
L			angines to massify ficeus

Materials the a and r comp Both materials be us explain the incomp and incomp	e instructional materials contribute to achievement of the stated course I module/unit learning objectives or appetencies In the purpose of instructional terials and how the materials are to used for learning activities are clearly lained instructional materials used in the area appropriately cited Instructional materials are current ariety of instructional materials are din the course	S S U S	Opportunity for improvement: Syllabi could include course methodology Supplemental references do not include full APA citations
The coption Course Activities and Learner Interaction The used	terials and how the materials are to used for learning activities are clearly lained instructional materials used in the arse are appropriately cited instructional materials are current ariety of instructional materials are d in the course	U S	could include course methodology Supplemental references do not include
All in cours The i A var used The coption Course Activities and Learner Interaction The I	instructional materials used in the rse are appropriately cited instructional materials are current ariety of instructional materials are d in the course	U S	Supplemental references do not include
Course Activities and Learner Interaction Course Course Activities The I	rse are appropriately cited instructional materials are current ariety of instructional materials are d in the course	S	
Course Activities and Learner Interaction A variused The coption achieved	ariety of instructional materials are d in the course		
Course The I achie object Interaction	d in the course	S	
Course The I Activities and Learner Object Interaction The I	distinction between required and		
Activities and achie object The I	ional materials is clearly explained	S	Syllabi lists supplemental resources which assumes but does not clearly indicate required or optional
Activities and achie object The I			
Interaction The I	learning activities promote the ievement of the stated learning ectives or competencies	S	
supp	learning activities provide portunities for interaction that port active learning	S	
The i	instructor's plan for classroom conse time and feedback on ignments is clearly stated	S	Opportunity for improvement: the timeline requirement for submission of assignments is noted on the syllabus but not the instructors response time
	requirements for learner interaction clearly stated		
Other Cour.	urse/program has been reviewed by		
	advisory committee, including resentation from business/industry	S	
	ulty have appropriate cation/experience for the course tent	S	
	port services and resources for		
	dents are accessible olicy/process is in place for	S	
	tinuous improvement of gram/course (ex: program review)	S	

NOTE: The ALQC Certificate program requires this course (AQS 115) OR BTC 191 - Quality and Compliance. The BTD Degree requires course BTC 191 (not AQS 115). ASQ 115 will apply to the BTDQ degree. BTC 191 was not reviewed, so it cannot be compared to ASQ 115.

		ı	
Course			This course is an elective for the ALQC
Overview			certificate but required for BTDC degree. It
			is assumed this will be discussed between
	Learners are introduced to the purpose	_	student and academic advisor but might
	and structure of the course	S	be mentioned on the syllabi
	Course and/or institutional policies with		Instructor policies and expectations clearly
	which the learner is expected to comply		stated. Opportunity to improve by adding
	are clearly stated (or link to policies is		institutional policies such academic
	provided)	S	honesty policies, etc.
	· · · · · · · · · · · · · · · · · · ·		
	Instructors name and contact info (office	_	
	location and hours, email) are stated	S	
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
			An overview and description, including
			example occupations and industries, is
			included in the ALQC certificate program
	Delationship of the course/program to		
	Relationship of the course/program to		and BTDQ degree overviews (website).
	career opportunities and occupational		Additional details are linked to MWCC
	and/or life skills are stated	Е	Career Coach website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
,	outcomes that are measurable	S	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		Lacture content is noted on sullahi but are
			Lecture content is noted on syllabi but are
	consistent with the course-level	_	not expressed in terms that easily align to
	objectives / competencies	S	outcomes
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		Opportunity for improvement: Include
	objectives or competencies and course		description of course project, along with
	activities is clearly stated	c	
	,	S	content of quizzes/exams on syllabi
	The learning objectives or competencies		
	are suited to the level of the course	S	
_			
Assessment			Challenge exam includes outcome
and	The assessments measure the stated		assessments and objectives aligned to
Measurement	learning objectives or competencies	Е	exam questions and points
	The course grading policy is stated		
	clearly	S	
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
			On a substitute facility
	work and are tied to the course grading	_	Opportunity for improvement: include
	policy	S	details related to course project
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	S	

	The course provides learners with		
	multiple opportunities to track their		
	1	c	
	learning progress	S	
_			
Course	The tools used in the course support the		
Technology	learning objectives and competencies	n/a	
(including	Course tools promote learner		
equipment)	engagement and active learning	n/a	
' ' /	Technologies required in the course are	,	
	readily available	n/a	
	Course technologies are current	n/a	
Learner	The course instructions articulate or link		
Support	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	S	
	Course instructions articulate or link to		
	the institution's accessibility policies and		
	services	S	
Industry	If the course is aligned to industry		
Alignment and	recognized credentials, the purpose and		
Credentials	requirements for obtaining credentials is		
Credentials	clearly stated	n/a	
	The relationship between course	, -	
	learning objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	n/a	
	Credential assessment scheduling and	.,,	
	location is accessible to students	n/a	
		11/ 4	Course abjectives and outcomes are
	The learning outcomes reflect current		Course objectives and outcomes are
	industry trends	S	aligned to industry needs
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		
	and module/unit learning objectives or		
	competencies	S	ASQ text
	Both the purpose of instructional		
	materials and how the materials are to		
	be used for learning activities are clearly		
	explained	S	
	All instructional materials used in the		
	course are appropriately cited	S	
	The instructional materials are current	S	
_	A variety of instructional materials are		
	used in the course	S	
	The distinction between required and	- 1-	
	optional materials is clearly explained	n/a	

Course	The learning activities promote the		
Activities and	achievement of the stated learning objectives or competencies	S	
Learner Interaction	The learning activities provide	3	
	opportunities for interaction that	6	
	support active learning	S	
	The instructor's plan for classroom		Timeline requirement for submission of
	response time and feedback on	_	assignments is noted on the syllabi but not
	assignments is clearly stated	S	the instructors response time
	The requirements for learner interaction		
	are clearly stated	S	
Other	Course/program has been reviewed by		
	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	

CHE 180	Instrumental Analysis	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Course description and detailed class schedule with topics and aligned text and lab exercises.
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	E	Syllabus includes a detailed description of student expectations (classroom learning environment), along with grading policies. Syllabus was missing institutional policies.
	Instructor's name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	E	An overview and description, including example occupations and industries, is included in the ALQC certificate program and BTDQ degree overviews (website). Additional details are linked to MWCC Career Coach website
Learning Objectives	The course learning objectives, or course/program competencies, describe		
	outcomes that are measurable The module/unit level learning objectives or competencies describe outcomes that are measurable and	S	

	consistent with the course-level		
	objectives / competencies		
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		Lecture content and lab exercises are
	objectives or competencies and course		noted on syllabi but are not expressed in
	activities is clearly stated	S	terms that easily align to outcomes
	The learning objectives or competencies	<u> </u>	terms that easily aligh to outcomes
	are suited to the level of the course	S	
	are suited to the level of the course	3	
A			
Assessment			Challenge exam includes outcome
and	The assessments measure the stated	_	assessments and objectives aligned to
Measurement	learning objectives or competencies	E	exam questions and points
			grading policy, grading scale, missed and
			make-up policies for assignments and
			exams, and description of lab
	The course grading policy is stated		requirements are all included on the
	clearly	E	syllabus
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the		multiple assessments of learning are
	learner work being assessed	S	utilized throughout the course
	The course provides learners with		Opportunity for improvement: indicate
	multiple opportunities to track their	c	when assignments/exams will be returned
	learning progress	S	to students (feedback schedule)
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner		
equipment)	engagement and active learning	S	
		3	
	Technologies required in the course are	_	
	readily available	S	
	Course technologies are current	S	
Learner	The course instructions articulate or link		
Support	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	S	
	Course instructions articulate or link to		
	the institution's accessibility policies and		
	services	S	
Industry	If the course is aligned to industry		
-	recognized credentials, the purpose and		
Alignment and	requirements for obtaining credentials is		
Credentials	_	n/2	
	clearly stated	n/a	

	The relationship between course		
	learning objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	n/2	
		n/a	
	Credential assessment scheduling and		
	location is accessible to students	n/a	
	The learning outcomes reflect current		Course objectives and outcomes are
	industry trends	S	aligned to industry needs
	industry trends	3	aligned to industry needs
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		
	and module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional		
	materials and how the materials are to		
	be used for learning activities are clearly		
	explained	S	Textbook chapters noted on class schedule
	All instructional materials used in the		
	course are appropriately cited	S	
		S	
	The instructional materials are current	3	
	A variety of instructional materials are		
	used in the course	S	
	The distinction between required and		
	optional materials is clearly explained	n/a	
		•	
Course	The learning activities promote the		
			Moviety of teaching weath ade and activities
Activities and	achievement of the stated learning	_	Variety of teaching methods and activities
Learner	objectives or competencies	S	are utilized
Interaction	The learning activities provide		
	opportunities for interaction that		
	support active learning	S	
	O O		_
			Opportunity for improvement: the
	The instructor's plan for classroom		timeline requirement for submission of
	response time and feedback on		assignments is noted on the syllabi but not
	assignments is clearly stated	S	the instructors response time
	The requirements for learner interaction		·
	are clearly stated	S	
	are crearry stated	3	
Other	Course/program has been reviewed by		
	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
		3	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
i	· ·		i
	program/course (ex: program review)	S	

B1=454	Introduction to Automated		
PLT 101	Mechanical Processes	Rating	Comments
Course	Learners are introduced to the purpose		Includes course description, teaching
Overview	and structure of the course	S	procedures, and topical outline by class.
	Course and/or institutional policies with		
	which the learner is expected to comply		Participation expectations are noted,
	are clearly stated (or link to policies is		along with academic honesty and
	provided)	E	attendance policies
	Instructor's name and contact info		
	(office location, hours, email) are stated	S	
			no prerequisites with exception of
	Prerequisite knowledge and/or required		remedial core skill requirements based on
	competencies are clearly stated	S	placement testing
			Program website mentions occupations
			but does not specifically indicate which
	Relationship of the course/program to		positions the program prepares students
	career opportunities and occupational		for. Career Info is provided on MWCC
	and/or life skills are stated	S	Career Coach website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		Course objectives should be edited for
	outcomes that are measurable	S	typos and grammatical errors.
	The module/unit level learning		
	objectives or competencies describe outcomes that are measurable and		
	consistent with the course-level		Syllabus outline by class aligns to course
	objectives / competencies	S	objectives.
	All learning objectives or competencies		objectives.
	are stated clearly and written from the		Course objectives should be edited for
	learner's perspective	S	typos and grammatical errors.
	The relationship between learning		typos and grammatical errors.
	objectives or competencies and course		Course description and activities align well
	activities is clearly stated	E	to course objectives
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment			Only reviewed the Challenge Exam, did not
and	The assessments measure the stated		review in class assignments/lab
Measurement	learning objectives or competencies	S	evaluations, etc.
	The course grading policy is stated		
	clearly	S	
	Specific and descriptive criteria are		Grading scale not provided on the syllabi.
	provided for the evaluation of learners'		Opportunity for Improvement: include
	work and are tied to the course grading		details about in-class assignment(s) and
	policy	U	how it will be graded on the course syllabi.
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	S	
	The course provides learners with		
	multiple opportunities to track their		
	learning progress	n/a	To be determined.

Course			Uses Blackboard online platform to
Technology	The tools used in the course support the		supplement course, along with
(including	learning objectives and competencies	S	mechatronics training system
equipment)	Course tools promote learner		meenatiemee trammig system
equipment	engagement and active learning	S	
		3	
	Technologies required in the course are		
	readily available	S	
	Course technologies are current	S	
Learner	The course instructions articulate or link		
Support	to an explanation of how the institution's		Syllabus includes reference to computer
	academic support services and resources		help desk, student email, academic
	can help learners succeed in the course		support center, library, reference
	and how learners can obtain them	Е	materials and more
			Includes statement on disabilities and
	Course instructions articulate or link to		referral information. Opportunity for
	the institution's accessibility policies and		Improvement: Include phone numbers /
	services	S	emails for contacts
Industry	If the course is aligned to industry		
Alignment and	recognized credentials, the purpose and		No mention of industry recognized
Credentials	requirements for obtaining credentials is		credentials is noted in program materials /
Credentials	clearly stated	n/a	descriptions.
	The relationship between course	-	·
	learning objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	n/a	
	Credential assessment scheduling and	,	
	location is accessible to students	n/a	
	The learning outcomes reflect current	,	
	industry trends	S	
	,		
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		
iviateriais	and module/unit learning objectives or		
	competencies	S	
		-	Syllabus includes teaching procedures and
			information on course supplements
			(online). Improvement Opportunity:
	Both the purpose of instructional		include assignments (labs, chapters to be
	materials and how the materials are to		read, etc.) on the syllabus schedule to
	be used for learning activities are clearly		allow multiple references and access (not
	explained	S	just through Blackboard) to assignments.
	All instructional materials used in the		, , , , , , , , , , , , , , , , , , , ,
	course are appropriately cited	S	
	The instructional materials are current	S	
	The mistractional materials are current	3	
	A consistence of in admiration 1		lecture, online learning modules,
	A variety of instructional materials are		reference books, and manufacturing lab /
	used in the course	S	mechatronics training system

	The distinction between required and		
	optional materials is clearly explained	S	
	, .		
Course	The learning activities promote the		
			Utilizes hands-on activities and real-world
Activities and	achievement of the stated learning		
Learner	objectives or competencies	S	scenarios
Interaction	The learning activities provide		
	opportunities for interaction that		
	support active learning	S	
			Syllabus does not include a schedule of
	The instructor's plan for classroom		assignment due dates. It does note that
	response time and feedback on		assignments will be posted through
	assignments is clearly stated	U	Blackboard.
	The requirements for learner interaction		Blackboard.
		c	Double in a big a good associated in a control
	are clearly stated	S	Participation and expectations noted
Online	The course instructions articulate or link		Instructions for accessing Blackboard,
Courses	to a clear description of the technical		along with MWCC's Computer Help Desk
	support offered and how to obtain it	Е	are noted on syllabus
	Instructions make clear how to get		are noted on syndaus
	started and where to find various course		
		c	
	components	S	
	Etiquette expectations for online		
	discussions, email and other forms of		
	communication are clearly stated	n/a	
		, ۵	
	The course provides alternative means of		
	access to course materials in formats		
	that meet the needs of diverse learners	n/a	
	Course navigation and multimedia		
	facilitate ease of use and course design		Blackboard is an excellent platform for
	facilitates readability	S	online learning
	Minimum technology requirements are		
	clearly stated and instructions for use		
	are provided	S	
	ore provided		Opportunity for improvement. Minimum
			skills are inferred by requirements (email
	Minimum technical skills expected of the		and use of Blackboard) but not expressly
		c	
	learner are clearly stated	S	stated.
	The self-introduction by the instructor is	,	
	appropriate and available online	n/a	
	Learners are asked to introduce		
	themselves to the class	n/a	
Other	Course/program has been reviewed by		
	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	-	٠	
	content	S	

Support services and resources for students are accessible	S	
A policy/process is in place for continuous improvement of		
program/course (ex: program review)	S	

PLT 104	Introduction to Programmable Logic		
FLI 104	Controls	Rating	Comments
Course	Learners are introduced to the purpose		Includes course description, teaching
Overview	and structure of the course	S	procedures, and topical outline by class.
	Course and/or institutional policies with		
	which the learner is expected to comply		Participation expectations are noted,
	are clearly stated (or link to policies is		along with academic honesty and
	provided)	E	attendance policies
	Instructor's name and contact info		
	(office location, hours, email) are stated	S	
			no prerequisites with exception of
	Prerequisite knowledge and/or required		remedial core skill requirements based on
	competencies are clearly stated	S	placement testing
			Program website mentions occupations
			but does not specifically indicate which
	Relationship of the course/program to		positions the program prepares students
	career opportunities and occupational		for. Career Info is provided on MWCC
	and/or life skills are stated	S	Career Coach website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		Syllabus outline by class aligns to course
	objectives / competencies	S	objectives.
	All learning objectives or competencies	3	objectives.
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning	<u> </u>	
	objectives or competencies and course		Course description and activities align well
	activities is clearly stated	E	to course objectives
	The learning objectives or competencies		,
	are suited to the level of the course	S	
Assessment	The accessments measure the stated		Did not review in class assignments /lsh
and	The assessments measure the stated	S	Did not review in class assignments/lab evaluations, etc.
Measurement	learning objectives or competencies The course grading policy is stated	3	Evaluations, etc.
	clearly	S	
	Specific and descriptive criteria are		Grading scale not provided on the syllabi.
	provided for the evaluation of learners'		Opportunity for Improvement: include
	work and are tied to the course grading		details about in-class assignment(s) and
	policy	U	how it will be graded on the course syllabi.

	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	n/a	To be developed.
Course Technology (including	The tools used in the course support the learning objectives and competencies	S	Utilizes Blackboard online platform to supplement course, along with mechatronics training system
equipment)	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
		,	
Learner Support	The 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	E	Syllabus includes reference to computer help desk, student email, academic support center, library, reference materials and more
	Course instructions articulate or link to the institution's accessibility policies and services	S	Includes statement on disabilities and referral information. Opportunity for Improvement: Include phone numbers / emails for contacts
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials in program materials / descriptions.
	The relationship between course learning objectives or competencies and credential objectives or competencies is		
	clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
	·		
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Syllabus includes teaching procedures and information on course supplements (online). Improvement Opportunity: include assignments (labs, chapters to be read, etc.) on the syllabus schedule to allow multiple references and access (not just through Blackboard) to assignments.

	All instructional materials used in the		
	course are appropriately cited	S	
	The instructional materials are current	S	
			lecture, online learning modules,
	A variety of instructional materials are		reference books, and manufacturing lab /
	used in the course	S	mechatronics training system
		3	mechationics training system
	The distinction between required and	c	
	optional materials is clearly explained	S	
<u> </u>	The Legacian policities are seen to the		
Course	The learning activities promote the		Utilizes hands-on activities and real-world
Activities and	achievement of the stated learning	S	
Learner	objectives or competencies The learning activities provide	3	scenarios
Interaction	opportunities for interaction that		
	support active learning	S	
	support active learning	3	
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	n/a	To be developed
	The requirements for learner interaction		
	are clearly stated	S	Participation and expectations noted
Online	The course instructions articulate or link		Instructions for accessing Blackboard,
Courses	to a clear description of the technical		along with MWCC's Computer Help Desk
	support offered and how to obtain it	Е	are noted on syllabus
	Instructions make clear how to get		
	started and where to find various course		
	components	S	
	Etiquette expectations for online		
	discussions, email and other forms of	,	
	communication are clearly stated	n/a	
	The course provides alternative means of		
	access to course materials in formats	_	
	that meet the needs of diverse learners	n/a	
	Course navigation and multimedia		
	facilitate ease of use and course design		
	facilitates readability	S	
	Minimum technology requirements are		
	clearly stated and instructions for use	_	
	are provided	S	Minimum chille are informed by
	Minimum tochnical skills avenueted of the		Minimum skills are inferred by
	Minimum technical skills expected of the	S	requirements (email and use of Blackboard) but not expressly stated.
	learner are clearly stated The self-introduction by the instructor is	3	biackboard) but not expressly stated.
	appropriate and available online	n/a	
	Learners are asked to introduce	11/ 0	
	themselves to the class	n/a	
	themselves to the class	11/ a	

Other	Course/program has been reviewed by		
	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	

PLT 128	Hydraulics and Pneumatics	Rating	Comments
Course	Learners are introduced to the purpose		Includes course description, teaching
Overview	and structure of the course	S	procedures, and topical outline by class.
	Course and/or institutional policies with		
	which the learner is expected to comply		Participation expectations are noted,
	are clearly stated (or link to policies is		along with academic honesty and
	provided)	E	attendance policies
	Instructors name and contact info (office		
	location and hours, email) are stated	S	
			no prerequisites with exception of
	Prerequisite knowledge and/or required		remedial core skill requirements based on
	competencies are clearly stated	S	placement testing
			Program website mentions occupations but does not specifically indicate which
	Relationship of the course/program to		positions the program prepares students
	career opportunities and occupational		for. Career Info is provided on MWCC
	and/or life skills are stated	S	Career Coach website
	,.		
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		Syllabus outline by class aligns to course
	objectives / competencies	S	objectives.
	All learning objectives or competencies		
	are stated clearly and written from the	_	
	learner's perspective	S	clear and concise
	The relationship between learning		
	objectives or competencies and course		Course description and activities appear to
	activities is clearly stated	S	align well to course objectives
	The learning objectives or competencies		
	are suited to the level of the course	S	
	The assessments measure the stated		Challenge exam aligns well to course
	learning objectives or competencies	S	objectives

	The course grading policy is stated		
	clearly	S	
	·		
	Specific and descriptive criteria are		Grading scale not provided on the syllabi.
	provided for the evaluation of learners'		Include details about in-class
Assessment	work and are tied to the course grading	U	assignment(s) and how it will be graded on the course syllabi.
and	The assessment instruments selected are	U	the course synabi.
Measurement	sequenced, varied, and suited to the		
	learner work being assessed	S	
	The course provides learners with		
	multiple opportunities to track their	_	
	learning progress	n/a	To be determined
Course			Utilizes Blackboard online platform to
Technology	The tools used in the course support the		supplement course, along with
(including	learning objectives and competencies	S	mechatronics training system
equipment)	Course tools promote learner	S	
	engagement and active learning	3	A
	Technologies required in the course are		Assumes that MWCC has computers with
	readily available	S	internet access available to students
	Course technologies are current	S	
Learner	The course instructions articulate or link		
Support	to an explanation of how the institution's		Syllabus includes reference to computer
	academic support services and resources		help desk, student email, academic
	can help learners succeed in the course and how learners can obtain them	Е	support center, library, reference materials and more
	Course instructions articulate or link to	<u> </u>	materials and more
	the institution's accessibility policies and		Includes statement on disabilities and
	services	S	referral information.
Industry	If the course is aligned to industry		
Alignment and	recognized credentials, the purpose and		No mention of industry recognized
Credentials	requirements for obtaining credentials is		credentials is noted in program materials /
Credentials	clearly stated	n/a	descriptions.
	The relationship between course		
	learning objectives or competencies and		
	credential objectives or competencies is	_	
	clearly stated	n/a	
	Credential assessment scheduling and		
	location is accessible to students	n/a	
	The learning outcomes reflect current		
	industry trends	S	
In about 1	The instructional materials as a tribute.		
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		
	and module/unit learning objectives or competencies	S	
	competences	,	
	Both the purpose of instructional		Syllabus includes teaching procedures and
	materials and how the materials are to	S	chapter/reading assignments

	be used for learning activities are clearly explained		
	All instructional materials used in the		
	course are appropriately cited	S	
	The instructional materials are current	S	
			online learning modules, reference books,
	A variety of instructional materials are		and manufacturing lab / mechatronics
	used in the course	S	training system
	The distinction between required and		<i>.</i>
	optional materials is clearly explained	S	
	, ,		
Course Activities and	The learning activities promote the achievement of the stated learning		Utilizes online learning activities and
Learner	objectives or competencies	S	manufacturing lab/equipment
Interaction	The learning activities provide		
	opportunities for interaction that	c	
	support active learning	S	
	The instructor's plan for classroom		
	response time and feedback on	_	
	assignments is clearly stated	n/a	To be determined.
	The requirements for learner interaction		Participation expectations noted on
	are clearly stated	S	syllabus
Online	The course instructions articulate or link		Instructions for accessing email and
Courses	to a clear description of the technical		Blackboard, along with MWCC's Computer
	support offered and how to obtain it	E	Help Desk are noted on syllabus
	Instructions make clear how to get		
	started and where to find various course		
	components	S	
	Etiquette expectations for online		
	discussions, email and other forms of		
	communication are clearly stated	n/a	
	The course provides alternative means of		
	access to course materials in formats		
	that meet the needs of diverse learners	n/a	
	Course navigation and multimedia		
	facilitate ease of use and course design		
	facilitates readability	S	
	Minimum technology requirements are		
	clearly stated and instructions for use		
	are provided	S	
			Minimum skills are inferred by
	Minimum technical skills expected of the		requirements (email and use of
	learner are clearly stated	S	Blackboard) but not expressly stated.
	The self-introduction by the instructor is		
	appropriate and available online	n/a	
	Learners are asked to introduce	_	
	themselves to the class	n/a	

Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course		
	content	S	
	Support services and resources for students are accessible	S	Course instructor is readily available to students for additional tutoring and support outside of regular hours (evenings and weekends)
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

	Introduction to Injection Molding		
PLT 130	and Extrusion of Plastics	Rating	Comments
Carrage		nating	
Course	Learners are introduced to the purpose		Syllabus contains course description
Overview	and structure of the course	S	including methodology.
	Course and/or institutional policies with		
	which the learner is expected to comply		Participation expectations are noted,
	are clearly stated (or link to policies is provided)	E	along with academic honesty and attendance policies
			attenuance policies
	Instructor's name and contact info		T00
	(office location, hours, email) are stated	S	TBD
			No course prerequisites. Student
			presentation requires knowledge and use
			of PowerPoint, but it is not stated on the
	Prerequisite knowledge and/or required		syllabus as an expectation nor does it
	competencies are clearly stated	S	appear to be taught during the class.
	Relationship of the course/program to		Program website mentions occupations
	career opportunities and occupational		and provides a link to explore career
	and/or life skills are stated	S	opportunities (Career Coach)
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		
	objectives / competencies	S	course outline aligns to course objectives.
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		Course description and activities alice well
	objectives or competencies and course activities is clearly stated	S	Course description and activities align well to course objectives
	The learning objectives or competencies	3	to course objectives
	are suited to the level of the course	S	
	are suited to the level of the course	3	

		1	[
Assessment			Did not review any exams. Assignments
and	The assessments measure the stated		appear to align well to objectives /
Measurement	learning objectives or competencies	S	outcomes
	The course grading policy is stated		
	clearly	Е	
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		Grading scale not included on syllabus.
	work and are tied to the course grading		Excellent description of assessment and
		c	
	policy	S	grading.
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	S	
	The course provides learners with		
	multiple opportunities to track their		
	learning progress	S	
	learning progress	3	
			Liville Bl. II. II. II. II.
Course			Utilizes Blackboard online platform to
Technology	The tools used in the course support the		supplement course, along with simulated
(including	learning objectives and competencies	S	process examples
equipment)	Course tools promote learner		
equipment	engagement and active learning	S	
	Technologies required in the course are		
	readily available	S	
	•		
	Course technologies are current	S	
Learner			Syllabus includes reference to academic
Support	The course instructions articulate or link		support center and library. As Blackboard
очьь	to an explanation of how the institution's		is required component of class,
	academic support services and resources		instructions for accessing and referral to
	can help learners succeed in the course		computer technical assistance should also
	•	ς	T =
	and how learners can obtain them	S	be provided
	and how learners can obtain them Course instructions articulate or link to	S	be provided
	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and		be provided Includes statement on disabilities and
	and how learners can obtain them Course instructions articulate or link to	S	be provided
	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services		be provided Includes statement on disabilities and
Industry	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and		be provided Includes statement on disabilities and
-	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services		be provided Includes statement on disabilities and
Alignment and	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services If the course is aligned to industry recognized credentials, the purpose and		be provided Includes statement on disabilities and referral information. No mention of industry recognized
-	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is	S	be provided Includes statement on disabilities and referral information. No mention of industry recognized credentials is noted in program materials /
Alignment and	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated		be provided Includes statement on disabilities and referral information. No mention of industry recognized
Alignment and	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course	S	be provided Includes statement on disabilities and referral information. No mention of industry recognized credentials is noted in program materials /
Alignment and	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies and	S	be provided Includes statement on disabilities and referral information. No mention of industry recognized credentials is noted in program materials /
Alignment and	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies and credential objectives or competencies is	S n/a	be provided Includes statement on disabilities and referral information. No mention of industry recognized credentials is noted in program materials /
Alignment and	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	S	be provided Includes statement on disabilities and referral information. No mention of industry recognized credentials is noted in program materials /
Alignment and	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated Credential assessment scheduling and	S n/a	be provided Includes statement on disabilities and referral information. No mention of industry recognized credentials is noted in program materials /
Alignment and	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated Credential assessment scheduling and location is accessible to students	S n/a	be provided Includes statement on disabilities and referral information. No mention of industry recognized credentials is noted in program materials /
Alignment and	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated Credential assessment scheduling and location is accessible to students The learning outcomes reflect current	n/a n/a	be provided Includes statement on disabilities and referral information. No mention of industry recognized credentials is noted in program materials /
Alignment and	and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated Credential assessment scheduling and location is accessible to students	S n/a	be provided Includes statement on disabilities and referral information. No mention of industry recognized credentials is noted in program materials /
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Instructional	and module/unit learning objectives or		
Materials	competencies		
			Syllabus includes teaching procedures and
			information on course supplements
			· · · ·
			(online). Improvement Opportunity:
	Both the purpose of instructional		include assignments (labs, chapters to be
	materials and how the materials are to		read, etc.) on the syllabus schedule to
	be used for learning activities are clearly		allow multiple references and access (not
	explained	S	just through Blackboard) to assignments.
	All instructional materials used in the		
	course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are		
	used in the course	S	online learning modules and textbook
	The distinction between required and		
	optional materials is clearly explained	S	
	ориски постанования в применения постанования постановани		
Course			Utilizes online learning activities and
Course	- · · · · · · · · · · · · · · · · · · ·		Utilizes online learning activities and
Activities and	The learning activities promote the		manufacturing lab/equipment, as well as
Learner	achievement of the stated learning		written paper and presentation to assess
Interaction	objectives or competencies	S	learning
	The learning activities provide		
	opportunities for interaction that		
	support active learning	S	
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	S	
	The requirements for learner interaction		
	I	S	Participation and expectations noted
	are clearly stated	3	Participation and expectations noted
Online	The course instructions articulate or link		Include instructions for accessing
Courses	to a clear description of the technical		Blackboard and technical support
	support offered and how to obtain it	U	resources
	Instructions make clear how to get		
	started and where to find various course		
	components	S	
			Includes a statement of civil discourse and
	Etiquette expectations for online		respect. Statement could be slightly
	discussions, email and other forms of		expanded to include civil discourse related
	communication are clearly stated	S	to communication
		<u> </u>	to communication
	The course provides alternative means of		
	access to course materials in formats		
	that meet the needs of diverse learners	S	
	Course navigation and multimedia		
	facilitate ease of use and course design		
	facilitates readability	S	
	Minimum technology requirements are		
	clearly stated and instructions for use		
	are provided	S	
	are provided	J	

	Minimum technical skills expected of the		
	learner are clearly stated	S	
	The self-introduction by the instructor is		
	appropriate and available online	n/a	
	Learners are asked to introduce		
	themselves to the class	n/a	
Other	Course/program has been reviewed by		
	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	
	The state of the s		·

NOTE: The course overview included on the syllabus appears to be for a different class (discusses ethics). Should be reviewed and edited as needed

PLT 220	Statistical Process Control	Rating	Comments
Course			Syllabus contains detailed course
Overview			description and instructional philosophy.
	Learners are introduced to the purpose		Also includes methods of instruction and
	and structure of the course	E	course schedule
	Course and/or institutional policies with		
	which the learner is expected to comply		Attendance, late assignments, and
	are clearly stated (or link to policies is		academic honest/plagiarism policies noted
	provided)	S	on syllabus
	Instructor's name and contact info		
	(office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	ENG and MAT prerequisites are noted
	Relationship of the course/program to		
	career opportunities and occupational		Instructional philosophy notes various
	and/or life skills are stated	E	occupations aligned to course topic
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and	S	course outline aligns to course objectives.

	.		
	consistent with the course-level		
	objectives / competencies		
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		
	objectives or competencies and course		Course description and activities align well
		_	
	activities is clearly stated	S	to course objectives
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment	The assessments measure the stated		
		c	Assessments not evaluated for alignment
and	learning objectives or competencies	S	Assessments not evaluated for alignment.
Measurement	The course grading policy is stated		
	clearly	S	
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading		
		c	
	policy	S	
	The assessment instruments selected are		Multiple quizzes, along with 2 exams,
	sequenced, varied, and suited to the		student presentation and paper are
	learner work being assessed	S	sequenced throughout the course
	The course provides learners with		
	1		Assessment of learning is seen as a
	multiple opportunities to track their	_	Assessment of learning is sequenced
	learning progress	E	throughout the course
Course			
Technology	The tools used in the course support the		Multiple methodologies and resources are
	learning objectives and competencies	S	used to enhance student learning
(including	Course tools promote learner		Instruction methods emphasize student
equipment)	engagement and active learning	S	engagement with the learning process
	Technologies required in the course are		engagement with the learning process
	readily available	S	
	Course technologies are current	S	
Learner			Syllabus includes reference to academic
	The second instructions outled an link		•
Support	The course instructions articulate or link		support center and library. As Blackboard
	to an explanation of how the institution's		is required component of class,
	academic support services and resources		instructions for accessing and referral to
	can help learners succeed in the course		computer technical assistance should also
	and how learners can obtain them	S	be provided
	Course instructions articulate or link to		Syllabus includes statement for students
			•
	the institution's accessibility policies and		with disabilities and referral to disability
	services	S	services.
Industry	If the course is aligned to industry		No mention of industry recognized
Alignment and	recognized credentials, the purpose and		credentials is noted in program materials /
_	requirements for obtaining credentials is		descriptions. Instructor will add new
Credentials		2/2	•
1	clearly stated	n/a	section.

	The relationship between course		
	learning objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	n/a	Instructor will add ASQ Information.
	Credential assessment scheduling and		
	_	,	
	location is accessible to students	n/a	
	The learning outcomes reflect current		
	industry trends	S	
	madstry trends	J	
Instructional	The instructional materials contribute to		
	the achievement of the stated course		
Materials			
	and module/unit learning objectives or		
	competencies	S	
	·		Syllabus includes teaching procedures and
			= :
			information on course supplements.
			Improvement Opportunity: include
	Both the purpose of instructional		assignments (labs, chapters to be read,
	materials and how the materials are to		
			etc.) on the syllabus schedule to allow
	be used for learning activities are clearly		multiple reference and access (not just
	explained	S	through Blackboard) to assignments.
	All instructional materials used in the		
	course are appropriately cited	E	
	The instructional materials are current	S	
		3	
	A variety of instructional materials are		Multiple materials are utilized (text,
	used in the course	S	manuals, video's, etc.)
	used in the course		manuals, video s, etc.,
			Required textbook and tools are noted,
	The distinction between required and		references and video's indicate that they
	=	_	
	optional materials is clearly explained	E	will be provided or shown in class
Course			
	The learning activities promote the		Multiple methods of instruction and
Activities and	- · · · · · · · · · · · · · · · · · · ·		· · · · · · · · · · · · · · · · · · ·
Learner	achievement of the stated learning		student engagement are noted and are
	objectives or competencies	S	aligned to learning objectives
Interaction	The learning activities provide		
	opportunities for interaction that		
	support active learning	S	
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	S	
		3	
	The requirements for learner interaction		
	are clearly stated	S	
2 "			
Online			
Courses	The course instructions articulate or link		
Courses			
	to a clear description of the technical		Instructor developing one-page info sheet
	support offered and how to obtain it	S	on Blackboard.
	Instructions make clear how to get		
	=		
	started and where to find various course		
	components	S	
L			1

			Includes a statement of civil discourse and
	Etiquette expectations for online		respect. Statement could be slightly
	discussions, email and other forms of		expanded to include civil discourse related
	communication are clearly stated	S	to communication
	The course provides alternative means of		
	access to course materials in formats		
	that meet the needs of diverse learners	S	
	Course navigation and multimedia		
	facilitate ease of use and course design		Blackboard is a commonly used and good
	facilitates readability	S	choice for online learning modules
	Minimum technology requirements are		
	clearly stated and instructions for use		
	are provided	S	
	·		Minimum technical skills are inferred by
	Minimum technical skills expected of the		requirements (email and use of
	learner are clearly stated	S	Blackboard) but not expressly stated.
	The self-introduction by the instructor is		
	appropriate and available online	n/a	
	Learners are asked to introduce	.,, -	
	themselves to the class	n/a	
		,	
Other	Course/program has been reviewed by		
Other	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for	-	
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	
<u> </u>			

PLT 223	Production Design	Rating	Comments
Course			Syllabus contains course description and
Overview			course structure is inferred through
			assessment and grading outline.
			Opportunities for improvement: outline
	Learners are introduced to the purpose		teaching methodologies and add class
	and structure of the course	S	schedule/outline
	Course and/or institutional policies with		
	which the learner is expected to comply		Attendance, late assignments, and
	are clearly stated (or link to policies is		academic honesty/plagiarism policies
	provided)	S	noted on syllabus
	Instructor's name and contact info		
	(office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	

Career opportunities and occupational and/or life skills are stated S S S		Relationship of the course/program to		Program website mentions occupations
Learning Objectives The course learning objectives, or course/program competencies, describe outcomes that are measurable The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the learner's perspective The relationship between learning objectives or competencies are suited to the level of the course Assessment and Measurement The assessments measure the stated learning objectives or competencies The course grading policy is stated clearly Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed The course provides learners with multiple opportunities to track their learning objectives and competencies Course Course The tools used in the course support the learning objectives and competencies Scourse tools promote learner equipment) The tools sed in the course are readily available Course technologies required in the course are readily available Course technologies are current The course instructions articulate or link to an explanation of how the institution's is required component of class of required and active learning support center and library. As Blackboard is required component of class of required and component of class of required and component of class of required component of class of req		1		T
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Learning objectives or competencies S learning outcomes		The assessments measure the stated		
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Course Technology (including equipment) Course tools promote learning Emphasis is placed on completion of projects by students Technologies required in the course are readily available Course technologies are current Learner Support The course instructions articulate or link to an explanation of how the institution's Technologies required in the course are readily available N/a Emphasis is placed on completion of projects by students Syllabus includes reference to academic support center and library. As Blackboard is required component of class,		-		
Technology (including equipment) Course tools promote learner engagement and active learning S Emphasis is placed on completion of projects by students Technologies required in the course are readily available n/a		learning progress	n/a	To be determined
Technology (including equipment) Course tools promote learner engagement and active learning S Emphasis is placed on completion of projects by students Technologies required in the course are readily available n/a				
Technology (including equipment) Course tools promote learner engagement and active learning S Emphasis is placed on completion of projects by students Technologies required in the course are readily available n/a	Course	The tools used in the course support the		
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Learner Support The course instructions articulate or link to an explanation of how the institution's Syllabus includes reference to academic support center and library. As Blackboard is required component of class,		Course technologies are current	n/a	
Support The course instructions articulate or link to an explanation of how the institution's support center and library. As Blackboard is required component of class,				
Support The course instructions articulate or link to an explanation of how the institution's support center and library. As Blackboard is required component of class,	Learner			Syllabus includes reference to academic
to an explanation of how the institution's is required component of class,		The course instructions articulate or link		I
		to an explanation of how the institution's		
academic support services and resources Instructions for accessing and referral to		academic support services and resources		instructions for accessing and referral to
can help learners succeed in the course computer technical assistance should also		1		T =
and how learners can obtain them S be provided	1	1		المماسية بالماسية الماسية الما

	Course instructions articulate or link to the institution's accessibility policies and services	S	Syllabus includes statement for students with disabilities and referral to disability services.
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials is noted in program materials / descriptions.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	n/a	To be determined
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	S	No optional materials noted
Course Activities and Learner	The learning activities promote the achievement of the stated learning objectives or competencies	S	With emphasis on discourse objectives, class projects and presentation are appropriate activities
Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	Participation is noted as a component of grading, but instructor expectations for students should be included
C "			
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	S	

	Instructions make clear how to get		
	started and where to find various course		
	components	S	
	components		Includes a statement of civil discourse and
	Friends and stations for a disc		
	Etiquette expectations for online		respect. Statement could be slightly
	discussions, email and other forms of		expanded to include civil discourse related
	communication are clearly stated	S	to communication
	The course provides alternative means of		
	access to course materials in formats		
	that meet the needs of diverse learners	S	
	Course navigation and multimedia		
			Disabbased is a sementary wood and so ad
	facilitate ease of use and course design	•	Blackboard is a commonly used and good
	facilitates readability	S	choice for online learning modules
	Minimum technology requirements are		
	clearly stated and instructions for use		
	are provided	S	
			Minimum technical skills are inferred by
	Minimum technical skills expected of the		requirements (email and use of
	-	c	
	learner are clearly stated	S	Blackboard) but not expressly stated.
	The self-introduction by the instructor is		
	appropriate and available online	n/a	
	Learners are asked to introduce		
	themselves to the class	n/a	
Other	Course/program has been reviewed by		
	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
		c	
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	
L	, , , , , ,		

PLT 224	Principles of Supervision	Rating	Comments
Course			Syllabus contains detailed course
Overview	Learners are introduced to the purpose		description and includes teaching
	and structure of the course	S	methodology for the course
	Course and/or institutional policies with		Attendance and academic
	which the learner is expected to comply		honesty/plagiarism policies noted on
	are clearly stated (or link to policies is		syllabus. Addition of late assignment
	provided)	S	policy is also suggested.
	Instructor's name and contact info		
	(office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	

	Relationship of the course/program to		
	career opportunities and occupational		
	and/or life skills are stated	S	MWCC Career Coach site
Learning	The course learning objectives, or		
_	course/program competencies, describe		
Objectives		_	
	outcomes that are measurable	S	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		Class schedule/topics align to learning
	objectives / competencies	S	outcomes
	All learning objectives or competencies		
	are stated clearly and written from the		
		c	
	learner's perspective	S	
	The relationship between learning		
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment	The assessments measure the stated		
	learning objectives or competencies	S	
and		J	
Measurement	The course grading policy is stated	6	
	clearly	S	
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	S	grading scale not included
	The assessment instruments selected are		
	sequenced, varied, and suited to the		Multiple quizzes and other assessments
	learner work being assessed	S	are utilized and sequenced appropriately
	learner work being assessed		Learning assessments are scheduled
	The source provides learners with		_
	The course provides learners with		frequently. It is assumed that students
	multiple opportunities to track their	_	received feedback/grades in a timely
	learning progress	S	manner
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner		
_	engagement and active learning	S	in class discussions and research
equipment)		<u> </u>	ווו כומסט מוטכמסטוטווט מווע רבטבמו נוו
	Technologies required in the course are	. ,	
	readily available	n/a	
	Course technologies are current	n/a	
Learner			Syllabus includes reference to academic
Support	The course instructions articulate or link		support center and library. As Blackboard
Заррогс	to an explanation of how the institution's		is required component of class,
	academic support services and resources		instructions for accessing and referral to
	can help learners succeed in the course		computer technical assistance should also
		,	I - I
	and how learners can obtain them	S	be provided

	Course instructions articulate or link to		Syllabus includes statement for students
	the institution's accessibility policies and		with disabilities and referral to disability
		S	•
	services	3	services.
Industry	If the course is aligned to industry		Course is aligned to AACSB standards,
Alignment and	recognized credentials, the purpose and		which ensure quality practices in
_	requirements for obtaining credentials is		management. Instructor will add
Credentials	-		_
	clearly stated	S	information to syllabus.
	The relationship between course		
	learning objectives or competencies and		
	credential objectives or competencies is		Primary text is aligned to AACSB
	clearly stated	S	standards, as are learning objectives
	Credential assessment scheduling and		Startagras) as are rearring objectives
	_		
	location is accessible to students	S	Instructor will add section about AACSB
	The learning outcomes reflect current		
	industry trends	S	
	,		
In also 12	The instructional restauted 1990 to 1		
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		
	and module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional		
	materials and how the materials are to		Opportunity for improvement: include
	be used for learning activities are clearly		text/chapter reading assignments on the
	explained	S	class schedule
	All instructional materials used in the		
	course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are		
	used in the course	S	
	The distinction between required and		
	optional materials is clearly explained	S	No optional materials noted
	optional materials is crearly explained	<u> </u>	140 optional materials noted
Course	The learning activities promote the		
Activities and	achievement of the stated learning		
Learner	objectives or competencies	S	
	The learning activities provide		
Interaction			
	opportunities for interaction that	_	l
	support active learning	S	in-class discussions
	The instructor's plan for classes and		
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	S	
			Participation is noted as a component of
	The requirements for learner interaction		1
	The requirements for learner interaction		grading, but it is suggested that instructor
	are clearly stated	S	expectations for students be included
Online			
	The service instructions out: 1.1. 20.1		
Courses	The course instructions articulate or link		1
	to a clear description of the technical		Instructor will develop one-page
	support offered and how to obtain it	S	Blackboard instruction sheet.

	Instructions make clear how to get		
	started and where to find various course		
	components	S	
			Syllabus Includes a statement of civil
	Etiquette expectations for online		discourse and respect. Statement could be
	discussions, email and other forms of		slightly expanded to include civil discourse
	communication are clearly stated	S	related to communication
	The course provides alternative means of		
	access to course materials in formats		
	that meet the needs of diverse learners	S	
	Course navigation and multimedia		
	facilitate ease of use and course design		Blackboard is a commonly used and good
	facilitates readability	S	choice for online learning modules
	Minimum technology requirements are		
	clearly stated and instructions for use		
	are provided	S	
			Minimum technical skills are inferred by
	Minimum technical skills expected of the		requirements (email and use of
	learner are clearly stated	S	Blackboard) but not expressly stated.
	The self-introduction by the instructor is		blackboard) but not expressly stated.
	appropriate and available online	S	
	Learners are asked to introduce		
	themselves to the class	S	
	themselves to the class		
Other	Course/program has been reviewed by		
	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	

PLT 226	Materials Design and Applications	Rating	Comments
Course	Learners are introduced to the purpose		Syllabus contains detailed course
Overview	and structure of the course	S	description and methods of instruction.
	Course and/or institutional policies with		
	which the learner is expected to comply		Attendance, late assignments, and
	are clearly stated (or link to policies is		academic honesty/plagiarism policies
	provided)	S	noted on syllabus.
	Instructor's name and contact info		
	(office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to		Program website mentions occupations
	career opportunities and occupational		and provides a link to explore career
	and/or life skills are stated	S	opportunities (Career Coach)

Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
Objectives	outcomes that are measurable	S	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		Class schedule/topics align to learning
	objectives / competencies	S	outcomes
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment	The assessments measure the stated		Assessments were not reviewed. Quiz
and	learning objectives or competencies	S	topics are noted on class schedule
Measurement			Late assignment policy indicates due dates
			are included in course syllabus, but these
	The course grading policy is stated		assignment dates are not listed on the
	clearly	S	class schedule in the syllabus.
	Specific and descriptive criteria are	3	class scriedule iii tile syllabus.
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	S	
	policy	3	There is a discrepancy between class
			schedule and assessment & grading
	The assessment instruments selected are		(schedule shows 3 quizzes and a final,
	sequenced, varied, and suited to the		grading shows mid-term, final, and 2
	learner work being assessed	S	quizzes)
	rearrier work being assessed	,	,
	The account manifely leaves 201		Learning assessments are scheduled and
	The course provides learners with		sequenced appropriately. It is assumed
	multiple opportunities to track their	_	that students received feedback/grades in
	learning progress	S	a timely manner
Course	The toole used in the course suggest !!		
	The tools used in the course support the	_	
Technology	learning objectives and competencies	S	
(including	Course tools promote learner	_	
equipment)	engagement and active learning	S	
	Technologies required in the course are	_	
	readily available	S	
	Course technologies are current	S	

Learner			Syllabus includes reference to academic
Support	The course instructions articulate or link		support center and library. As Blackboard
	to an explanation of how the institution's		is required component of class,
	academic support services and resources		instructions for accessing and referral to
	can help learners succeed in the course		computer technical assistance should also
	and how learners can obtain them	S	be provided
	Course instructions articulate or link to		Syllabus includes statement for students
	the institution's accessibility policies and		with disabilities and referral to disability
	services	S	services.
	Scribes	,	Sci Vices.
Industry	If the course is aligned to industry		
-	recognized credentials, the purpose and		No mention of industry recognized
Alignment and	requirements for obtaining credentials is		credentials is noted in program materials /
Credentials	-	n/2	descriptions.
	clearly stated	n/a	descriptions.
	The relationship between course		
	learning objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	n/a	
	Credential assessment scheduling and		
	location is accessible to students	n/a	
	The learning outcomes reflect current		
	industry trends	S	
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		
	and module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional		
	materials and how the materials are to		Opportunity for improvement: include
	be used for learning activities are clearly		text/chapter reading assignments on the
	explained	S	class schedule
	All instructional materials used in the		class scriedule
	course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are	S	touthook handouts and anline materials
	used in the course	3	textbook, handouts, and online materials
	The distinction between required and	·	no antional materials nated
	optional materials is clearly explained	S	no optional materials noted
Course	The learning activities are mate the		
Course	The learning activities promote the		
Activities and	achievement of the stated learning	_	
Learner	objectives or competencies	S	
Interaction	The learning activities provide		
	opportunities for interaction that		
	support active learning	S	in-class discussions
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	S	
	assignments is clearly stated	3	Bantisia stica is a stad
			Participation is noted as a component of
	The requirements for learner interaction	_	grading, but it is suggested that instructor
	are clearly stated	S	expectations for students be included

Online			
Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	S	
	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	S	Syllabus Includes a statement of civil discourse and respect. Statement could be slightly expanded to include civil discourse related to communication
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	S	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	S	Blackboard is a commonly used and good choice for online learning modules
	Minimum technology requirements are clearly stated and instructions for use are provided	S	
	Minimum technical skills expected of the learner are clearly stated	S	Minimum technical skills are inferred by requirements (email and use of Blackboard) but not expressly stated.
	The self-introduction by the instructor is appropriate and available online Learners are asked to introduce	n/a	
	themselves to the class	n/a	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

EET 103	Introduction to Industrial Electricity	Rating	Comments
Course	Learners are introduced to the purpose		Syllabus contains detailed course
Overview	and structure of the course	S	description and methods of instruction.
	Course and/or institutional policies with		
	which the learner is expected to comply		Attendance, late assignments, and
	are clearly stated (or link to policies is		academic honesty/plagiarism policies
	provided)	S	noted on syllabus.

			T
	Instructor's name and contact info		office location, office hours and phone
	(office location, hours, email) are stated	U	number/ext. should be added to syllabus
	Prerequisite knowledge and/or required		Core/placement skills only prerequisites.
	competencies are clearly stated	S	None noted on syllabus
	Relationship of the course/program to		Program website mentions occupations
	career opportunities and occupational		and provides a link to explore career
	and/or life skills are stated	S	opportunities (Career Coach)
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	E	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		Class schedule/topics align to learning
	objectives / competencies	S	outcomes
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment			Assessments were not reviewed. Quiz
and			topics are noted on class schedule. Hands-
Measurement	The assessments measure the stated		on activities and chapter review
	learning objectives or competencies	S	assignments also included
			Syllabus includes late assignment policy,
			homework due dates and participation
			expectations. Opportunity for
	The course grading policy is stated		improvement: move participation to page
	clearly	S	2 for clarity on course expectations
	Specific and descriptive criteria are	_	, , , , , , , , , , , , , , , , , , , ,
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	S	
	The course provides learners with		
	multiple opportunities to track their		
	learning progress	n/a	To be determined.
		, a	
Course	The tools used in the source support the		Utilizes online learning and manufacturing
Course	The tools used in the course support the	ς	Utilizes online learning and manufacturing
Course Technology	learning objectives and competencies	S	Utilizes online learning and manufacturing lab, with training devices and equipment
		S S	

(including	Technologies required in the course are		
equipment)	readily available	S	
	Course technologies are current	S	
1	The course in structions and includes an link		
Learner	The course instructions articulate or link		
Support	to an explanation of how the institution's		
	academic support services and resources can help learners succeed in the course		Syllabus includes reference to academic
	and how learners can obtain them	S	support center and library.
	and now learners can obtain them	3	Syllabus includes statement for students
	Course instructions articulate or link to		with disabilities and referral to disability
	the institution's accessibility policies and		services. Add phone number for disability
	services	S	services to aid access.
	3ct vices	<u> </u>	Services to and access.
Industry	If the course is aligned to industry		
Alignment and	recognized credentials, the purpose and		No mention of industry recognized
Credentials	requirements for obtaining credentials is		credentials is noted in program materials /
Credentials	clearly stated	n/a	descriptions.
	The relationship between course	.,,	
	learning objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	n/a	
	Credential assessment scheduling and		
	location is accessible to students	n/a	
	The learning outcomes reflect current		
	industry trends	S	
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		
	and module/unit learning objectives or	_	
	competencies	S	
	Both the purpose of instructional		
	materials and how the materials are to		Tanisal sutting includes about a
	be used for learning activities are clearly	_	Topical outline includes chapter
	explained All instructional materials used in the	E	references and describes skill labs
	course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are	_	touth sale blooks and many facturing lab
	used in the course	S	textbook, blackboard, manufacturing lab
	The distinction between required and optional materials is clearly explained	S	no optional materials noted
	optional materials is clearly explained	3	no optional materials noted
Course	The learning activities promote the		
Course	achievement of the stated learning		
Activities and	objectives or competencies	S	
Learner	The learning activities provide		
Interaction	opportunities for interaction that		in-class discussions and hands-on
	support active learning	S	activities/lab
L	1		

	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	n/a	To be determined
			Participation expectations and
	The requirements for learner interaction		preparedness for class are included in
		-	
	are clearly stated	E	syllabus (move to pg. 2 as noted above)
Online	The course instructions articulate or link		Instructions for Blackboard and email
Courses	to a clear description of the technical		access, along with technical support, are
Courses	· ·		
	support offered and how to obtain it	S	noted in syllabus
	Instructions make clear how to get		
	started and where to find various course		
	components	S	
	Etiquette expectations for online		
	discussions, email and other forms of		
	communication are clearly stated	n/a	
			Standard statement on use of Blackboard
	The course provides alternative means of		is included in syllabus, yet it appears
	access to course materials in formats		all/most class assignments and
	that meet the needs of diverse learners	S	•
		3	information is noted on syllabus.
	Course navigation and multimedia		
	facilitate ease of use and course design		Blackboard is a commonly used and good
	facilitates readability	S	choice for online learning modules
	Minimum technology requirements are		_
	clearly stated and instructions for use		
		_	
	are provided	S	
			Minimum technical skills are inferred by
	Minimum technical skills expected of the		requirements (email and use of
	learner are clearly stated	S	Blackboard) but not expressly stated.
		3	Blackboardy but not expressly stated.
	The self-introduction by the instructor is	,	
	appropriate and available online	n/a	
	Learners are asked to introduce		
	themselves to the class	n/a	
Other	Course/program has been reviewed by		
Other			
	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
		_	
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	
	p. 50. and coarse (cm problam review)	,	

PLT 105 (MET	Introduction to Industrial Print	Rating	Comments
105)	Reading		
	Learners are introduced to the purpose and structure of the course	S	Syllabus contains detailed course description and methods of instruction.

	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		Attendance and academic honesty policies
	provided)	S	noted on syllabus.
	Instructor's name and contact info		
Course	(office location, hours, email) are stated	S	
Overview		J	
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	Prerequisites noted
	Relationship of the course/program to		Program website mentions occupations
	career opportunities and occupational		and provides a link to explore career
	and/or life skills are stated	S	opportunities (Career Coach)
Learning	The course learning objectives, or		
	course/program competencies, describe		
Objectives	outcomes that are measurable	S	
		3	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		Class schedule/topics align to learning
	objectives / competencies	S	outcomes
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
			Opportunities for improvement: include
			chapters on topical outline, along with
	The relationship between learning		class/meeting dates to enhance student
	objectives or competencies and course		preparedness and understanding of
	activities is clearly stated	S	expectations
	The learning objectives or competencies	<u> </u>	expectations
		_	
	are suited to the level of the course	S	
A	The consequence of the consequence of		Challenger averageliere to be again.
Assessment	The assessments measure the stated		Challenge exam aligns to learning
and	learning objectives or competencies	S	objectives
Measurement	The course grading policy is stated		Syllabus includes participation
	clearly	S	expectations.
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		Homework assignments could be more
	work and are tied to the course grading		clearly stated on syllabus, along with
	policy	S	grading scale
	The assessment instruments selected are		_
	sequenced, varied, and suited to the		
	learner work being assessed	S	
			Loarning accomments are schoduled and
	The service may did a leave 91		Learning assessments are scheduled and
	The course provides learners with		sequenced appropriately. It is assumed
	multiple opportunities to track their		that students received feedback/grades in
	learning progress	S	a timely manner
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	exercises / examples are presented
	Course tools promote learner		
	engagement and active learning	n/a	
l .	. 33	· · · · · · · · · · · · · · · · · · ·	1

(including	Technologies required in the course are		
equipment)	readily available	n/a	
	Course technologies are current	n/a	
Learner	The course instructions articulate or link		
Support	to an explanation of how the institution's		
	academic support services and resources		
	can help learners succeed in the course		Syllabus includes reference to academic
	and how learners can obtain them	S	support center and library.
	Course instructions articulate or link to		Syllabus includes statement for students
	the institution's accessibility policies and		with disabilities and referral to disability
	services	S	services.
	If the second is aliened to industry		
Industry	If the course is aligned to industry		No montion of industry recognized
Alignment and	recognized credentials, the purpose and requirements for obtaining credentials is		No mention of industry recognized credentials is noted in program materials /
Credentials	clearly stated	n/a	descriptions.
	The relationship between course	11/4	descriptions.
	learning objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	n/a	
	Credential assessment scheduling and		
	location is accessible to students	n/a	
	The learning outcomes reflect current		
	industry trends	S	
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		
	and module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional materials and how the materials are to		
	be used for learning activities are clearly		
	explained	S	Teaching procedures noted on syllabus.
	All instructional materials used in the		reaching procedures noted on synabus.
	course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are	3	
	used in the course	S	textbook, PowerPoint, exercises/examples
	The distinction between required and		
	optional materials is clearly explained	S	
Course	The learning activities promote the		
Activities and	achievement of the stated learning		
Learner	objectives or competencies	S	
Interaction	The learning activities provide		Opportunity for improvement: Syllabus is
	opportunities for interaction that		not clear on level of student participation
	support active learning	S	in classroom activities
	The instructor's plan for classroom		
	response time and feedback on		Teaching procedures section of syllabus
	assignments is clearly stated	S	notes review and discussion of homework

	The requirements for learner interaction		Participation expectations and
	are clearly stated	S	preparedness for class are included
	are clearly stated	3	prepareuriess for class are included
0.15.	The course is about the continuous and contact and the land		Lestoneticos for Displace and and area!
Online	The course instructions articulate or link		Instructions for Blackboard and email
Courses	to a clear description of the technical	c	access, along with technical support, are
	support offered and how to obtain it	S	noted in syllabus
	Instructions make clear how to get		
	started and where to find various course		
	components	S	
	Etiquette expectations for online		
	discussions, email and other forms of	_	
	communication are clearly stated	S	
	The course provides alternative means of		
	access to course materials in formats	_	
	that meet the needs of diverse learners	S	
	Course navigation and multimedia		
	facilitate ease of use and course design		Blackboard is a commonly used and good
	facilitates readability	S	choice for online learning modules
	Minimum technology requirements are		
	clearly stated and instructions for use		
	are provided	S	Directions for Blackboard access included
			Minimum technical skills are inferred by
	Minimum technical skills expected of the		requirements (email and use of
	learner are clearly stated	S	Blackboard) but not expressly stated.
	The self-introduction by the instructor is		
	appropriate and available online	n/a	
	Learners are asked to introduce		
	themselves to the class	n/a	
Other	Course/program has been reviewed by		
32.	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	
	problam course (cx. program review)	,	

CAD 101	Introduction to CAD (Computer Aided Design)	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Syllabus contains detailed course description and methods of instruction.
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and academic honesty policies noted on syllabus.

	Instructor's name and contact info		
	(office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required		Placement level / core course
	competencies are clearly stated	S	prerequisites not noted on syllabus
		J	prerequisites not noted on synabus
	Relationship of the course/program to		
	career opportunities and occupational		Career options are noted by program on
	and/or life skills are stated	S	MWCC's website.
	·		
Learning	The course learning objectives, or		
Learning			
Objectives	course/program competencies, describe	_	
	outcomes that are measurable	S	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		Topical outline on syllabus aligns to
	objectives / competencies	S	learning outcomes
		<u> </u>	icarring outcomes
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		Opportunity for improvement: Include a
	objectives or competencies and course		class schedule, aligned to topical outline,
	activities is clearly stated	S	and including assignments/activities
	-		and including assignments/ activities
	The learning objectives or competencies	_	
	are suited to the level of the course	S	
Assessment	The assessments measure the stated		Challenge exam aligns to learning
and	learning objectives or competencies	S	objectives
Measurement	The course grading policy is stated		
ivieasurement	clearly	S	Grading scale included on syllabus.
	clearly		Grading scale included on synabus.
	Specific and descriptive criteria are		Challenge exam includes grading criteria
	provided for the evaluation of learners'		(for 3D portion only, missing from 2D
	work and are tied to the course grading		assignment). Syllabus does not clearly
	policy	S	discuss grading of homework or project.
		3	anscuss grading of nomework or project.
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	S	
			Class schedule not provided. It is assumed
			that learning assessments are scheduled
	The course provides learners with		and sequenced appropriately. It is
	multiple opportunities to track their	_	assumed that students received
	learning progress	S	feedback/grades in a timely manner
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	hands-on use of CAD software
(including	Course tools promote learner	•	
	1	۰	
equipment)	engagement and active learning	S	
	Technologies required in the course are		
	readily available	S	
	Course technologies are current	S	
	The state of the s		

Learner	The course instructions articulate or link		
Support	to an explanation of how the institution's		
	academic support services and resources		
	can help learners succeed in the course		Syllabus includes reference to academic
	and how learners can obtain them	S	support center and library.
	Course instructions articulate or link to		Syllabus includes statement for students
			with disabilities and referral to disability
	the institution's accessibility policies and		-
	services	S	services.
Industry	If the course is aligned to industry		
Alignment and	recognized credentials, the purpose and		No mention of industry recognized
Credentials	requirements for obtaining credentials is		credentials is noted in program materials /
Credentials	clearly stated	n/a	descriptions.
	The relationship between course	, =	
	=		
	learning objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	n/a	
	Credential assessment scheduling and		
	location is accessible to students	n/a	
	The learning outcomes reflect current		
	industry trends	S	
	madery trends	J	
Instructional	The instructional materials contribute to		Textbook focuses on SolidWorks. Assume
Materials	the achievement of the stated course		handouts or related supplemental
	and module/unit learning objectives or		materials are provided for Draft Sight (2D
	competencies	S	CAD)
	Both the purpose of instructional		
	materials and how the materials are to		
	be used for learning activities are clearly		
	explained	S	Teaching procedures noted on syllabus.
	·	3	
	All instructional materials used in the		If handouts or additional materials are
	course are appropriately cited	S	used they should be noted on syllabus
	The instructional materials are current	S	
	A variety of instructional materials are		
	•	c	touthook DowerDoint eversions/evermales
	used in the course	S	textbook, PowerPoint, exercises/examples
	The distinction between required and	_	
	optional materials is clearly explained	S	
Course	The learning activities promote the		
Activities and	achievement of the stated learning		
	objectives or competencies	S	
Learner	· · · · · · · · · · · · · · · · · · ·	,	
Interaction	The learning activities provide		Opportunity for improvement: Syllabus is
	opportunities for interaction that		not clear on level of student participation
	support active learning	S	in classroom activities
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	S	
			Dankining time and a track of the state of t
	The requirements for learner interaction	_	Participation expectations for class are
	are clearly stated	S	included in syllabus

Online	The course instructions articulate or link		Instructions for Blackboard and email
Courses	to a clear description of the technical		access, along with technical support, are
Courses	support offered and how to obtain it	S	noted in syllabus
	Instructions make clear how to get		noted in Syndods
	started and where to find various course		
	components	S	
	Etiquette expectations for online		
	discussions, email and other forms of		
	communication are clearly stated	S	
	The course provides alternative means of		Syllabus states that access to and regular
	access to course materials in formats		use of computer is required. No
	that meet the needs of diverse learners	U	alternative access noted
	Course navigation and multimedia		
	facilitate ease of use and course design		Blackboard is a commonly used and good
	facilitates readability	S	choice for online learning modules
	Minimum technology requirements are		
	clearly stated and instructions for use		
	are provided	S	Directions for Blackboard access included.
			Minimum technical skills are inferred by
			requirements (email and use of
			Blackboard) but not expressly stated.
			Syllabus notes that no previous CAD
			experience is required but does NOT
	Minimum technical skills expected of the		mention computer / technical experience
	learner are clearly stated	S	expectations
	The self-introduction by the instructor is		
	appropriate and available online	n/a	
	Learners are asked to introduce		
	themselves to the class	n/a	
Other	Course/program has been reviewed by		
	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	

MET 220	Introduction to Robotics in	Rating	Comments
	Automation		
Course	Learners are introduced to the purpose		Syllabus contains detailed course
Overview	and structure of the course	S	description and methods of instruction.
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		Attendance and academic honesty policies
	provided)	S	noted on syllabus.

	Instructor's name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required		
	competencies are clearly stated	n/a	
	Relationship of the course/program to		
	career opportunities and occupational and/or life skills are stated	S	
	and/of the skins are stated	3	
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
, , , , , , , , , , , , , , , , , , , ,	outcomes that are measurable	S	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		Topical outline on syllabus aligns to
	objectives / competencies All learning objectives or competencies	S	learning outcomes
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning	-	
	objectives or competencies and course		combination of learning modalities are
	activities is clearly stated	S	used to attain learning objectives
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment	The assessments measure the stated	/	A
and	learning objectives or competencies	n/a	Assessments not reviewed
Measurement	The course grading policy is stated	/	
	clearly	n/a	
	Specific and descriptive criteria are provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	n/a	
	The assessment instruments selected are	,	
	sequenced, varied, and suited to the		
	learner work being assessed	n/a	
			It is assumed that learning assessments
	The according to the least to the second sec		are scheduled and sequenced
	The course provides learners with multiple opportunities to track their		appropriately. It is assumed that students received feedback/grades in a timely
	learning progress	S	manner
	rearring progress	,	manner
Course	The tools used in the course support the		Computer and Manufacturing Lab provide
Technology	learning objectives and competencies	S	hands-on activities
(including	Course tools promote learner	-	
equipment)	engagement and active learning	S	
	Technologies required in the course are		
	readily available	S	
	Course technologies are current	S	

Loornor	The course instructions articulate or link		
Learner			
Support	to an explanation of how the institution's		
	academic support services and resources		Cullabus in aludas references to anadomic
	can help learners succeed in the course		Syllabus includes reference to academic
	and how learners can obtain them	S	support center and library.
			Syllabus includes statement for students
			with disabilities and referral to disability
	Course instructions articulate or link to		services. Opportunity for improvement:
	the institution's accessibility policies and		include phone number for disability
	services	S	services
Industry	If the course is aligned to industry		
Alignment and	recognized credentials, the purpose and		No mention of industry recognized
Credentials	requirements for obtaining credentials is		credentials is noted in program materials /
Creacificials	clearly stated	n/a	descriptions.
	The relationship between course	-	
	learning objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	n/a	
	Credential assessment scheduling and	,	
	location is accessible to students	n/a	
	The learning outcomes reflect current	11/ 4	
	industry trends	S	
	illudstry trellus	3	
			
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		
	and module/unit learning objectives or		
	competencies	S	Utilizes manuals from robot manufacturer
	Both the purpose of instructional		
	materials and how the materials are to		
	be used for learning activities are clearly		
	explained	S	Teaching procedures noted on syllabus.
	All instructional materials used in the		
	course are appropriately cited	n/a	
	,	,	Instructors regularly update materials and
	The instructional materials are current	S	exercises
	A variety of instructional materials are	3	exercises
	used in the course	S	student manuals
	The distinction between required and	3	Student manuals
	-	2/2	
	optional materials is clearly explained	n/a	
Course	The learning activities promote the],, , , , , , , , , , , , , , ,
Activities and	achievement of the stated learning		Hands-on activities using robot and
Learner	objectives or competencies	S	mechatronics equipment
Interaction	The learning activities provide		
	opportunities for interaction that		
	support active learning	S	
	The instructor's plan for classroom		Deadlines or schedule for in class
	response time and feedback on		assignments are not noted on syllabus, nor
	I	- 11	_ · _
	assignments is clearly stated	U	does it discuss feedback and response

	The requirements for learner interaction are clearly stated	S	Participation expectations and preparedness for class are included in syllabus
Online	The course instructions articulate or link		Instructions for Blackboard and email
Courses	to a clear description of the technical		access, along with technical support, are
	support offered and how to obtain it	S	noted in syllabus
	Instructions make clear how to get		
	started and where to find various course		
	components	S	
	Etiquette expectations for online		
	discussions, email and other forms of		
	communication are clearly stated	n/a	
	The course provides alternative means of		
	access to course materials in formats		
	that meet the needs of diverse learners	n/a	
	Course navigation and multimedia	, -	
	facilitate ease of use and course design		
	facilitates readability	n/a	
	Minimum technology requirements are	, -	
	clearly stated and instructions for use		
	are provided	S	Directions for Blackboard access included.
	·		Minimum technical skills are inferred by
	Minimum technical skills expected of the		requirements (email and use of
	learner are clearly stated	S	Blackboard) but not expressly stated.
	The self-introduction by the instructor is		Blackboard, but not expressly stated.
	appropriate and available online	n/a	
	Learners are asked to introduce	11/ 4	
	themselves to the class	n/a	
		.,,	
Other	Course/program has been reviewed by		
Other	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	
	program/course (ex: program review)	S	

North Central State College Rubrics

ELET 1710	Introduction to Robotics	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Students spend 30 minute in classroom, 2.5 in the lab per night

	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	No instructor information provided.
		U	No instructor information provided.
	Prerequisite knowledge and/or required	_	
	competencies are clearly stated	S	
	Relationship of the course/program to		
	career opportunities and occupational		Career information is available on NCSC
	and/or life skills are stated	S	website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives		
	or competencies describe outcomes that		
	are measurable and consistent with the		No unit level learning objectives
	course-level objectives / competencies	N/A	provided.
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	1 1		
			Learning outcomes and class activities are
	The relationship between learning		not clearly connected in materials. The
	objectives or competencies and course		list of topics/competencies is not linked
	activities is clearly stated	U	to course schedule or specific outcomes.
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment			Midterm and final are written, all other
and			assessments are completed in lab
Measurement	The assessments measure the stated		through hands-on activities and
Wicasarcinicit	learning objectives or competencies	S	observation
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are	,	
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	U	No evaluation criteria provided.
	The assessment instruments selected are		140 Evaluation criteria provided.
	sequenced, varied, and suited to the	NI/A	No accomments provided
	learner work being assessed	N/A	No assessments provided
	The course provides learners with		Churchanda ana abla ta turadi thair una
	multiple opportunities to track their		Students are able to track their progress
	learning progress	S	using Canvas LMS
Course			New equipment purchased through
Technology	The tools used in the course support the		TAACCCT grant, including robotics
(including	learning objectives and competencies	S	trainers and FANUC controls
equipment)	Course tools promote learner	,	trainers and raivoc controls
	engagement and active learning	S	
	Lengagement and active learning	ر ا	

	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner			
Support	The 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	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is no reference to campus support services.
	Course instructions articulate or link to		
	the institution's accessibility policies and		
	services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is	NI/A	There are currently no credentials aligned with this course; however, NCSC is working through what it means to be a certified Fanuc center.
	clearly stated The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A N/A	certified Fanuc center.
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly	S	Instructor creates/updates instructional material based on student needs
	explained	S	
	All instructional materials used in the course are appropriately cited	N/A	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	objectives of competencies		

Learner	The learning activities provide		
Interaction	opportunities for interaction that support		
	active learning	S	
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	U	Response time is not stated in writing.
			Requirements are not listed, although
	The requirements for learner interaction		instructor is clear about expectations
	are clearly stated	U	during instruction.
	,		- Company of the Comp
Online	The course instructions articulate or link		
Courses	to a clear description of the technical		
Courses	support offered and how to obtain it	N/A	
	Instructions make clear how to get started	11,71	
	and where to find various course		
	components	N/A	
	Etiquette expectations for online	11,71	
	discussions, email and other forms of		
	communication are clearly stated	N/A	
	The course provides alternative means of	IN/A	
	access to course materials in formats that		
	meet the needs of diverse learners	N/A	
	Course navigation and multimedia	N/A	
	facilitate ease of use and course design		
	facilitate ease of use and course design	N/A	
	Minimum technology requirements are	N/A	
	clearly stated and instructions for use are		
	provided	N/A	
	<u>'</u>	N/A	
	Minimum technical skills expected of the		
	learner are clearly stated	N/A	
	The self-introduction by the instructor is		
	appropriate and available online	N/A	
	Learners are asked to introduce		
	themselves to the class	N/A	
Other	Course/program has been reviewed by an		
	advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex:		
	program review)	S	
L	11 0 2 2 1		

ELET 2150	Motor Controls	Rating	Comments
	Learners are introduced to the purpose		
	and structure of the course	S	

	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is		
	provided)	S	
Course Overview	Instructor's name and contact info (office location, hours, email) are stated	U	No instructor information provided.
Overview	Prerequisite knowledge and/or required		
	competencies are clearly stated	N/A	No prerequisites
	Relationship of the course/program to		
	career opportunities and occupational		Career information is available on NCSC
	and/or life skills are stated	S	website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives		
	or competencies describe outcomes that		
	are measurable and consistent with the		
	course-level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the		
	learner's perspective	S	
			Learning outcomes and class activities
			are not clearly connected in materials.
	The relationship between learning		The list of topics/competencies is not
	objectives or competencies and course		linked to course schedule or specific
	activities is clearly stated	U	outcomes.
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment	The assessments measure the stated		
and	learning objectives or competencies	U	No assessments provided.
Measurement	issuming expectives or competencies		Grading scale is provided, but all other
Wiedsdreinene	The course grading policy is stated clearly	U	grading policy sections are blank.
	Specific and descriptive criteria are		0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 -
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	U	No evaluation criteria provided.
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	U	No assessments provided
	The course provides learners with multiple		·
	opportunities to track their learning		
	progress	U	Unable to assess.
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement	-	
equipment)	and active learning	S	
equipilient)	Technologies required in the course are	,	
	readily available	S	
	readily available		

	Course technologies are current	S	
Learner Support	The 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 Course instructions articulate or link to the institution's accessibility policies and	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	No credentials listed.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	S	
-			
Course Activities and Learner	The learning activities promote the achievement of the stated learning objectives or competencies	S	
Interaction	The learning activities provide opportunities for interaction that support active learning	S	

	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	S	
	The requirements for learner interaction		
	are clearly stated	S	
	are clearly stated	3	
Online Courses	The course instructions articulate or link to		
	a clear description of the technical support		
	offered and how to obtain it	N/A	
	Instructions make clear how to get started	-	
	and where to find various course		
	components	N/A	
	Etiquette expectations for online	, , .	
	discussions, email and other forms of		
		NI/A	
	communication are clearly stated	N/A	
	The course provides alternative means of		
	access to course materials in formats that		
	meet the needs of diverse learners	N/A	
	Course navigation and multimedia		
	facilitate ease of use and course design		
	facilitates readability	N/A	
	Minimum technology requirements are		
	clearly stated and instructions for use are		
	provided	N/A	
	Minimum technical skills expected of the		
	learner are clearly stated	N/A	
	The self-introduction by the instructor is	, , .	
	T	NI/A	
	appropriate and available online	N/A	
	Learners are asked to introduce		
	themselves to the class	N/A	
Other	Course/program has been reviewed by an		
	advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for	_	
	students are accessible	S	
	A policy/process is in place for continuous	-	
	improvement of program/course (ex:		
		c	
	program review)	S	

EMMT 1010	Industrial Electricity	Rating	Comments
Course Overview	Learners are introduced to the purpose		
	and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is		
	provided)	S	

	Instructor's name and contact info		
	(office location, hours, email) are stated	U	No instructor information provided.
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	No prerequisites.
	Relationship of the course/program to		Most students in the EMMT courses
	career opportunities and occupational		are apprentices; connection to job
	and/or life skills are stated	S	would be evident to them
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		Learning outcomes are not connected
	objectives / competencies	U	to topic timeline.
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies		
	are suited to the level of the course	S	
		-	
Assessment and	The assessments measure the stated		
Measurement	learning objectives or competencies	S	
ivieasurement	learning expectives or competencies		Non-credit course: Pass or Fail
	The course grading policy is stated		For-credit course: regular 10 point
	clearly	S	scale used
	Specific and descriptive criteria are		Instructor observes hands-on activities
	provided for the evaluation of learners'		and assigns rating of 1 through 4.
	work and are tied to the course grading		Written assessments are scored out of
	policy	S	100.
	The assessment instruments selected	,	100.
	are sequenced, varied, and suited to the		
		s	
			•
1	learner work being assessed	3	
	The course provides learners with	3	Students track their progress using
	The course provides learners with multiple opportunities to track their		Students track their progress using
	The course provides learners with	S	Students track their progress using LMS
	The course provides learners with multiple opportunities to track their learning progress		1
Course	The course provides learners with multiple opportunities to track their learning progress The tools used in the course support the	S	1
Course Technology	The course provides learners with multiple opportunities to track their learning progress The tools used in the course support the learning objectives and competencies		1
	The course provides learners with multiple opportunities to track their learning progress The tools used in the course support the learning objectives and competencies Course tools promote learner	S	1
Technology	The course provides learners with multiple opportunities to track their learning progress The tools used in the course support the learning objectives and competencies Course tools promote learner engagement and active learning	S	1
Technology (including	The course provides learners with multiple opportunities to track their learning progress The tools used in the course support the learning objectives and competencies Course tools promote learner engagement and active learning Technologies required in the course are	S	1
Technology (including	The course provides learners with multiple opportunities to track their learning progress The tools used in the course support the learning objectives and competencies Course tools promote learner engagement and active learning	S	1
Technology (including	The course provides learners with multiple opportunities to track their learning progress The tools used in the course support the learning objectives and competencies Course tools promote learner engagement and active learning Technologies required in the course are	s s s	1

Learner Support	The 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	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	No credentials listed
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	No credentials listed
	Credential assessment scheduling and location is accessible to students	N/A	No credentials listed
	The learning outcomes reflect current industry trends	S	

Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course		Amatrol lessons used and
	and module/unit learning objectives or		supplemented by instructor based on
	competencies	S	student need
	Both the purpose of instructional		
	materials and how the materials are to		
	be used for learning activities are clearly		
	explained	S	
	All instructional materials used in the		
	course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are		
	used in the course	S	
	The distinction between required and		
	optional materials is clearly explained	N/A	
Course Activities	The learning activities promote the		
and Learner	achievement of the stated learning		
Interaction	objectives or competencies	S	
	The learning activities provide		
	opportunities for interaction that		
	support active learning	S	
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	U	Timing of feedback is not clearly stated

	The requirements for learner interaction	
	are clearly stated	S
	,	
Online Courses	The course instructions articulate or link	
	to a clear description of the technical	
	support offered and how to obtain it	N/A
	Instructions make clear how to get	
	started and where to find various course	
	components	N/A
	Etiquette expectations for online	
	discussions, email and other forms of	
	communication are clearly stated	N/A
		IN/A
	The course provides alternative means	
	of access to course materials in formats	N/A
	that meet the needs of diverse learners	N/A
	Course navigation and multimedia	
	facilitate ease of use and course design	
	facilitates readability	N/A
	Minimum technology requirements are	
	clearly stated and instructions for use	
	are provided	N/A
	Minimum technical skills expected of	
	the learner are clearly stated	N/A
	The self-introduction by the instructor is	
	appropriate and available online	N/A
	Learners are asked to introduce	
	themselves to the class	N/A
Other	Course/program has been reviewed by	
	an advisory committee, including	
	representation from business/industry	S
	Faculty have appropriate	
	education/experience for the course	
	content	S
	Support services and resources for	
	students are accessible	S
	A policy/process is in place for	
	continuous improvement of	
	program/course (ex: program review)	S

EMMT 1020	Fundamentals of Mechanical Systems	Rating	Comments
Course	Learners are introduced to the purpose		
Overview	and structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	No instructor information provided.

			Prerequisite listed (EMMT 1540) is more
			advanced than current course:
	Prerequisite knowledge and/or required		Instructor confirmed that course is not
	competencies are clearly stated	U	even directly related - will remove.
	Relationship of the course/program to		,
	career opportunities and occupational		Career information is available on NCSC
	and/or life skills are stated	S	website
	and of the skins are stated	3	Website
Loorning	The course learning objectives, or		
Learning	course/program competencies, describe		
Objectives	outcomes that are measurable	_	
		S	
	The module/unit level learning objectives		
	or competencies describe outcomes that		
	are measurable and consistent with the		Learning outcomes are cumulative
	course-level objectives / competencies	U	rather than sequential
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment	The assessments measure the stated		
and			
	learning objectives or competencies	S	
Measurement	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	S	
	The course provides learners with		
	multiple opportunities to track their		
	learning progress	S	
	0, 0		
Course	The tools used in the course support the		
		c	
Technology	learning objectives and competencies	S	
(including	Course tools promote learner		
equipment)	engagement and active learning	S	
	Technologies required in the course are		
	readily available	S	
	Course technologies are current	S	

Learner Support	The 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 Course instructions articulate or link to	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students The learning outcomes reflect current industry trends	N/A S	

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	Amatrol workbooks and trainers used heavily in class.
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Ticavily III Class.
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on		
	assignments is clearly stated	U	Timing of feedback is not clearly stated

	The requirements for learner interaction		
	are clearly stated	S	
Online Courses	The course instructions articulate or link		
	to a clear description of the technical		
	support offered and how to obtain it	N/A	
	Instructions make clear how to get		
	started and where to find various course		
	components	N/A	
	Etiquette expectations for online		
	discussions, email and other forms of		
	communication are clearly stated	N/A	
	The course provides alternative means of		
	access to course materials in formats that		
	meet the needs of diverse learners	N/A	
	Course navigation and multimedia		
	facilitate ease of use and course design		
	facilitates readability	N/A	
	Minimum technology requirements are		
	clearly stated and instructions for use are		
	provided	N/A	
	Minimum technical skills expected of the		
	learner are clearly stated	N/A	
	The self-introduction by the instructor is		
	appropriate and available online	N/A	
	Learners are asked to introduce		
	themselves to the class	N/A	
Other	Course/program has been reviewed by an		
	advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex:		
	program review)	S	

EMMT 1030	OSHA Regulations	Rating	Comments
Course	Learners are introduced to the purpose		
Overview	and structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	

Instructor's name and control location, hours, email) and Prerequisite knowledge	- I	
Prerequisite knowledge	re stated U	No instructor information provided
i i el equisite kilowieuge		·
competencies are clear	- I	
Relationship of the cour	se/program to	
career opportunities an	d occupational	Career information is available on NCSC
and/or life skills are state	ed S	website
Learning The course learning obj	ectives, or	
Objectives course/program compe		
outcomes that are mea	surable S	
The module/unit level le	earning objectives	
or competencies descri	e outcomes that	
are measurable and cor	sistent with the	Outcomes are not connected to
course-level objectives	competencies U	modules/units.
All learning objectives of	r competencies	
are stated clearly and w	ritten from the	
learner's perspective	S	
The relationship between	en learning	
objectives or competen	cies and course	
activities is clearly state	d S	
The learning objectives	or competencies	
are suited to the level o	f the course S	
Assessment The assessments measu	re the stated	No assessments provided. Do students
and learning objectives or co	ompetencies	earn OSHA card? - NO
Measurement The course grading police	cy is stated clearly S	
Specific and descriptive	criteria are	
provided for the evalua	ion of learners'	
work and are tied to the	course grading	
policy	U	Criteria are not provided.
The assessment instrum	ents selected are	
sequenced, varied, and	suited to the	
learner work being asse		n
The course provides lea		
multiple opportunities t		
learning progress	Unknow	n
Course The tools used in the co		
Technology learning objectives and		
(including Course tools promote le		
equipment) engagement and active	•	
Technologies required i	n the course are	
readily available		
Course technologies are	current	

Learner			
Support	The course instructions articulate or link		Student engagement policy indicates
	to an explanation of how the institution's		that there are checks for student
	academic support services and resources		progress and support needs, but there
	can help learners succeed in the course		is not reference to campus support
	and how learners can obtain them	U	services.
	Course instructions articulate or link to		
	the institution's accessibility policies and		
	services	S	
Industry	If the course is aligned to industry		OSHA standards are mentioned in
Alignment and	recognized credentials, the purpose and		course description, but neither reasons
Credentials	requirements for obtaining credentials is		for obtaining OSHA card nor steps for
	clearly stated	U	completing assessment are provided.
	The relationship between course learning		
	objectives or competencies and		
	credential objectives or competencies is		Some outcomes clearly connected to
	clearly stated	U	OSHA, but not others
	Credential assessment scheduling and		
	location is accessible to students	Unknown	
	The learning outcomes reflect current		
	industry trends	S	

	The instructional materials as at the test	
Instructional	The instructional materials contribute to	
Materials	the achievement of the stated course and	
	module/unit learning objectives or	
	competencies	
	Both the purpose of instructional	
	materials and how the materials are to be	
	used for learning activities are clearly	
	explained	
	All instructional materials used in the	
	course are appropriately cited	
	The instructional materials are current	
	A variety of instructional materials are	
	used in the course	
	The distinction between required and	
	optional materials is clearly explained	
Course	The learning activities promote the	
Activities and	achievement of the stated learning	
Learner	objectives or competencies	
Interaction	The learning activities provide	
interaction	opportunities for interaction that support	
	active learning	
	The instructor's plan for classroom	
	response time and feedback on	
	assignments is clearly stated	
	· · · · · · · · · · · · · · · · · · ·	

	The requirements for learner interaction		
	are clearly stated		
Online	The course instructions articulate or link to a clear description of the technical		
Courses	support offered and how to obtain it		
	Instructions make clear how to get		
	started and where to find various course		
	components		
	Etiquette expectations for online		
	discussions, email and other forms of		
	communication are clearly stated		
	The course provides alternative means of		
	access to course materials in formats that		
	meet the needs of diverse learners		
	Course navigation and multimedia		
	facilitate ease of use and course design		
	facilitates readability		
	Minimum technology requirements are		
	clearly stated and instructions for use are		
	provided		
	Minimum technical skills expected of the		
	learner are clearly stated		
	The self-introduction by the instructor is		
	appropriate and available online		
	Learners are asked to introduce		
	themselves to the class		
Other	Course/program has been reviewed by an		
	advisory committee, including		
	representation from business/industry		
	Faculty have appropriate		
	education/experience for the course		
	content		
	Support services and resources for		
	students are accessible		
	A policy/process is in place for continuous		
	improvement of program/course (ex:		
	program review)		

EMMT 1050	Fundamentals of Fluid Power Systems	Rating	Comments
Course	Learners are introduced to the purpose		
Overview	and structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	
	Instructors name and contact info (office		
	location and hours, email) are stated	U	No instructor information provided.

	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to		
	career opportunities and occupational		Career information is available on
	and/or life skills are stated	S	NCSC website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives		
	or competencies describe outcomes that		
	are measurable and consistent with the		Learning outcomes are not connected
	course-level objectives / competencies	U	to topic timeline.
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment	The assessments measure the stated		
and	learning objectives or competencies	S	
Measurement			Course assignments and grading scale
	The course grading policy is stated clearly	U	are not linked
	Specific and descriptive criteria are		die not mikeu
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	U	
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	S	
	The course provides learners with	-	
	multiple opportunities to track their		
	learning progress	S	Students can track progress using LMS
		-	2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	Amatrol trainers are used in lab
	Course tools promote learner	3	Amation trainers are used III lab
(including	engagement and active learning	S	
equipment)	Technologies required in the course are	3	
	readily available	S	
	,		
	Course technologies are current	S	
Learner			
Support	The course instructions articulate or link		Student engagement policy indicates
	to an explanation of how the institution's		that there are checks for student
	academic support services and resources		progress and support needs, but there
	can help learners succeed in the course		is not reference to campus support
	and how learners can obtain them	U	services.

	Course instructions articulate or link to the institution's accessibility policies and services	s
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A
	Credential assessment scheduling and location is accessible to students The learning outcomes reflect current industry trends	N/A S

Categories			
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course	The learning activities promote the		
Activities and Learner	achievement of the stated learning objectives or competencies	S	
Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on		
	assignments is clearly stated	U	Timing of feedback is not stated.
	The requirements for learner interaction are clearly stated	S	
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	

	Instructions make clear how to get started	
	and where to find various course	
	components	N/A
	Etiquette expectations for online	
	discussions, email and other forms of	
	communication are clearly stated	N/A
	The course provides alternative means of	
	access to course materials in formats that	
	meet the needs of diverse learners	N/A
	Course navigation and multimedia	
	facilitate ease of use and course design	
	facilitates readability	N/A
	Minimum technology requirements are	
	clearly stated and instructions for use are	
	provided	N/A
	Minimum technical skills expected of the	
	learner are clearly stated	N/A
	The self-introduction by the instructor is	
	appropriate and available online	N/A
	Learners are asked to introduce	
	themselves to the class	N/A
Other	Course/program has been reviewed by an	
	advisory committee, including	
	representation from business/industry	S
	Faculty have appropriate	
	education/experience for the course	
	content	S
	Support services and resources for	
	students are accessible	S
	A policy/process is in place for continuous	
	improvement of program/course (ex:	
	program review)	S

EMMT 2100	Advanced Fluid Power Systems	Rating	Comments
Course	Learners are introduced to the purpose		
Overview	and structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	No instructor information provided.
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to		
	career opportunities and occupational		Career information is available on
	and/or life skills are stated	S	NCSC website.

Learning Objectives The course learning objectives, or course/program competencies, describe outcomes that are measurable The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the learner's perspective S	
Objectives course/program competencies, describe outcomes that are measurable The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the	
outcomes that are measurable The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the	
The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the	
or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the	
are measurable and consistent with the course-level objectives / competencies All learning objectives or competencies are stated clearly and written from the	
course-level objectives / competencies U to topic timeline. All learning objectives or competencies are stated clearly and written from the	
All learning objectives or competencies are stated clearly and written from the	nnected
are stated clearly and written from the	
learner's perspective	
icumer a perapective	
The relationship between learning	
objectives or competencies and course	
activities is clearly stated S	
The learning objectives or competencies	
are suited to the level of the course S	
Assessment The assessments measure the stated	
Measurement Assignments are not linked to	grading
The course grading policy is stated clearly U scale	
Specific and descriptive criteria are	
provided for the evaluation of learners'	
work and are tied to the course grading	
policy S	
The assessment instruments selected are	
sequenced, varied, and suited to the	
learner work being assessed S	
The course provides learners with	
multiple opportunities to track their	
learning progress S	
Course The tools used in the course support the	
Technology learning objectives and competencies S	
(including Course tools promote learner	
equipment) engagement and active learning S	
Technologies required in the course are	
readily available S	
Course technologies are current S	
Learner	
Support The course instructions articulate or link Student engagement policy inc	dicates
to an explanation of how the institution's that there are checks for stude	ent
academic support services and resources progress and support needs, b	ut there
can help learners succeed in the course is not reference to campus sup	
and how learners can obtain them U services.	
Course instructions articulate or link to	
the institution's accessibility policies and	
services S	
30.11003	
If the course is aligned to industry	
recognized credentials, the purpose and N/A	

Industry Alignment and	requirements for obtaining credentials is clearly stated		
Credentials	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students The learning outcomes reflect current industry trends	N/A S	

Categories			
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly		
	explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner	The learning activities promote the achievement of the stated learning objectives or competencies	S	
Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
0.110	The second instrumential and the second seco		
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course	N/A	
	components Etiquette expectations for online	N/A	
	discussions, email and other forms of		
	communication are clearly stated	N/A	

	The course provides alternative means of access to course materials in formats that	
	meet the needs of diverse learners	N/A
	Course navigation and multimedia	
	facilitate ease of use and course design	
	facilitates readability	N/A
	Minimum technology requirements are clearly stated and instructions for use are	
	provided	N/A
	Minimum technical skills expected of the learner are clearly stated	N/A
	The self-introduction by the instructor is appropriate and available online	N/A
	Learners are asked to introduce themselves to the class	N/A
Other	Course/program has been reviewed by an advisory committee, including	
	representation from business/industry	S
	Faculty have appropriate education/experience for the course	
	content	S
	Support services and resources for	
	students are accessible	S
	A policy/process is in place for continuous	
	improvement of program/course (ex:	
	program review)	S

EMMT 2250	Advanced PLCs	Ratings	Comments
Course Overview	Learners are introduced to the purpose		
	and structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	No instructor information provided.
	Prerequisite knowledge and/or required		Basic electricity, relays, motor starters,
	competencies are clearly stated	S	etc.
	Relationship of the course/program to		
	career opportunities and occupational		Career information is available on
	and/or life skills are stated	S	NCSC website.
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives		
	or competencies describe outcomes that		
	are measurable and consistent with the		Learning outcomes are not connected
	course-level objectives / competencies	U	to topic timeline.

	All learning objectives or competencies	1	
	are stated clearly and written from the		
	•	_	
	learner's perspective	S	
	The relationship between learning		
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies		
	are suited to the level of the course	S	
	are surred to the level of the course	J	
Assessment and	The assessments measure the stated		
Measurement	learning objectives or competencies	S	
			A - i
			Assignments are not linked to grading
	The course grading policy is stated clearly	U	scale
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	S	
	The course provides learners with		
	multiple opportunities to track their		
	learning progress	S	
	learning progress	3	
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner		
_ · · · · · · · · · · · · · · · · · · ·	•	_	
equipment)	engagement and active learning	S	
	Technologies required in the course are		
	readily available	S	
	Course technologies are surrent	S	
	Course technologies are current	3	
Learner Support	The course instructions articulate or link		Student engagement policy indicates
	to an explanation of how the institution's		that there are checks for student
	academic support services and resources		progress and support needs, but there
	can help learners succeed in the course		is not reference to campus support
	and how learners can obtain them	U	
		U	services.
	Course instructions articulate or link to		
	the institution's accessibility policies and		
	services	S	
Industry	If the course is aligned to industry		
·	=		
Alignment and	recognized credentials, the purpose and		
Credentials	requirements for obtaining credentials is] .	
	clearly stated	N/A	
	The relationship between course learning]	
	objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	N/A	
	clearry stated	11/7	

Credential assessment scheduling and location is accessible to students	N/A	
The learning outcomes reflect current		
industry trends	S	

Categories			
In atmosphic mod	The instructional metavials contribute to		
Instructional	The instructional materials contribute to the achievement of the stated course		
Materials	and module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional	3	
	materials and how the materials are to		
	be used for learning activities are clearly		
	explained	S	
	All instructional materials used in the		
	course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are		
	used in the course	S	
	The distinction between required and		
	optional materials is clearly explained	N/A	
Course Activities	The learning activities promote the		
and Learner	achievement of the stated learning		
Interaction	objectives or competencies	S	
	The learning activities provide		
	opportunities for interaction that support		
	active learning	S	
	The instructor's plan for classroom		
	response time and feedback on	c	
	assignments is clearly stated	S	
	The requirements for learner interaction	S	
	are clearly stated	3	
Online Courses	The course instructions articulate as list.		
Gilline Courses	The course instructions articulate or link to a clear description of the technical		
	support offered and how to obtain it	N/A	
	Instructions make clear how to get	19/74	
	started and where to find various course		
	components	N/A	
	Etiquette expectations for online	,	
	discussions, email and other forms of		
	communication are clearly stated	N/A	
	The course provides alternative means of		
	access to course materials in formats that		
	meet the needs of diverse learners	N/A	

	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A
	Minimum technology requirements are clearly stated and instructions for use are	,
	provided	N/A
	Minimum technical skills expected of the learner are clearly stated	N/A
	The self-introduction by the instructor is appropriate and available online	N/A
	Learners are asked to introduce themselves to the class	N/A
Other	Course/program has been reviewed by	
	an advisory committee, including	
	representation from business/industry	S
	Faculty have appropriate education/experience for the course	
	content	S
	Support services and resources for	
	students are accessible	S
	A policy/process is in place for continuous improvement of	
	program/course (ex: program review)	S

EMMT 2300	The National Electric Code	Ratings	Comments
Course Overview	Learners are introduced to the purpose		
	and structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	
	Instructor's name and contact info (office		No instructor information provided.
	location, hours, email) are stated	U	Steve
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to		
	career opportunities and occupational		
	and/or life skills are stated	S	
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
-	outcomes that are measurable	S	
	The module/unit level learning objectives		
	or competencies describe outcomes that		
	are measurable and consistent with the		Learning outcomes are not
	course-level objectives / competencies	U	connected to topic timeline.

	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment and	The assessments measure the stated		
Measurement	learning objectives or competencies	S	
	The course grading policy is stated clearly	U	Instructor has clear system for grading using spreadsheet, but this isn't included in the syllabus
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	S	
	The course provides learners with		
	multiple opportunities to track their		
	learning progress	S	
	9: 0		
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner		
equipment)	engagement and active learning	S	
equipinent)		3	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support			
Learner Support	The course instructions articulate or link		Student engagement policy indicates
	to an explanation of how the institution's		that there are checks for student
	academic support services and resources		progress and support needs, but
	can help learners succeed in the course		there is not reference to campus
	and how learners can obtain them	U	support services.
	Course instructions articulate or link to		Support Screeces.
	the institution's accessibility policies and		
	services	S	
	Jet vices	3	
Industry	If the course is aligned to industry		
Industry	recognized credentials, the purpose and		
Alignment and	requirements for obtaining credentials is		
Credentials	clearly stated	N/A	
	-	11/7	
	The relationship between course learning objectives or competencies and credential	N/A	

objectives or competencies is clearly stated		
Credential assessment scheduling and location is accessible to students	N/A	
The learning outcomes reflect current		
industry trends	S	

Categories			
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course and		
	module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional		
	materials and how the materials are to be		
	used for learning activities are clearly		
	explained	S	
	All instructional materials used in the		
	course are appropriately cited	S	
	course are appropriately cited	,	Assessments were developed 15-20
	The instructional materials are current	U	
		U	years ago
	A variety of instructional materials are		
	used in the course	S	
	The distinction between required and		
	optional materials is clearly explained	N/A	
Course Activities	The learning activities promote the		
and Learner	achievement of the stated learning		
Interaction	objectives or competencies	S	
interaction			
	The learning activities provide		Instructor observes hands-on lab
	opportunities for interaction that support		activities and provides verbal
	active learning	S	feedback
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	U	Response time is not clearly stated
	The requirements for learner interaction		,
	are clearly stated	S	
	are stearly stated	J	
Online Courses	The account instructions outled to a 11 1		
Offilite Courses	The course instructions articulate or link		
	to a clear description of the technical		This course is independent study,
	support offered and how to obtain it	S	uses AMATROL online curriculum
	Instructions make clear how to get started		
	and where to find various course		
	components	S	
	Etiquette expectations for online]	
	discussions, email and other forms of		
	communication are clearly stated	N/A	
	<i>I</i>		ı

	The course provides alternative means of access to course materials in formats that		
	meet the needs of diverse learners	N/A	
	Course navigation and multimedia		
	facilitate ease of use and course design		
	facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are		
	provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex:		
	program review)	S	

EMMT 2400	Control Processes	Ratings	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply are		
	clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	No instructor information provided.
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to		
	career opportunities and occupational		
	and/or life skills are stated	S	
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		
	measurable and consistent with the course-		
	level objectives / competencies	S	

	All learning objectives or competencies are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	_	
	suited to the level of the course	S	
A	The acceptance of the second o		
Assessment	The assessments measure the stated	c	
and	learning objectives or competencies	S	
Measurement	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the	_	
	learner work being assessed The course provides learners with multiple	S	
	opportunities to track their learning		
		S	
	progress	3	
Course	- 1 . 1 1: .1		
	The tools used in the course support the	_	Amotrol Train are used
Technology	learning objectives and competencies	S	Amatrol Trainers used
(including	Course tools promote learner engagement	_	
equipment)	and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
-			
Learner			
Support	The course instructions articulate or link to		Student engagement policy indicates
	an explanation of how the institution's		that there are checks for student
	academic support services and resources		progress and support needs, but there
	can help learners succeed in the course and		is not reference to campus support
	how learners can obtain them	U	services.
	Course instructions articulate or link to the		
	institution's accessibility policies and services	c	
	SCI VICES	S	
In decation	If the course is aligned to industry		
Industry	recognized credentials, the purpose and		
Alignment and	requirements for obtaining credentials is		
Credentials	clearly stated	N/A	
	The relationship between course learning	11/7	
	objectives or competencies and credential		
	objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and	,	
	location is accessible to students	N/A	
L		1	1

The learning outcomes reflect current			
industry trends	S		

Categories			
Instructional	The instructional materials contribute to		
Materials	the achievement of the stated course and		
	module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional materials		
	and how the materials are to be used for		
	learning activities are clearly explained	S	
	All instructional materials used in the		
	course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used	_	
	in the course	S	
	The distinction between required and		
	optional materials is clearly explained	N/A	
	Special materials is dearly explained	11//	
Course	The learning activities promote the		
	achievement of the stated learning		
Activities and	objectives or competencies	S	
Learner	•	, J	
Interaction	The learning activities provide opportunities		
	for interaction that support active learning	S	
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	S	
	The requirements for learner interaction		
	are clearly stated	S	
Online Courses	The course instructions articulate or link to		
	a clear description of the technical support		
	offered and how to obtain it	N/A	
	Instructions make clear how to get started		
	and where to find various course	_	
	components	N/A	
	Etiquette expectations for online		
	discussions, email and other forms of	_	
	communication are clearly stated	N/A	
	The course provides alternative means of		
	access to course materials in formats that	_	
	meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate		
	ease of use and course design facilitates		
	readability	N/A	
	Minimum technology requirements are	_	
	clearly stated and instructions for use are		
	provided	N/A	

	Minimum technical skills expected of the		
learner are clearly stated		N/A	
	The self-introduction by the instructor is		
	appropriate and available online	N/A	
	Learners are asked to introduce themselves		
	to the class	N/A	
Other	Course/program has been reviewed by an		
	advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for students		
	are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex:		
	program review)	S	

MECT 1750	Hydraulics and Pneumatics	Ratings	Comments
Course	Learners are introduced to the purpose		
Overview	and structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	Instructor information not provided
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to		
	career opportunities and occupational		
	and/or life skills are stated	S	
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives		
	or competencies describe outcomes that		
	are measurable and consistent with the		
	course-level objectives / competencies	S	
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	S	
	The relationship between learning		
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies		
	are suited to the level of the course	S	

Assessment and learning objectives or competencies 5 S The course grading policy is stated clearly S Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed The course provides learners with multiple opportunities to track their learning progress S Course Technology (including equipment) The tools used in the course support the learning objectives and competencies S Course tools promote learner engagement and catte learning Technologies required in the course are readily available Course technologies are current S S Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services and how learners can obtain them Course instructions articulate or link to the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services S Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services. Industry Alignment and Credentials If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies and credential objectives or competencies and credential objectives or competencies is clearly stated Credential assessment scheduling and Credential assessment scheduling and				
Measurement The course grading policy is stated clearly Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed The course provides learners with multiple opportunities to track their learning progress S Course Technology (including equipment) The tools used in the course support the learning objectives and competencies S Course tools promote learner engagement and active learning Technologies required in the course are readily available Course technologies are current S Learner Support The 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 Course instructions articulate or link to the institution's accessibility policies and services Industry Alignment and Credentials If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies is clearly stated N/A	Assessment	The assessments measure the stated		
Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed The course provides learners with multiple opportunities to track their learning progress Course Technology (including equipment) The tools used in the course support the learning objectives and competencies Course tools promote learner engagement and active learning Technologies required in the course are readily available Course technologies are current S Learner Support The 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 Course instructions articulate or link to the institution's accessibility policies and services Industry Alignment and Credentials If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies is clearly stated N/A	and	learning objectives or competencies	S	
Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed The course provides learners with multiple opportunities to track their learning progress S Course The tools used in the course support the learning objectives and competencies Including equipment) Technologies required in the course are readily available Course technologies are current S S Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support whe institution's academic support services and resources and how learners can obtain them Course instructions articulate or link to the institution's accessibility policies and services Industry Alignment and Credentials If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated N/A	Measurement	The course grading policy is stated clearly	S	
provided for the evaluation of learners' work and are tied to the course grading policy The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed The course provides learners with multiple opportunities to track their learning progress S Course Technology (including equipment) The tools used in the course support the learning objectives and competencies Course tools promote learner engagement and active learning Technologies required in the course are readily available Course technologies are current Support The 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 Course instructions articulate or link to the institution's accessibility policies and services Industry Alignment and Credentials If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies is clearly stated N/A				
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policy The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed S				
sequenced, varied, and suited to the learner work being assessed The course provides learners with multiple opportunities to track their learning progress Course Technology (including equipment) The tools used in the course support the learning objectives and competencies Course tools promote learner engagement and active learning Technologies required in the course are readily available Course technologies are current Support Learner Support The 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 Course instructions articulate or link to the institution's accessibility policies and services. Industry Alignment and Credentials If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated The relationship between course learning objectives or competencies is clearly stated N/A			S	
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Learner work being assessed S				
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Technology (including equipment) Course tools promote learner engagement and active learning S	Course	The tools used in the savings support the		
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objectives or competencies is clearly stated N/A		The relationship between course learning		
stated N/A		objectives or competencies and credential		
		objectives or competencies is clearly		
Credential assessment scheduling and			N/A	
		Credential assessment scheduling and		
location is accessible to students N/A		location is accessible to students	N/A	
The learning outcomes reflect current		The learning outcomes reflect current		
industry trends S		industry trends	S	

Optional		
Categories		

Ī	Instructional	The instructional materials contribute to		
	Materials	the achievement of the stated course and		
		module/unit learning objectives or		
		competencies Both the purpose of instructional	S	
		materials and how the materials are to be		
		used for learning activities are clearly		
		explained	S	
		All instructional materials used in the		
		course are appropriately cited	S	
		The instructional materials are current	S	
		A variety of instructional materials are		
		used in the course	S	
		The distinction between required and		
-		optional materials is clearly explained	N/A	
	<u> </u>	The Leavine setticities are set the		
	Course	The learning activities promote the achievement of the stated learning		
	Activities and Learner	objectives or competencies	S	
	Interaction	The learning activities provide		
	interaction	opportunities for interaction that support		
		active learning	S	
		The instructor's plan for classroom		
		response time and feedback on		
		assignments is clearly stated	S	
		The requirements for learner interaction are clearly stated	S	
H		are clearly stated	3	
ŀ	Online	The course instructions articulate or link		
	Courses	to a clear description of the technical		
		support offered and how to obtain it	N/A	
		Instructions make clear how to get started		
		and where to find various course		
		components	N/A	
		Etiquette expectations for online discussions, email and other forms of		
		communication are clearly stated	N/A	
		The course provides alternative means of	,	
		access to course materials in formats that		
		meet the needs of diverse learners	N/A	
		Course navigation and multimedia		
		facilitate ease of use and course design	N/A	
		facilitates readability Minimum tachnology requirements are	N/A	
		Minimum technology requirements are clearly stated and instructions for use are		
		provided	N/A	
		Minimum technical skills expected of the		
		learner are clearly stated	N/A	
		The self-introduction by the instructor is		
		appropriate and available online	N/A	

	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry Faculty have appropriate education/experience for the course content	S S	
	Support services and resources for students are accessible A policy/process is in place for continuous improvement of program/course (ex: program review)	S S	

		_	
MECT 2330	Statics	Ratings	Comments
Course Overview	Learners are introduced to the purpose		
	and structure of the course	S	
	Course and/or institutional policies		
	with which the learner is expected to		
	comply are clearly stated (or link to		
	policies is provided)	S	
	Instructor's name and contact info		
	(office location, hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or		
	required competencies are clearly		
	stated	S	
	Relationship of the course/program to		
	career opportunities and occupational		
	and/or life skills are stated	U	No connection explicitly stated
Learning	The course learning objectives, or		
Objectives	course/program competencies,		
0.0,00000	describe outcomes that are measurable	S	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		Topics timeline does not include
	objectives / competencies	U	outcomes.
			Outcomes do not appear to align with
	All learning objectives or competencies		topic list, do not include actions from
	are stated clearly and written from the		Bloom's Taxonomy or other similar
	learner's perspective	U	learning behavior
			Outcomes do not appear to align with
	The relationship between learning		topic list, do not include actions from
	objectives or competencies and course		Bloom's Taxonomy or other similar
	activities is clearly stated	U	learning behavior
	The learning objectives or		
	competencies are suited to the level of		
	the course	S	

Assessment and	The assessments measure the stated		
Measurement	learning objectives or competencies	S	
	The course grading policy is stated		
	clearly	S	
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	S	
	The assessment instruments selected		
	are sequenced, varied, and suited to		
	the learner work being assessed	S	
	The course provides learners with		
	multiple opportunities to track their		
	learning progress	S	
	9. 9		
Course	The tools used in the course support		
Technology	the learning objectives and		
	competencies	S	
(including	Course tools promote learner		
equipment)	engagement and active learning	S	
	Technologies required in the course are		
	readily available	S	
	,	S	
	Course technologies are current	3	
Learner Support	The course instructions articulate or		
	link to an explanation of how the		Student engagement policy indicates
	institution's academic support services		that there are checks for student
	and resources can help learners		progress and support needs, but
	succeed in the course and how learners		there is not reference to campus
	can obtain them	U	support services.
	Course instructions articulate or link to		
	the institution's accessibility policies		
	and services	S	
Industry	If the course is aligned to industry		
Alignment and	recognized credentials, the purpose		
Credentials	and requirements for obtaining		
	credentials is clearly stated	N/A	
	The relationship between course		
	learning objectives or competencies		
	and credential objectives or		
	competencies is clearly stated	N/A	
	Credential assessment scheduling and		
	location is accessible to students	N/A	
	The learning outcomes reflect current		
	industry trends	S	

Optional Categ	Optional Categories							

Instructional	The instructional materials contribute	
Materials	to the achievement of the stated	
TVIGCE IGIS	course and module/unit learning	
	objectives or competencies	S
	Both the purpose of instructional	
	materials and how the materials are to	
	be used for learning activities are	
	clearly explained	S
	All instructional materials used in the	
	course are appropriately cited	S
	The instructional materials are current	S
	A variety of instructional materials are	
	used in the course	S
	The distinction between required and	
	optional materials is clearly explained	N/A
	optional materials is clearly explained	N/A
Course Activities	The learning activities promote the	
Course Activities	The learning activities promote the achievement of the stated learning	
and Learner	objectives or competencies	S
Interaction	The learning activities provide	3
	opportunities for interaction that	
	support active learning	S
	The instructor's plan for classroom	3
	response time and feedback on	
	assignments is clearly stated	S
	The requirements for learner	3
	interaction are clearly stated	S
	Interaction are clearly stated	3
Online Courses	The course instructions articulate or	
Offillie Courses	link to a clear description of the	
	technical support offered and how to	
	obtain it	N/A
	Instructions make clear how to get	NA
	started and where to find various	
	course components	N/A
	Etiquette expectations for online	14/74
	discussions, email and other forms of	
	communication are clearly stated	N/A
	The course provides alternative means	1.47.1
	of access to course materials in formats	
	that meet the needs of diverse learners	N/A
	Course navigation and multimedia	1.17.1
	facilitate ease of use and course design	
	facilitates readability	N/A
	Minimum technology requirements are	
	clearly stated and instructions for use	
	are provided	N/A
	Minimum technical skills expected of	
	the learner are clearly stated	N/A
	The self-introduction by the instructor	1.4
	is appropriate and available online	N/A
	is appropriate and available offille	IV/A

	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	

MFGT 1120	Advanced Machining	Ratings	Comments
Course	Learners are introduced to the purpose		
Overview	and structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	
	Instructor's name and contact info		
	(office location, hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to		
	career opportunities and occupational		Information available on NCSC
	and/or life skills are stated	S	website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
-	outcomes that are measurable	S	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		
	objectives / competencies	S	Module outcomes provided
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	U	Not provided
	The relationship between learning		
	objectives or competencies and course		
	activities is clearly stated	U	Not provided
	The learning objectives or competencies		
	are suited to the level of the course	S	
	The assessments measure the stated		
	learning objectives or competencies	S	

	The course grading policy is stated		
	clearly	S	
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
Assessment	work and are tied to the course grading	_	
and	policy	S	
Measurement	The assessment instruments selected are sequenced, varied, and suited to the		
	learner work being assessed	S	
	The course provides learners with	3	
	multiple opportunities to track their		
	learning progress	S	
	rearrang progress		
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner		
equipment)	engagement and active learning	S	
, , , ,	Technologies required in the course are		
	readily available	S	
	Course technologies are current	S	
Learner	The course instructions articulate or link		
Support	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	S	
	Course instructions articulate or link to		
	the institution's accessibility policies	_	
	and services	S	
1.1.1.	If the course is allowed to industry.		
Industry	If the course is aligned to industry		Alignment to NIMAS is mentioned in
Alignment and	recognized credentials, the purpose and requirements for obtaining credentials		Alignment to NIMS is mentioned in course description, but reason for
Credentials	is clearly stated	U	alignment is not provided.
	The relationship between course	0	angiment is not provided.
	learning objectives or competencies and		
	credential objectives or competencies is		
	clearly stated	S	
			AUDAG was bash again to the to
	Cradential assessment sahaduling and		NIMS pre-test provided; students
	Credential assessment scheduling and location is accessible to students		must pay for NIMS assessments out- of-pocket.
	The learning outcomes reflect current	U	oi-pocket.
	industry trends	S	
	maastry tremas		

Instructional	The instructional materials contribute		
Materials	to the achievement of the stated course		
Widterials	and module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional		
	materials and how the materials are to		
	be used for learning activities are clearly		
	explained	S	
	All instructional materials used in the		
	course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are	C	
	used in the course	S	
	The distinction between required and	_	
	optional materials is clearly explained	N/A	
Course	The learning activities promote the		
Activities and	achievement of the stated learning		
Learner	objectives or competencies	S	
Interaction	The learning activities provide		
meer decion	opportunities for interaction that		
	support active learning	S	
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	S	
	The requirements for learner		
	interaction are clearly stated	S	
Online Courses	The course instructions articulate or link		
	to a clear description of the technical		
	support offered and how to obtain it	N/A	
	Instructions make clear how to get		
	started and where to find various		
	course components	N/A	
	Etiquette expectations for online		
	discussions, email and other forms of		
	communication are clearly stated	N/A	
	The course provides alternative means	-	
	of access to course materials in formats		
	that meet the needs of diverse learners	N/A	
	Course navigation and multimedia		
	facilitate ease of use and course design		
	facilitates readability	N/A	
	Minimum technology requirements are		
	clearly stated and instructions for use		
	are provided	N/A	
	Minimum technical skills expected of		
	the learner are clearly stated	N/A	
	The self-introduction by the instructor is	-,	
	appropriate and available online	N/A	
	appropriate and available utiline	11/74	

	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate	3	
	education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for		
	continuous improvement of program/course (ex: program review)	S	

MFGT 1300	Welding and Welding Equipment	Ratings	Comments
Course	Learners are introduced to the purpose		
Overview	and structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	
	Instructor's name and contact info		
	(office location, hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to		
	career opportunities and occupational		Information available on NCSC
	and/or life skills are stated	S	website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning		
	objectives or competencies describe		
	outcomes that are measurable and		
	consistent with the course-level		Mandala satasana anasidad
	objectives / competencies	S	Module outcomes provided
	All learning objectives or competencies are stated clearly and written from the		
	learner's perspective	U	Not provided
	The relationship between learning	0	Not provided
	objectives or competencies and course		
	activities is clearly stated	U	Not provided
	The learning objectives or competencies		
	are suited to the level of the course	S	
	The assessments measure the stated		
	learning objectives or competencies	S	
L	.caig objectives of competencies		

	The course grading policy is stated clearly	S	
Accessment	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading		
Assessment	policy	S	
and	The assessment instruments selected		
Measurement	are sequenced, varied, and suited to the		
	learner work being assessed	S	
	The course provides learners with		
	multiple opportunities to track their	_	
	learning progress	S	
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner		
equipment)	engagement and active learning	S	
	Technologies required in the course are		
	readily available	S	
	Course technologies are current	S	
Learner Support	The 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	S	
	Course instructions articulate or link to	3	
	the institution's accessibility policies and		
	services	S	
Industry	If the course is aligned to industry		
Alignment and	recognized credentials, the purpose and		
Credentials	requirements for obtaining credentials is		
Credericials	clearly stated	N/A	Not aligned to AWS
	The relationship between course		
	learning objectives or competencies and		
	credential objectives or competencies is	_	
	clearly stated	N/A	
	Credential assessment scheduling and		
	location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Instructional			
Materials	The instructional materials contribute to		
	the achievement of the stated course	S	

	and module/unit learning objectives or competencies	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S
	All instructional materials used in the course are appropriately cited	S
	The instructional materials are current	S
	A variety of instructional materials are used in the course	S
	The distinction between required and optional materials is clearly explained	N/A
Course Activities and Learner	The learning activities promote the achievement of the stated learning objectives or competencies	S
Interaction	The learning activities provide opportunities for interaction that	
	support active learning	S
	The instructor's plan for classroom response time and feedback on	
	assignments is clearly stated	S
	The requirements for learner interaction	
	are clearly stated	S
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A
	Instructions make clear how to get started and where to find various course	N/A
	components	N/A
	Etiquette expectations for online discussions, email and other forms of	
	communication are clearly stated The course provides alternative means	N/A
	of access to course materials in formats that meet the needs of diverse learners	N/A
	Course navigation and multimedia facilitate ease of use and course design	
	facilitates readability	N/A
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A
	Minimum technical skills expected of the learner are clearly stated	N/A
	The self-introduction by the instructor is appropriate and available online	N/A

	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including	_	
	representation from business/industry	S	
	Faculty have appropriate education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		Employers contact instructors with
	program/course (ex: program review)	S	feedback

MFGT 1550	CNC Setup and Operations	Ratings	Comments
Course	Learners are introduced to the purpose		
Overview	and structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to		
	career opportunities and occupational		Information available on NCSC
	and/or life skills are stated	S	website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives		
	or competencies describe outcomes that		
	are measurable and consistent with the		
	course-level objectives / competencies	S	
	All learning objectives or competencies		
	are stated clearly and written from the		
	learner's perspective	U	Not provided
	The relationship between learning		
	objectives or competencies and course		
	activities is clearly stated	U	Not provided
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment	The assessments measure the stated		
and	learning objectives or competencies	U	
Measurement	The course grading policy is stated clearly	S	

	Specific and descriptive criteria are	ĺ		
	provided for the evaluation of learners'			
	work and are tied to the course grading			
	policy	S		
	The assessment instruments selected are			
	sequenced, varied, and suited to the			
	learner work being assessed	S		
	The course provides learners with			
	multiple opportunities to track their			
	learning progress	S		
	31 5			
Course	The tools used in the course support the			
Technology	learning objectives and competencies	S		
(including	Course tools promote learner			
	engagement and active learning	S		
equipment)	Technologies required in the course are	3		
	readily available	s		
	•			
	Course technologies are current	S		
Learner	The course instructions articulate or link			
Support	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	S		
	Course instructions articulate or link to			
	the institution's accessibility policies and			
	services	S		
Industry	If the course is aligned to industry			
Alignment and	recognized credentials, the purpose and	1		
Credentials	requirements for obtaining credentials is	1		
Cicaciillais	clearly stated	N/A		
	The relationship between course learning			
	objectives or competencies and	1		
	credential objectives or competencies is	1		
	clearly stated	N/A		
	Credential assessment scheduling and			
	location is accessible to students	N/A		
	The learning outcomes reflect current	14//3		
	industry trends	S		
	maasay acmas	L	1	

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or		
	competencies	S	

	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course	The learning activities promote the		
Activities and Learner	achievement of the stated learning objectives or competencies	S	
Interaction	The learning activities provide opportunities for interaction that support		
	active learning The instructor's plan for classroom	S	
	response time and feedback on		
	assignments is clearly stated	S	
	The requirements for learner interaction		
	are clearly stated	S	
Online	The course instructions articulate or link		
Courses	to a clear description of the technical		
	support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course		
	components	N/A	
	Etiquette expectations for online	,	
	discussions, email and other forms of		
	communication are clearly stated	N/A	
	The course provides alternative means of		
	access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia	IN/A	
	facilitate ease of use and course design		
	facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are		
	provided	N/A	
	Minimum technical skills expected of the		
	learner are clearly stated	N/A	
	The self-introduction by the instructor is		
	appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
		,	

Other	Course/program has been reviewed by an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for		
	continuous improvement of		
	program/course (ex: program review)	S	

MFGT 1640	Computer Aided Manufacturing 1	Ratings	Comments
Course	Learners are introduced to the purpose		
Overview	and structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to		
	career opportunities and occupational		Information available on NCSC
	and/or life skills are stated	S	website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives		
	or competencies describe outcomes that		
	are measurable and consistent with the		
	course-level objectives / competencies	S	
	All learning objectives or competencies		
	are stated clearly and written from the learner's perspective	S	
	The relationship between learning	3	
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies		
	are suited to the level of the course	S	
	are salted to the level of the tourse		
Assessment	The assessments measure the stated		
and	learning objectives or competencies	S	Aligned to NIMS credentials
Measurement	The course grading policy is stated clearly	S	0
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	S	

	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	Students must make a parts using Haas lathe as final exam
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology	The tools used in the course support the learning objectives and competencies	S	
(including equipment)	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The 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	S	
	Course instructions articulate or link to		
	the institution's accessibility policies and services	S	
	Services		
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	S	NIMS CNC Milling test used for programming assessment
	The relationship between course learning objectives or competencies and credential objectives or competencies is		
	clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	

	The instructional materials are current	s	
	A variety of instructional materials are	-	
	used in the course	S	
	The distinction between required and		
	optional materials is clearly explained	N/A	
Course	The learning activities promote the		
Activities and	achievement of the stated learning		
Learner	objectives or competencies	S	
Interaction	The learning activities provide		
Interaction	opportunities for interaction that support		
	active learning	S	
	The instructor's plan for classroom		
	response time and feedback on		
	assignments is clearly stated	S	
	The requirements for learner interaction		
	are clearly stated	S	
Online	The course instructions articulate or link		
Courses	to a clear description of the technical		
	support offered and how to obtain it	N/A	
	Instructions make clear how to get		
	started and where to find various course		
	components	N/A	
	Etiquette expectations for online		
	discussions, email and other forms of		
	communication are clearly stated	N/A	
	The course provides alternative means of		
	access to course materials in formats	_	
	that meet the needs of diverse learners	N/A	
	Course navigation and multimedia		
	facilitate ease of use and course design	21/2	
	facilitates readability	N/A	
	Minimum technology requirements are		
	clearly stated and instructions for use are provided	N/A	
	'	IN/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	•	N/A	
	The self-introduction by the instructor is	NI/A	
	appropriate and available online Learners are asked to introduce	N/A	
	themselves to the class	N/A	
	נווכוווזכועכז נט נווכ נומזז	19/74	
Othor	Course/program has been reviewed by		
Other	an advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate	3	
	education/experience for the course		
	content	S	
	Support services and resources for	-	
	students are accessible	S	
		ı -	

A policy/process is in place for		
continuous improvement of		
program/course (ex: program review)	S	

MFGT 2010	Jig and Fixture Design	Ratings	Comments
Course	Learners are introduced to the purpose		
Overview	and structure of the course	S	
	Course and/or institutional policies with		
	which the learner is expected to comply		
	are clearly stated (or link to policies is		
	provided)	S	
	Instructor's name and contact info (office		
	location and hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required		
	competencies are clearly stated Relationship of the course/program to	S	
	career opportunities and occupational		
	and/or life skills are stated	S	Information available on NCSC website
	and, or me onmo are occided		
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
Objectives	outcomes that are measurable	S	
	The module/unit level learning objectives		
	or competencies describe outcomes that		
	are measurable and consistent with the		
	course-level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the	U	
	learner's perspective The relationship between learning	U	
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment			
and	The assessments measure the stated learning objectives or competencies	S	Students create prototype tools and test to be sure they work.
Measurement			test to be sure they work.
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	S	
	The course provides learners with multiple		
	opportunities to track their learning		
	progress	S	

Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement		
equipment)	and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner	The course instructions articulate or link to		
Support	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	S	
	Course instructions articulate or link to the		
	institution's accessibility policies and		
	services	S	
Industry	If the course is aligned to industry		
Alignment and	recognized credentials, the purpose and		
Credentials	requirements for obtaining credentials is		
0.000	clearly stated	N/A	
	The relationship between course learning		
	objectives or competencies and credential		
	objectives or competencies is clearly		
	stated	N/A	
	Credential assessment scheduling and		
	location is accessible to students	N/A	
	The learning outcomes reflect current		
	industry trends	S	

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and	The learning activities promote the achievement of the stated learning		
	objectives or competencies	S	

Learner	The learning activities provide		
Interaction	opportunities for interaction that support		
Interaction	active learning	S	
	The instructor's plan for classroom	3	
	<u> </u>		
	response time and feedback on	_	
	assignments is clearly stated	S	
	The requirements for learner interaction		
	are clearly stated	S	
Online Courses	The course instructions articulate or link to		
Omme courses			
	a clear description of the technical support		
	offered and how to obtain it	N/A	
	Instructions make clear how to get started		
	and where to find various course		
	components	N/A	
	Etiquette expectations for online		
	discussions, email and other forms of		
	communication are clearly stated	N/A	
	The course provides alternative means of	IN/A	
	· · · · · · · · · · · · · · · · · · ·		
	access to course materials in formats that		
	meet the needs of diverse learners	N/A	
	Course navigation and multimedia		
	facilitate ease of use and course design		
	facilitates readability	N/A	
	Minimum technology requirements are	-	
	clearly stated and instructions for use are		
	provided	N/A	
	•	IN/A	
	Minimum technical skills expected of the		
	learner are clearly stated	N/A	
	The self-introduction by the instructor is		
	appropriate and available online	N/A	
	Learners are asked to introduce	14/71	
	themselves to the class	N/A	
	themselves to the class	IN/A	
Other	Course/program has been reviewed by an		
	advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
		,	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex:		
	program review)	S	
1	1		

MFGT 2250	Stamping Operations and Die Design	Ratings	Comments
	Learners are introduced to the purpose		
	and structure of the course	S	

	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is		
	provided)	S	
Course	Instructor's name and contact info (office location and hours, email) are stated	U	No instructor information provided
Overview	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to		
	career opportunities and occupational and/or life skills are stated	c	Information available on NCSC website
	and/or me skins are stated	S	information available on NCSC website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives		
	or competencies describe outcomes that		
	are measurable and consistent with the		
	course-level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the		
	learner's perspective The relationship between learning	U	
	objectives or competencies and course		
	activities is clearly stated	s	
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment	The assessments measure the stated		
and	learning objectives or competencies	S	
Measurement	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading		
	policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed The course provides learners with multiple	S	
	opportunities to track their learning		
	progress	S	
	1. 10 100		
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement		
equipment)	and active learning	S	
	Technologies required in the course are		
	readily available	S	
	Course technologies are current	S	

Learner Support	The 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	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Catego			
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and	The learning activities promote the achievement of the stated learning objectives or competencies	S	
Learner Interaction	The learning activities provide opportunities for interaction that support		
	active learning The instructor's plan for classroom response time and feedback on	S	
	assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	

Online	The course instructions articulate or link to		
Courses	a clear description of the technical support		
Courses	offered and how to obtain it	N/A	
	Instructions make clear how to get started	14/71	
	and where to find various course		
	components	N/A	
	Etiquette expectations for online	,	
	discussions, email and other forms of		
	communication are clearly stated	N/A	
	The course provides alternative means of	,	
	access to course materials in formats that		
	meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate		
	ease of use and course design facilitates		
	readability	N/A	
	Minimum technology requirements are		
	clearly stated and instructions for use are		
	provided	N/A	
	Minimum technical skills expected of the		
	learner are clearly stated	N/A	
	The self-introduction by the instructor is		
	appropriate and available online	N/A	
	Learners are asked to introduce		
	themselves to the class	N/A	
Other	Course/program has been reviewed by an		
	advisory committee, including		
	representation from business/industry	S	
	Faculty have appropriate		
	education/experience for the course		
	content	S	
	Support services and resources for		
	students are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex:		
	program review)	S	

MFGT 2640	Computer Aided Manufacturing 2	Ratings	Comments
Course	Learners are introduced to the purpose		
Overview	and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location and hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required competencies are clearly stated	S	

	Relationship of the course/program to career opportunities and occupational		
	and/or life skills are stated	S	Information available on NCSC website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable The module/unit level learning objectives	S	
	or competencies describe outcomes that		
	are measurable and consistent with the		
	course-level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the	U	
	learner's perspective The relationship between learning	U	
	objectives or competencies and course		
	activities is clearly stated	S	
	The learning objectives or competencies		
	are suited to the level of the course	S	
Assessment	The assessments measure the stated		Students must write programs for use
and	learning objectives or competencies	S	in 1550 course
Measurement	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are		
	provided for the evaluation of learners'		
	work and are tied to the course grading policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the		
	learner work being assessed	S	
	The course provides learners with multiple		
	opportunities to track their learning progress	S	
	progress		
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement		
equipment)	and active learning	S	
	Technologies required in the course are	C	
	readily available	S	
	Course technologies are current	S	
Learner	The course instructions articulate or link to		
Support	an explanation of how the institution's		
345501	academic support services and resources		
	can help learners succeed in the course		
	and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and		
	services	S	
L	1	1	

Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	U	Students can take NIMS assessment, but alignment is not explained in syllabus
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	S	
	Credential assessment scheduling and location is accessible to students	S	
	The learning outcomes reflect current industry trends	S	

Optional Catego	ones		
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and	The learning activities promote the achievement of the stated learning		
Learner	objectives or competencies	S	
Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on		
	assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
	are clearly stated	3	
Online Courses	The course instructions articulate or link to a clear description of the technical support		
	offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course		
	components	N/A	

	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A
	Minimum technical skills expected of the learner are clearly stated	N/A
	The self-introduction by the instructor is appropriate and available online	N/A
	Learners are asked to introduce themselves to the class	N/A
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S
	Faculty have appropriate education/experience for the course	
	Support services and resources for students are accessible	S
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S

Southwest Tennessee Community College Rubrics

MEET 1114	Print Reading / GD&T	Rating	Comments
Course	Learners are introduced to the purpose and	Rating	Comments
Overview	structure of the course	S	
Overview		, ,	
	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		Not included in cullabus
	stated (or link to policies is provided)	U	Not included in syllabus
	Instructor's name and contact info (office		Not included in cullabora
	location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required		Name listed
	competencies are clearly stated	U	None listed
	Relationship of the course/program to career		Information qualible on STCC
	opportunities and occupational and/or life		Information available on STCC
	skills are stated	S	website
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		NA advila laval la amaina avita amana
	measurable and consistent with the course-	NI/A	Module level learning outcomes not included
	level objectives / competencies	N/A	not included
	All learning objectives or competencies are stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives	3	
	or competencies and course activities is clearly		
	stated	S	
	The learning objectives or competencies are	, ,	
	suited to the level of the course	S	
Assessment	The assessments measure the stated learning		
and	objectives or competencies	S	
Measurement	The course grading policy is stated clearly	S	
Ivicasarcinicit	Specific and descriptive criteria are provided		
	for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the learner		
	work being assessed	S	
	The course provides learners with multiple		
	opportunities to track their learning progress	S	
	51 3 ***		
Course	The tools used in the course support the		Students use Tooling U online
Technology	learning objectives and competencies	S	modules to supplement class
(including	Course tools promote learner engagement and		modules to supplement cluss
equipment)	active learning	S	
equipinent)	Technologies required in the course are readily		
	available	S	
	Course technologies are current	S	
	Course technologies are currellt	l J	

Learner	The course instructions articulate or link to an		
Support	explanation of how the institution's academic		
	support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Course instructions articulate or link to the		
	institution's accessibility policies and services	S	
Industry			Students take NIMS Job Planning,
Alignment	If the course is aligned to industry recognized		Benchwork, and Layout assessment
and	credentials, the purpose and requirements for		but this is not mentioned in
Credentials	obtaining credentials is clearly stated	U	syllabus
Creacificials	The relationship between course learning		
	objectives or competencies and credential		
	objectives or competencies is clearly stated	U	See above
	Credential assessment scheduling and location		
	is accessible to students	U	Unknown – not included in syllabus
	The learning outcomes reflect current industry		
	trends	S	

Instructional	The instructional materials contribute to the		
Materials	achievement of the stated course and		
	module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional materials and		
	how the materials are to be used for learning		
	activities are clearly explained	S	
	All instructional materials used in the course		
	are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in		
	the course	S	
	The distinction between required and optional		
	materials is clearly explained	N/A	
	, .	•	
Course	The learning activities promote the		
Activities and	achievement of the stated learning objectives		
Learner	or competencies	S	
Interaction	The learning activities provide opportunities		
micraction	for interaction that support active learning	S	
	The instruction of the classic control of		
	The instructor's plan for classroom response		
	time and feedback on assignments is clearly		N
	stated	U	Not included in syllabus
	The requirements for learner interaction are		
	clearly stated	U	Not included in syllabus

Other	Course/program has been reviewed by an advisory committee, including representation		
	from business/industry	S	
	Faculty have appropriate education/experience		
	for the course content	S	
	Support services and resources for students		
	are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex: program		
	review)	S	

MEET 1124	GD&T	Rating	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		
	stated (or link to policies is provided)	U	Not included in syllabus
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required		
	competencies are clearly stated	U	Not included in syllabus
	Relationship of the course/program to career		
	opportunities and occupational and/or life		Program website include career
	skills are stated	S	information
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		
	measurable and consistent with the course-		
	level objectives / competencies	U	Unit level outcomes not listed
	All learning objectives or competencies are		
	stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives		
	or competencies and course activities is clearly		
	stated	S	
	The learning objectives or competencies are		
	suited to the level of the course	S	
Assessment	The assessments measure the stated learning	_	
and	objectives or competencies	S	
Measurement	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided		
	for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the learner		
	work being assessed	S	

	The course provides learners with multiple opportunities to track their learning progress	S	
Course	The tools used in the course support the		Tooling U used to supplement class
Technology	learning objectives and competencies	S	time
(including	Course tools promote learner engagement and	c	
equipment)	active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The 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	S	
	Course instructions articulate or link to the		
	institution's accessibility policies and services	S	
Industry	If the course is aligned to industry recognized		
Alignment	credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
and	The relationship between course learning	IN/A	
Credentials	objectives or competencies and credential		
	objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location		
	is accessible to students	N/A	
	The learning outcomes reflect current industry		
	trends	S	

Instructional	The instructional materials contribute to the		
Materials	achievement of the stated course and		
	module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional materials and		
	how the materials are to be used for learning		
	activities are clearly explained	S	
	All instructional materials used in the course		
	are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in		
	the course	S	
	The distinction between required and optional		
	materials is clearly explained	N/A	

Course Activities and Learner	The learning activities promote the achievement of the stated learning objectives or competencies	S	
Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation	_	
	from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program		
	review)	S	

MEET 1144	Machines Technology 1	Rating	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		
	stated (or link to policies is provided)	U	Not included in syllabus
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required		
	competencies are clearly stated	U	Not included in syllabus
	Relationship of the course/program to career		
	opportunities and occupational and/or life		
	skills are stated	S	
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		Syllabus refers to NIMS duties and
	outcomes that are measurable	S	standards as objectives
	The module/unit level learning objectives or		
	competencies describe outcomes that are		
	measurable and consistent with the course-		
	level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives		
	or competencies and course activities is clearly		
	stated	S	

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	The learning objectives or competencies are	_	
	suited to the level of the course	S	
Assessment			Course is aligned to NIMS but NIMS
and			assessments are not used—fully
Measurement			integrating NIMS into curriculum
			will benefit students by
	The assessments measure the stated learning		demonstrating mastery of
	objectives or competencies	U	competencies.
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided		
	for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the learner		
	work being assessed	S	
	The course provides learners with multiple		
	opportunities to track their learning progress	S	
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement and		
equipment)	active learning	S	
	Technologies required in the course are readily		
	available	S	
	Course technologies are current	S	
	<u> </u>		
Learner	The course instructions articulate or link to an		
Support	explanation of how the institution's academic		
оприст	support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Course instructions articulate or link to the		
	institution's accessibility policies and services	S	
	institution's accessibility policies and services	3	
Industry			Syllabus states that students "are
1	If the course is aligned to industry recognized		prepared to take" NIMS
Alignment	credentials, the purpose and requirements for		assessments, but does not explain
and	obtaining credentials is clearly stated	U	how or where
Credentials	The relationship between course learning		non or where
	objectives or competencies and credential		
	objectives or competencies and credental	U	See above
	Credential assessment scheduling and location		
	is accessible to students	U	See above
	The learning outcomes reflect current industry		NIMS is widely accepted as the
	trends	Е	industry standard in machining
L	1		

Instructional	The instructional materials contribute to the		
Materials	achievement of the stated course and		
	module/unit learning objectives or		
	competencies	S	
	Both the purpose of instructional materials and		
	how the materials are to be used for learning		
	activities are clearly explained	S	
	All instructional materials used in the course		
	are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in		
	the course	S	
	The distinction between required and optional		
	materials is clearly explained	N/A	
Course	The learning activities promote the		
Activities and	achievement of the stated learning objectives		
Learner	or competencies	S	
Interaction	The learning activities provide opportunities		
	for interaction that support active learning	S	
	The instructor's plan for classroom response		
	time and feedback on assignments is clearly		
	stated	U	Not included in syllabus
	The requirements for learner interaction are		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	clearly stated	U	Not included in syllabus
			,
Other	Course/program has been reviewed by an		
	advisory committee, including representation		
	from business/industry	S	
	Faculty have appropriate education/experience		
	for the course content	S	
	Support services and resources for students		
	are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex: program		
	review)	S	

MEET 1164	Machines Technology II	Rating	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		
	stated (or link to policies is provided)	U	Not included in syllabus
	Instructor's name and contact info (office		
	location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required		
	competencies are clearly stated	U	Not included in syllabus
	Relationship of the course/program to career		
	opportunities and occupational and/or life		
	skills are stated	S	

Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		Syllabus refers to NIMS duties and
Objectives	outcomes that are measurable	S	standards as objectives
	The module/unit level learning objectives or		
	competencies describe outcomes that are		
	measurable and consistent with the course-		
	level objectives / competencies	S	
	All learning objectives or competencies are		
	stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives		
	or competencies and course activities is clearly		
	stated	S	
	The learning objectives or competencies are		
	suited to the level of the course	S	
	Suited to the level of the course	3	
Assessment			Course is aligned to NIMS but NIMS
			assessments are not used—fully
and			integrating NIMS into curriculum
Measurement			will benefit students by
	The assessments measure the stated learning		demonstrating mastery of
	objectives or competencies	U	competencies.
	The course grading policy is stated clearly	S	competencies.
	Specific and descriptive criteria are provided	3	
	for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are	<u> </u>	
	sequenced, varied, and suited to the learner		
	work being assessed	S	
		3	
	The course provides learners with multiple	C	
	opportunities to track their learning progress	S	
_			
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement and		
equipment)	active learning	S	
	Technologies required in the course are readily		
	available	S	
	Course technologies are current	S	
Learner	The course instructions articulate or link to an		
Support	explanation of how the institution's academic		
Support	support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Course instructions articulate or link to the	c	
	institution's accessibility policies and services	S	

Industry Alignment and	If the course is aligned to industry recognized credentials, the purpose and requirements for		Syllabus states that students "are prepared to take" NIMS assessments, but does not explain
Credentials	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	U	how or where See above
	Credential assessment scheduling and location is accessible to students The learning outcomes reflect current industry trends	U E	See above NIMS is widely accepted as the industry standard in machining

Instructional Materials	The instructional materials contribute to the achievement of the stated course and		
	module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning	c	
	activities are clearly explained All instructional materials used in the course	S	
	are appropriately cited	S	
	The instructional materials are current A variety of instructional materials are used in	S	
	the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
C	The League of a stituities are seen the		
Course Activities and Learner	The learning activities promote the achievement of the stated learning objectives or competencies	S	
Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly		Not included in order
	The requirements for learner interaction are	U	Not included in syllabus
	clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation		
	from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous	3	
	improvement of program/course (ex: program review)	S	

INET 2014	CNC Machining	Rating	Comments
Course	Learners are introduced to the purpose and		
Overview	structure of the course	S	
	Course and/or institutional policies with which		
	the learner is expected to comply are clearly		
	stated (or link to policies is provided)	S	
	Instructor's name and contact info (office		
	location, hours, email) are stated	S	
	Prerequisite knowledge and/or required		
	competencies are clearly stated	S	
	Relationship of the course/program to career		
	opportunities and occupational and/or life		
	skills are stated	S	
Learning	The course learning objectives, or		
Objectives	course/program competencies, describe		
	outcomes that are measurable	S	
	The module/unit level learning objectives or		
	competencies describe outcomes that are		
	measurable and consistent with the course-		
	level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's		
	perspective	S	
	The relationship between learning objectives	3	
	or competencies and course activities is clearly		
	stated	S	
	The learning objectives or competencies are		
	suited to the level of the course	S	
Assessment	The assessments measure the stated learning		
and	objectives or competencies	S	
Measurement	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided		
	for the evaluation of learners' work and are		
	tied to the course grading policy	S	
	The assessment instruments selected are		
	sequenced, varied, and suited to the learner		
	work being assessed	S	
	The course provides learners with multiple		
	opportunities to track their learning progress	U	Not included in syllabus
Course	The tools used in the course support the		
Technology	learning objectives and competencies	S	
(including	Course tools promote learner engagement and	_	
equipment)	active learning	S	
	Technologies required in the course are readily		
	available	S	
	Course technologies are current	E	

Learner	The course instructions articulate or link to an		
Support	explanation of how the institution's academic		
	support services and resources can help		
	learners succeed in the course and how		
	learners can obtain them	S	
	Course instructions articulate or link to the		
	institution's accessibility policies and services	S	
Industry	If the course is aligned to industry recognized		
Alignment	credentials, the purpose and requirements for		
and	obtaining credentials is clearly stated	N/A	
Credentials	The relationship between course learning		
or cuerreiais	objectives or competencies and credential		
	objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location		
	is accessible to students	N/A	
	The learning outcomes reflect current industry		
	trends	Е	

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course	The learning activities promote the		
Activities and Learner	achievement of the stated learning objectives or competencies	S	
Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	S	

AMMQC Curriculum Evaluation Report

Other	Course/program has been reviewed by an		
	advisory committee, including representation		
	from business/industry	S	
	Faculty have appropriate education/experience		
	for the course content	S	
	Support services and resources for students		
	are accessible	S	
	A policy/process is in place for continuous		
	improvement of program/course (ex: program		
	review)	S	

To be reviewed (currently under development): INET 2024 – Advanced CNC Machining and INET 2044 – CAD/CAM Machining