**Prepared by: Abner Hoage, MPA, Fire Chief/Emergency Manager, Ketchikan Fire Dept.**

**Date: 8/20/16**

**Program & Course: Bachelor of Emergency Management**

 **CRN 39245 HSEM F493 Public Health Emergencies**

**Review Scale Definitions**

*Mark an X in the appropriate box.*

**Exceptional:** Review component is a “best practice” and represents a model for replication.

**Very good:** Review component is complete and effective.

**Good:** Review component is adequate but presents opportunities for improvement.

**Ineffective:** Review component is weak andin need of significant improvement.

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| **1. Program Outcomes** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| 1.1 Effective program structure (prerequisites, course sequence, delivery methods, classroom/laboratory blend, stackable credential-structure provide a clear, logical *map* to completion for adult students) |  | X |  |  |
| 1.2 Program outcomes aligned to occupational focus (industry skills and standards) |  | X |  |  |
| 1.3 Program outcomes clearly stated |  |  | X |  |
| 1.4 Program outcomes introduced/reinforced in course under review |  | X |  |  |
| 1.5 Evidence program leads to capstone assessment (licensure, industry certification or TSA, etc.) |  |  |  | X |
| Comments or recommendations:* 1. – Program structure is effective and provides a clear, logical map to completion for adult students.
	2. – Program outcomes although extremely vague are aligned to industry standards.
	3. – Program outcomes could be more clearly stated in a specific and measurable format.
	4. – The course goal and objectives in the course under review introduce/reinforce concepts that are in alignment with the stated program outcomes.

1.5 – There is no evidence that the BEM program leads to a capstone assessment that results in any level of licensure, or industry certification. |

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| **2. Course Objectives** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| 2..1 Appropriate to course level |  | X |  |  |
| 2.2 Clearly stated from student perspective |  | X |  |  |
| 2.3 Measurable |  | X |  |  |
| 2.4 Evidence of innovation to support adult learner success |  |  |  | X |
| 2.5 Addresses/supports one or more outcomes |  | X |  |  |
| Comments or recommendations:2.1 – Course objectives are appropriate to course level requiring the student to explain, apply, and recommend.2.2 – Course goals and Student Learning Outcomes begins with “Develop an understanding of:” this is extraneous information that is implied based on the ability to explain, apply, and recommend. 2.3 – An instructor is not able to observe student understanding it is not measurable. It may be more appropriate to say: At the end of this course students will be able to:* Describe public health theories
* Explain assessments, interventions, evaluations
* Apply public health theories to the promotion of community resilience… etc.

2.4 – Evidence of innovation to support adult learner success is not evident in the course objectives. |

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| **3. Instructional Materials** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| 3.1 Support stated course learning objectives |  | X |  |  |
| 3.2 Meet/reflect current industry practices and standards | X |  |  |  |
| 3.3 Provide options for multiple learning styles |  | X |  |  |
| 3.4 Resources/materials / third party documents are cited properly |  | X |  |  |
| 3.5 Evidence of innovation to support adult learner success |  | X |  |  |
| Comments and recommendations:3.1 – Support of stated course objectives is evident in required course readings/materials.3.2 – The selected course readings/materials appear to reflect current industry standards. Incorporation of FEMA Independent Study Courses for certification as a requirement for the course is a best practice that should be considered whenever possible.3.3 – The variety of course materials and activities including videos, presentations, discussion questions, reading assignments, etc. result in multiple options for auditory, visual, and tactile learners.3.5 – This course is specifically designed with adult learners in mind, some examples that illustrate support for adult learners are the fact that a high degree of self-motivation is required, the instructor participates in the discussions on a peer level with the student, and students are required to draw on personal experience in order to complete assignments. |

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| **4. Learning Activities/Labs** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| 4.1 Promote achievement of stated objectives |  | X |  |  |
| 4.2 Materials/resources (to include equipment, tools and software) are presented in a way that students understand purpose and use in healthcare and other industry settings |  | X |  |  |
| 4.3 Provide opportunities for interaction and active learning  |  | X |  |  |
| 4.4 Provide options for multiple learning styles |  | X |  |  |
| 4.5 Linked to current industry practices and standards |  | X |  |  |
| Comments and recommendations: |

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| **5. Clinicals/Practicums** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| 5.1 Support stated course objectives | N/A |  |  |  |
| 5.2 Meet/reflect current industry practices and standards | N/A |  |  |  |
| 5.3 Provide options for multiple learning styles | N/A |  |  |  |
| 5.4 Resources/materials are cited properly | N/A |  |  |  |
| 5.5 Evidence of innovation to support adult learner success | N/A |  |  |  |
| Comments and recommendations:This section is not applicable to the course being reviewed. |

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| **6. Student Assessment Tools/****Criteria for Student Evaluation** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| 6.1 Stated learning objectives link to industry standards |  | X |  |  |
| 6.2 Align with course activities and resources |  | X |  |  |
| 6.3 Include specific and descriptive criteria for evaluation of student work/participation |  |  |  | X |
| 6.4 Sequenced throughout instructional period to enable students to build on feedback |  |  | X |  |
| 6.5 Varied and appropriate to content |  |  | X |  |
| 6.6 Provide opportunities for students to measure their own learning progress |  |  |  | X |
| Comments and recommendations:6.1 – Midterm and Final Assessments are in the form of a written report in APA format and are based on application of course topics to real world scenarios and current events which link well to industry standards6.2 – Midterm and Final Assessments are aligned with course activities and resources.6.3 – Participation rubric was not available in course materials provided, and grading rubric provide minimal information with which to evaluate student work.6.4 – Assessments appear to occur only at the midterm and final allowing minimal opportunity for students to build on feedback.6.5 – Assessments are not varied, but are appropriate to content.6.6 – Material presented for review showed no evidence of opportunities for students to measure their own learning progress. |

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| **7. Innovative or enhanced strategies** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| 7.1 Evidence of industry input/standards in program design and curricular components |  | X |  |  |
| 7.2 Evidence of program enhancements to support adult learner |  | X |  |  |
| 7.3 Evidence the distance delivery strategies and/or accelerated delivery strategies are sufficient for student success. |  |  | X |  |
| Comments or recommendations:7.1 – Evidence of industry standards is evident throughout the content of the course.7.2 – The structure and variety of course content utilized provides clear evidence of support for adult learners.7.3 – It appears that the distance delivery strategies are sufficient for student success. |



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