

Comprehensive details relating to the creation, development, and final placement of college-level undergraduate remedial courses through a TAACCCT grant to Kenai Peninsula College are included in this report.

# Kenai Peninsula College

TAACCCT Grant Courses Overview

September 30, 2014

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## PROJECT FUNDING

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The project is funded by the US Department of Labor, TAACCCT (Trade Adjustment Assistance Community College and Career) program and 100% of the total cost of the online College Readiness Resources has been funded by federal money out of a \$2.5 million TAACCCT Department of Labor project. However, these materials do not necessarily represent the policy of the Department of Labor or endorsement by the Federal Government. The TAACCCT grant is an equal opportunity program. Auxiliary aids and services are available upon request to individuals with disabilities. The project has been conducted in partnership with the UAA Community and Technical College and the Architectural and Engineering Technician program.

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# ***KENAI PENINSULA COLLEGE***

## ***TAACCCT GRANT COURSES OVERVIEW***

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The TAACCCT Grant at Kenai Peninsula College produced three open access online courses. The courses are intended to help beginning level undergraduate students review their knowledge in the subject areas of pre-college Algebra and English basics, and to provide an introduction to the online learning environment. Following are basic descriptions of each course.

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### ESSENTIAL PRE-COLLEGE MATH

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**Essential Pre-College Math (EPM)** is a series of 16 self-paced, online modules that cover topics ranging from basic number properties to factoring and graphing polynomials. The modules are designed to help students review or master content usually covered in Pre-Algebra and Algebra I courses taught in high school, while at the same time presenting the material with authentic examples illustrating how mathematics is used in the various fields of study related to work for architectural engineering technicians or construction.

A solid understanding of this level of mathematics is crucial, and a prerequisite, for enrolling and succeeding in college level mathematics courses required in the Architectural and Engineering Technology (AES) degree and certificate programs as well as in most other fields of study.

The self-paced, modular structure of the modules allows students to work on their areas of weakness without requiring them to spend time on material they have already mastered. Additionally, it enables students to improve their mastery of pre-college foundational math without the tuition cost normally associated with remedial mathematics courses.

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### WRITING BASICS

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**Writing Basics** is a series of self-paced online modules that serve as a tutorial for those desiring a refresher in basic writing skills. The course is designed to prepare students for 100-level composition courses or to cover the skills needed for general education writing requirements at the college level.

**Writing Basics** covers a range of topics within an eight-unit format, allowing the student to review the writing process, sentences, punctuation, paragraph construction, basic essay format, editing, and reading comprehension. Students work at their own pace on topics they still need to master or can skip over topics where they have already developed sufficient skills.

## INTRODUCTION TO DISTANCE EDUCATION

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The **Introduction to Distance Education** course provides five self-paced, online, open-access modules on key topics related to successfully navigating an online learning environment. Included are tutorials on the use of Blackboard (a learning management system); time and resource management when learning online; what to expect in accommodation support and collaboration within an online community; and using online technology tools. **Introduction to Distance Education** will also address motivation and extending students' online presence to support their coursework.

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Wanna work together? by Creative Commons

Published by Kitten Graphic Designs

The TAACCCT grant courses are part of an ongoing movement throughout the education community to offer an open and free course of study made available over the Internet without charge to a very large number of people. As part of this “open access” feature, the TAACCCT grant courses developed through Kenai Peninsula College were created under the Creative Commons licensing detailed on the next page.

## ***CREATIVE COMMONS LICENSING***

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THE COURSES DEVELOPED AND RESOURCES UTILIZED BY KENAI PENINSULA COLLEGE PER THE TAACCCT GRANT ARE LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION 3.0 LICENSE AND ALIGNED WITH THE DIGITAL MILLENNIUM COPYRIGHT ACT (DMCA).

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All of the TAACCCT grant courses were created with accessibility for all students in mind, and there are a number of ways in which this was accomplished. Following is an overview of specific accessibility measures that were implemented in each of the three online courses.

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## COURSE ACCESSIBILITY ASPECTS

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Specific examples and further explanation of accessibility features in the EPM courses can be found at: <https://softchalkcloud.com/lesson/serve/PXQ09LAYZR16nk/html>

### **Topic 1: Page Layout**

Soft Chalk 8 uses Cascading Style Sheets (CSS) to separate content from presentation. CSS helps screen readers and those tabbing between headings. The layout has a banner, page headings, sidebar menu (optional on each page), and a module menu and/or the drop-down navigation bar for individual module sections.

### **Topic 2: Navigation**

Soft Chalk has a skip navigation feature to prevent assistive technology from reading redundant information on each page. Navigation can be performed without a mouse, by using tabbing.

### **Topic 3: Colors**

For accessibility reasons (including color blindness), color is not used exclusively for information purposes in the courses. Color is used to highlight and show solutions, with text alternatives.

### **Topic 4: Images**

Explicit (long) text descriptions of all images are provided by the instructional designer. Each image has a particular purpose: to illustrate a technique or concept, to serve as an icon, show steps, and/or to illustrate handouts for videos. Also *text-poppers* have been added (for those not using assistive technology).

### **Topic 5: Equations**

The SoftChalk manual says, *“MathML functionality ensures that when math equations are used in a SoftChalk lesson, screen-reader software can read the equation.”* However, one of the Instructional Design team’s testing with free online readers (FANGS and NVDA) gave only graphic equation image indicators or skipped them. A SoftChalk representative said they test on JAWS5 and told us, *“I know that the MathML equations produce an .html file in the ada files folder within a lesson. It contains the plain text description of the equation, and is what the screen-reader software should be directed to read aloud.”*

### **Topic 6: Media**

EPM media include Vokis (for introductions to sections) and video tutorials (produced by KPC faculty, the Khan Academy, and Educreations). These all have transcripts and/or closed



captioning where appropriate. Students access the alternative accessibility content from the keyhole icon (the screen reader reads this automatically).

### ***Topic 7: Tables and Graphs***

Table captions, table summaries, and headers were added by the instructional designers when inserting tables into a lesson. These table features allow screen readers to more easily navigate a table and process the information contained in the table. In cases where tables are used for formatting, no headers were used, so the tables are compatible with screen readers and other alternate browsers.

### ***Topic 8: Text-Poppers***

All text annotations were generated with a link to a separate document containing the text of the text annotation, for easy access by screen readers.

### ***Topic 9: Activities (Flash and HTML5 Interactions)***

Over 20 different types of activities were used throughout the courses: hot-spots, Did You Know activity, flash cards, labeling, ordering, photo albums, presenter, cross-word puzzles, slideshows, tabbed information, sorting, drag and drop activities, Timeline activity, etc.

The HTML activities are accessible and provide additional features for using keyboard controls for Internet Explorer 9, Firefox and Safari. They also have a keyhole icon for viewing accessible alternative content.

### ***Topic 10: Assessments***

In the web content pages, SoftChalk uses **html forms** to display the quiz-popper questions and the quiz groups. All of these html forms allow students using Assistive Technology the ability to navigate through and complete the forms, and include directions and cues.

The instructional designers have inserted alternative text for all the equations and images used in the assessments, as well.

### ***Topic 11: Mobile Pages***

According to SoftChalk, *“Lessons created and saved in SoftChalk 7 or higher, have a mobile-friendly version of the lesson content created (in a folder labeled “mobile”) and included when the lesson is packaged or published. When a user accesses that lesson on a mobile phone such as an iPhone or Android phone, this specially formatted Web version of the content is delivered automatically. The font size, page width/formatting, navigation and image size are optimized for a smaller screen.”* Students do NOT need to download any apps for their mobile devices to access SoftChalk lessons.

The Instructional Designers used SoftChalk 8 for all of the courses, so mobile functionality and accessibility exists in each course.

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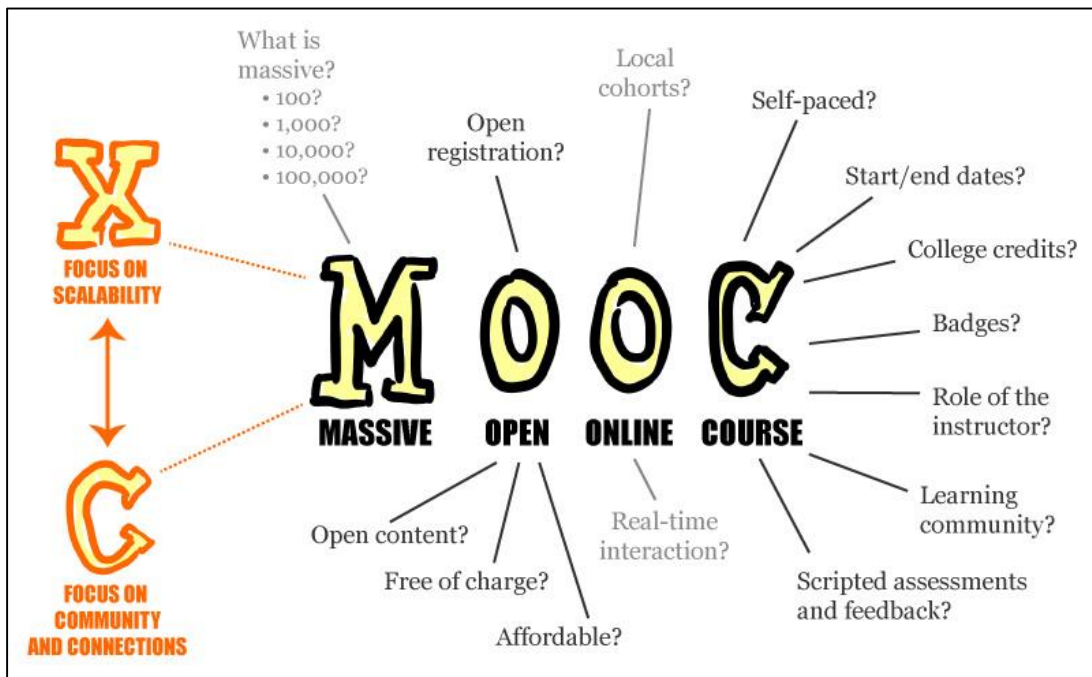
**THE PROCESS OF BRINGING THE KPC COURSES ONLINE INVOLVED THREE MAJOR STEPS:**

- 1. THE INITIAL DESIGN - OBTAINING INPUT FROM THE SUBJECT MATTER EXPERTS AND CREATING THE INITIAL LAYOUT OF EACH COURSE.**
  - 2. EXPANSION AND DEVELOPMENT - A COMPREHENSIVE REVISION PROCESS WHICH INVOLVED BOTH THE SUBJECT MATTER EXPERTS AND THE INSTRUCTIONAL DESIGNERS.**
  - 3. DEVELOPMENT OF THE FINAL COURSE – FINE TUNING THE FINAL DESIGN AND TROUBLE SHOOTING TECHNOLOGY ISSUES WITH AN OUTSIDE REVIEW OF EACH COURSE.**
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## COURSE DESIGN FEATURES

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Because the TAACCCT grant courses were created under a Creative Commons Attribution 3.0 License, all students will have open and free access to each of the courses over the Internet.



MOOC poster mathplourdeCC BY 2.0

Mathieu Plourde {(Mathplourde on Flickr) - <http://www.flickr.com/photos/mathplourde/8620174342/sizes//in/photostream/>}

The information contained specifically within the EPM and Writing Basics courses would normally be taught in a remedial college course before the student was allowed to register for the beginning level college course work in each subject. Such courses are usually taught in the traditional manner – in a physical classroom with daily interaction between the student and the instructor where content is delivered in writing or orally.

The TAACCCT grant courses were designed with the objective of fitting into the standard definition of “online” courses, where most, or all, of the content is delivered online. This means there are no face-to-face meetings with an instructor during the entire online course. While students will typically navigate and complete the courses online by themselves, instructors do have the option of using these courses in a regular classroom as additional review support for regular 100 level college Math and English course work.

COURSES WERE DESIGNED TO TAKE ADVANTAGE OF STUDENTS’ VARIOUS LEARNING STYLES WHILE APPEALING TO THEIR MULTIPLE INTELLIGENCES.

The process of moving a traditional style course online requires new ways of thinking about each student’s learning and how they will be motivated to work their way through the course. All of the TAACCCT grant courses were

designed to take advantage of the student’s various learning styles and to adhere to the learning objectives, while also appealing to their multiple intelligences (verbal, visual, logical, kinesthetic, etc.) Many research studies also show that motivational feedback helps to provide engagement in the student while they work their way through the course. To this end, direct feedback to the student (in the form of self-check quizzes, and positive feedback on section quizzes) has also been incorporated into each lesson.

## COURSE STRUCTURE AND ORGANIZATION

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*Several different research studies based upon the Quality Matters Higher Education Rubric found that including stated objectives in a course produced better student outcomes. It was also stressed that providing goal clarity, pertinent feedback, and including a balance of challenge and skill also produced better results.*

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THE DISCUSSION BELOW SPECIFICALLY REFERENCES AREAS WITHIN UNIT 4 OF THE WRITING BASICS COURSE, BUT THE DESIGN ELEMENTS RELATING TO BEST PRACTICES IN DESIGNING ONLINE COURSES FOR ADULT LEARNERS WERE USED IN ALL OF THE TAACCCT GRANT COURSES. THE ENTIRE UNIT 4 OF THE WRITING BASICS COURSE CAN BE VIEWED THROUGH THIS LINK: [HTTPS://WWW.SOFTCHALKCLOUD.COM/LESSON/SERVE/JAWKPI3XOMLZ8M/HTML](https://www.softchalkcloud.com/lesson/serve/jawkpi3xomlz8m/html)

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THE DEVELOPMENTAL CONTENT WITHIN EACH COURSE EMPHASIZES OUTCOMES WITH THE GOAL OF THE STUDENT PROGRESSIVELY REACHING DEFINED SKILL LEVELS IN EACH MODULE/UNIT.

The Writing Basics course has been designed to engage students in their learning and offers interactive elements throughout. The course consists of eight Units,

with each Unit containing three Modules. Each Unit starts with an introductory page which states the overall objective for the Unit and the individual objective for each Module within that Unit.

Unit	Title
WB Unit 1	The Writing Process
WB Unit 2	Sentence Basics
WB Unit 3	Sentence Structure
WB Unit 4	Punctuation
WB Unit 5	The Paragraph
WB Unit 6	The Multi-Paragraph Essay
WB Unit 7	Revising Basics
WB Unit 8	Reading Comprehension

- **Unit 4: Introduction**
  - Unit 4: Punctuation Basics
- **Module 1: Commas - Lesson Objective**
  - Module 1: Commas
- **Module 2: Semicolons & Colons - Lesson Objective**
  - Module 2: Semicolons and Colons
- **Module 3: Apostrophes - Lesson Objective**
  - Module 3: Apostrophes


Every Unit has an introductory page that details the learning objectives for that unit. (See following example.)

Contents ◀ Prev Next ▶ Page 2 of 15 score print all


## Unit 4: Punctuation Basics

When you complete this unit, you will be able to identify and incorporate punctuation basics: commas, semicolons, colons, and apostrophes.

While a sentence is said to be complete if it has a subject and verb, it actually needs something else: punctuation. Words flow in a sentence, but it is the punctuation that controls that flow. You already know that a period is usually placed at the end of a sentence. You may think other forms of punctuation are not so important. However, take a look at these two sentences. One has a comma in it. The other does not.



**1. Let's eat, Bobby.**



**2. Let's eat Bobby.**

At least for Bobby, the punctuation is definitely important.

And for you, in your academic writing, punctuation will prove to be important as well.

Work your way through the following three modules. Consisting of content, practice, and review, each module will answer a series of three questions:

1. What are commas, semicolons, colons, and apostrophes?
2. Why do they matter?
3. How do they work?

Module 1 Objective

You will identify and incorporate comma use in your writing.

Module 2 Objective

You will identify and incorporate semicolon and colon use in your writing.

Module 3 Objective

You will identify and incorporate apostrophe use in your writing.

Then each Module also begins with its own introductory page showing the Module “Lesson Objective”, a listing of “Important Terms” with their definitions (as text poppers), and includes an interactive audio slide show that explains what will be covered in that Module. (See following example.)

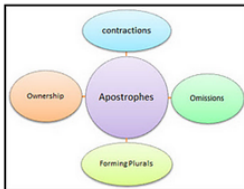
**Module 3: Apostrophes**



**Lesson Objective**

You will identify and incorporate apostrophe use in academic writing.

To understand apostrophes, we will be covering three areas of exploration, highlighted in the slide show below:



Click on the link below the image to watch a slide show about Apostrophes.

[Click here to start slide show.](#)

**Important Terms to Know**

<b>Apostrophe</b>	Mouseover each term to see the definition.
<b>Contractions</b>	
<b>Possessive Pronoun</b>	

Click [here](#) to explore content for apostrophes.

[toc](#) | [return to top](#) | [previous page](#) | [next page](#)

**On this Page**

- Module 3: Apostrophes
- Lesson Objective
- Important Terms to Know

Within each Unit, the material in Module 2 builds on what was learned in Module 1, and the material in Module 3 builds on, and incorporates, material learned in Modules 1 & 2. As well, the material in succeeding Units builds on what has been presented in the previous Units.

INSTRUCTIONAL DESIGN ELEMENTS

*Research based upon the Quality Matters Higher Education Rubric stresses that students learn better in online courses when both text and video/audio components are included. When including these elements, "Section 508 Standards" require access to all audio, video, and multimedia that is delivered electronically through the inclusion of metadata and/or transcripts.*

The lesson in each Module is presented in a bright and engaging way using interactive elements, video and audio pieces, as well as various student activities. Course material can be accessed by students through many different modes: desktop computer, laptop computer, a tablet, or even using a smart phone.

A right hand sidebar on each page of the lesson highlights the areas of each topic discussed and provides additional resources, handouts, and links to outside information and resources. Clicking

on a handout in the sidebar will instantly open a new window containing a pdf which the student can then print out, or just leave open to check information as they work through the lesson. (See following example.)

The image shows a sidebar for a lesson titled "Writing Basics Unit 4 - Punctuation". At the top, there are links for "score" and "print all". Below this, the sidebar is divided into two main sections: "On this Page" and "Hand Outs".

**On this Page**

- Ways We Use Commas
- Introductory Words and Phrases
- Self Check Area #1
- Subordinate Clauses
- Independent Clauses - with some help
- Self Check Area #2
- Other Uses
- Self Check Area #3

**Hand Outs**

Click on the links below to print out the document.

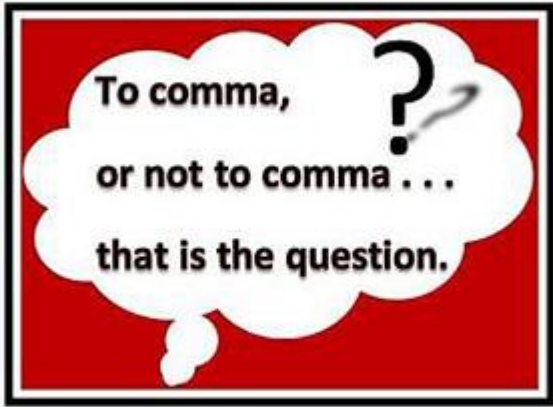
- [List of Prepositions](#)
- [Top 100 Most Common Adverbs](#)

On the left side of the sidebar, the text "will probably" is visible, which is part of the main content area.

Multimedia is also used throughout the course to facilitate understanding of the concepts. Each Module has at least one video component and three audio components included to explain and/or expand on the concepts being presented in that Module. All media aspects of the course (images, video, and audio) contain metadata and/or transcripts that can be accessed by students with visual, hearing, motor, and/or cognitive disabilities. (See following examples.)

Slideshow Activity

Change slides by using the arrows or drop-down menu. If the slide has sound, the Play button will be active.



Why do commas matter? Start Slideshow

00:00

View Text

Contents ◀ Prev Next ▶ Page 4 of 15 score print all

### What are commas, and why do they matter?

The use of commas is often confusing. Even the professionals sometimes get confused. Please watch this video on comma usage. Then after you have completed this module, come back to the video and watch it again. See if you can find the mistake the professionals made.

How to Use Commas Correctly



0:00 / 5:05 You

Please watch this video by WaysAndHow to see rules on using commas.



The instructional material in each Unit is supported through the use of activities, visuals, and multimedia. Important concepts are pulled out and highlighted in many different ways. The inclusion of various activities related to the material being presented throughout each Module engages the student and reinforces the retention of concepts just presented.

## EVALUATION AND ASSESSMENT

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*Universal Design for Learning Guidelines suggest that design features be included in courses to provide graduated levels of practice, self-assessment, and performance; give the student the capacity for monitoring their progress; and provide mastery-oriented feedback.*

SELF-CHECK QUIZZES ARE SPRINKLED THROUGHOUT EACH MODULE OF A LESSON TO HELP STUDENTS CHECK THEIR GRASP OF THE MATERIAL AND ASCERTAIN THEIR GROWING SKILL LEVEL.

Evaluation and assessment are built in throughout each Writing Basics Unit. As well as an overall quiz on the material presented at the end of each Module, self-assessments and mastery-oriented features are

available to the student throughout the instructional area. Several levels of testing are available to the student to make sure they have reached the stated objective and have mastered the material in the lesson. A survey is included at the end of each major unit within each course to provide feedback on ease of use by the student, gather demographic data, and obtain suggestions for revisions and/or updates that might be needed.

### ***Self-Checks***

Students are encouraged to check their learning through “Self-Check Quiz” areas throughout each Module’s lesson. “Self Check” quizzes are included for each aspect of the lesson in that Module, and can be repeated as many times as necessary for the student to make sure they understand the material. (See following examples.)

## Module 1: Commas - Lesson Objective

Module 1: Commas  
Lesson Objective  
Important Terms to Know

### All About Commas

What are commas, and why do they matter?

### How do commas work?

Ways We Use Commas  
Introductory Words and Phrases  
Self Check Area #1  
Subordinate Clauses  
Independent Clauses with some help  
Self Check Area #2  
Other Uses  
Self Check Area #3

## Self Check Area #1



Are you ready to try  
using some commas in  
sentences on your own?

[Open/Close Self Check Quiz](#)

### Review Page

At the end of each Module there is an interactive review page for students to go over before taking the quiz on that Module. This review page covers key points presented in the lesson and gives a review all of the important terms contained in that lesson. (See following example.)


## Review of Module 2: Semicolons and Colons




### Key Takeaways

1. The semicolon can join two independent clauses (sentences) into one compound sentence.
2. The semicolon can separate material in a sentence that has a series of commas.
3. The colon can introduce a list.
4. The colon can introduce an explanation.
5. The colon can introduce a quotation.

### Review of Important Terms

 Roll over the tabs to view the definitions.

Semicolon	Colon	Conjunctive Adverb	Compound Sentence	Independent Clause	Conjunction
 a semicolon					
A punctuation mark used to join two independent clauses that are closely related.					

### DIGT Quiz

After they have completed their review, the student is directed to a basic “Did I Get This” quiz, which tests the student’s understanding of material in the lesson for that Module. Tiered feedback is included for each question in the quiz. If the student receives a score of 90% or above, they are encouraged to try the “Level 2 Quiz” before going on to the next Unit in the course. If the student receives a score below 90%, they are asked to go back to the beginning of that Module and repeat the lesson. (See following example.)

### Did I Get This?



Click on the **"Apostrophe Review Quiz"** wording below to check your knowledge of apostrophes.

[Open/Close Apostrophe Review Quiz](#)

### Review of Module 3

Review of Module 3: Apostrophes

Key Takeaways

Review of Important Terms

Did I Get This?

Level 2 Quiz: Advanced Apostrophe Quiz

Level 3 Quiz: Placement Test Practice Quiz

Next Steps

### Level 2 Quiz

The “Level 2 Quiz” has been created to provide an avenue for students who would like a little more challenge. The “Level 2 Quiz” is also structured to give tiered feedback to the student. (See following example.)

### Level 2 Quiz: Advanced Apostrophe Quiz



If you scored 90 points or above on the "Apostrophe Review Quiz", you might like to see how you do on this "Advanced Apostrophe Quiz".


Click on the "**Level 2 Quiz**" wording below to begin.

[Open/Close Level 2 Quiz](#)

### Level 3 Quiz

The last Module of each Unit in the course contains a third level of testing. This "Level 3 Quiz" is presented as an option for students that would like to get practice on questions similar to those on a college-level English placement exam and covers the same material as the current Unit. (See following example.)

**Level 3 Quiz:  
Placement Test  
Practice Quiz**



This final quiz is for those of you interested in the Accuplacer test. It contains questions regarding punctuation that you might encounter on college-level placement tests.

Click on the **"Level 3 Quiz"** wording below to begin.

[Open/Close Level 3 Quiz](#)

### Survey

A survey has been included at the end of each Unit for student feedback relating to course design, course content, demographic information, and their individual experience with the online learning environment. (See following example.)

If you scored less than 90 points on the "Did I Get This" quiz above, please [click here](#) and review this module again before continuing on to the next unit.

If you have scored 90 points or above on the "Did I Get This" quiz, **Congratulations!!** You may now continue on to the next unit.

**Next Steps**

Coming up in the next unit, you will combine your knowledge of the writing process, sentence structure, and punctuation in order to create the basic building block of academic writing: paragraphs.

Before continuing on in this course, please complete a survey on the Writing Basics Unit you have just completed. Click on the following link to be taken to the survey. The survey will open in a new window.

[Writing Basics Unit 4 Survey](#)

Once you have completed the survey and submitted your answers, you will be redirected back to the KPC College Readiness Resources page. You will then need to click on the Writing Basics course listing in the left or right navigation bar to continue on to the next unit.

## **APPENDIX A – KPC TAACCCT ESSENTIAL PRE-COLLEGE MATH COURSES LEARNING OBJECTIVES**

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### **PreAlgebra**

#### **PreAlgebra Module 1: Whole Numbers**

*LO: Student will use properties of whole numbers to perform basic math operations in order to solve simple equations.*

##### **PA Module 1 Section 1: Order Relations of Whole Numbers**

Student will use order relations to compare numbers and will use rules of rounding in estimation.

##### **PA Module 1 Section 2: Addition and Subtraction of Whole Numbers**

Student will use rules of addition and subtraction to simplify expressions and solve application problems.

##### **PA Module 1 Section 3: Multiplication and Division of Whole Numbers**

Student will use rules of multiplication, division and exponents to simplify expressions and solve application problems.

##### **PA Module 1 Section 4: Order of Operations**

Student will use properties of whole numbers to solve equations in the form of  $x + b = a$  and  $ax = b$ .

##### **PA Module 1 Section 5: Solving Equations with Whole Numbers**

Student will use the order of operations to solve equations and evaluate expressions.

#### **PreAlgebra Module 2: Integers**

*LO: Student will use properties of integers to solve simple equations and application problems*

##### **PA Module 2 Section 1: Integers and the Number Line**

Student will compare integer values using properties of inequalities, opposites, and absolute values.

##### **PA Module 2 Section 2: Operations with Integers**

Student will apply the rules of addition, subtraction, multiplication and division to simplify expressions involving positive and negative integers.

##### **PA Module 2 Section 3: Order of Operations with Integers**

Student will use the properties and methods for the order of operations when evaluating and simplifying mathematical expressions.

##### **PA Module 2 Section 4: Solving Linear One Variable Equations**

Student will use properties and methods to solve linear equations with one variable.

#### **PreAlgebra Module 3: Fractions**

*LO: Student will use properties of fractions to solve simple equations and application problems.*

PA Module 3 Section 1: Factorization

Student will find the Least Common Multiple (LCM) and Greatest Common Factors (GCF) using prime factorization. Student will also identify and use divisibility rules to create equivalent fractions.

PA Module 3 Section 2: Fraction Notation

Student will use properties of fractions to create equivalent fractions in proper, improper, and mixed number forms.

PA Module 3 Section 3: Fractions involving Variables

Student will use properties and methods to simplify fractions involving variables.

PA Module 3 Section 4: Multiplication and Division of Fractions

Student will use properties of multiplication and division to simplify fractions in order to solve application problems involving fractional components.

PA Module 3 Section 5: Solving Equations Involving Multiplication and Division of Fractions

Student will apply order of operations to simplify expressions in order to solve equations and application problems that involve fractions.

PreAlgebra **Module 4:** Addition and Subtraction with Fractions

*LO: Student will use techniques of finding Least Common Denominators (LCD) in order to add or subtract proper fractions and mixed numbers.*

PA Module 4 Section 1: Adding and Subtracting Fractions

Student will use techniques of finding the Least Common Denominator (LCD) to add and subtract proper fractions and mixed numbers.

PA Module 4 Section 2: Fractions and Order of Operations

Students will use order of operations to simplify expressions involving adding or subtracting fractions.

PA Module 4 Section 3: Equations Involving Fractions

Student will solve simple linear equations in one variable and application problems involving fractions and mixed numbers.

PreAlgebra **Module 5:** Decimal Numbers

*LO: Student will use place values and powers of 10 to set up and solve simple equations and applications using decimals.*

PA Module 5 Section 1: Decimals and Place Value

Student will use decimal notation and place values to convert between decimals and fractions and also use place value to compare and round decimal numbers.

PA Module 5 Section 2: Basic Arithmetic Operations with Decimals

Student will add, subtract, multiply, and divide decimals according to the order of operations in order to solve simple application problems that involve decimals numbers.

PA Module 5 Section 3: Scientific Notation

Student will apply principles of scientific notation to application problems.

PA Module 5 Section 4: Solving Linear Equations

Student will solve linear equations in one variable that involve decimal numbers.

PreAlgebra **Module 6:** Real Numbers

*LO: Student will use the properties of real numbers to simplify expressions, and set up and solve simple equations and applications problems.*

PA Module 6 Section 1: Radical Expressions

Student will evaluate and simplify expressions involving radicals.

PA Module 6 Section 2: Comparing Real Numbers

Student will compare real numbers and solve linear inequalities in one variable by expressing the solution using interval notation.

PA Module 6 Section 3: Properties of Real Numbers

Student will identify and use properties of real numbers and the order of operations to evaluate and simplify expressions.

PA Module 6 Section 4: Applications Involving Real Numbers

Student will use properties and methods to solve equations and application problems involving real numbers and the Pythagorean Theorem.

PreAlgebra **Module 7:** Measurement and Proportion

*LO: Student will demonstrate proficiency in using the metric system of measurement, by correctly solving applications using proportions, conversions, and direct and indirect variations.*

PA Module 7 Section 1: Ratios and Proportion

Student will use ratios and unit rates to set up and solve simple proportion equations and application problems.

PA Module 7 Section 2: English Standard System of Measurement

Student will use English standard units of length, weight, volume, time, temperature and speed to solve dimensional equations and applications problems.

PA Module 7 Section 3: Metric System of Measurement

Student will use metric units of length, mass, volume, and speed to solve dimensional equations.



PA Module 7 Section 4: Converting Between Systems of Measurement

Student will identify and use conversion factors to convert from English standard units to metric units and back.

PA Module 7 Section 5: Variation

Student will solve application problems involving direct, joint, and inverse variation.

PreAlgebra **Module 8:** Percent

*LO: Student will use percent in decimal and fractional form to solve equations and application problems involving percent.*

PA Module 8 Section 1: Introduction to Percents

Student will convert fractions to percent and percent to fractions and decimal equivalents.

PA Module 8 Section 2: Basic Percent Equations

Student will use percent in decimal and fractional forms to set up and solve basic percent equations and application problems.

PA Module 8 Section 3: Percent Increase, Decrease, Mark-up, and Discount

Student will identify and use percent increase, percent decrease, percent mark-up and percent discount to solve a variety of equations and application problems.

PA Module 8 Section 4: Simple Interest

Student will use the simple interest formula to solve applications problems.

## **Beginning Algebra**

Beginning Algebra **Module 1:** First Degree Equations and Inequalities with One Variable

*LO: Student will use the properties of equality and real numbers to solve first-degree equations, inequalities, and absolute values.*

BA Module 1 Section 1: Real Numbers

Student will identify, describe, and apply properties of real numbers.

BA Module 1 Section 2: The Addition and Multiplication Properties of Equality and Equations

Student will use the properties of real numbers and the addition and multiplication properties of equality to solve equations.

BA Module 1 Section 3: Inequalities

Student will solve simple and compound inequalities and demonstrate the solution using interval notation.

BA Module 1 Section 4: Absolute Value

Student will solve equations and inequalities containing absolute values.

BA Module 1 Section 5: Translating from Word Statements to Mathematical Statements

Student will translate word statements into mathematical equations and solve them.

Beginning Algebra **Module 2:** Linear Equations I

*LO: Student will graph solutions to linear equations on a plane and develop equations from points and slope.*

BA Module 2 Section 1: The Rectangular Coordinate System.

Student will plot and interpret data presented in a scatter diagram.

BA Module 2 Section 2: Graphs of Straight Lines

Student will solve linear equations by graphing.

BA Module 2 Section 3: Slope

Student will interpret and develop rate of change using given data.

BA Module 2 Section 4: Form of Linear Equations

Student will develop, identify, and manipulate the three basic forms of linear equations.

Beginning Algebra **Module 3:** Linear Equations II

*LO: Student will use a graphing calculator to find a line of best fit, solve a variety of application problems involving linear equations, identify functions, and use function notation.*

BA Module 3 Section 1: Linear Regression

Student will use linear regression to find a line of best fit for given data.

BA Module 3 Section 2: More Applications Involving Linear Equations  
Student will solve a variety of application problems using linear equations.

BA Module 3 Section 3: Linear Functions  
Student will identify a functions based on the vertical line test and write in function form.

Beginning Algebra **Module 4:** Systems of Linear Equations and Inequalities in Two Variables  
LO: *Student will solve systems of linear equations and inequalities in two variables using a variety of methods.*

BA Module 4 Section 1: Solving Systems of Linear Equations by Graphing  
Student will solve systems of linear equations by graphing.

BA Module 4 Section 2: Solving Systems of Linear Equations by Substitution Method  
Student will solve systems of linear equations by substitution.

BA Module 4 Section 3: Solving Systems of Linear Equations by Elimination Method  
Student will solve systems of linear equations using the elimination method.

BA Module 4 Section 4: Graphing Systems of Linear Inequalities  
Student will solve systems of linear inequalities using graphing techniques.

Beginning Algebra **Module 5:** Variable Expression I  
LO: *Student will manipulate variable expressions using properties of real numbers and rules of exponentiation.*

BA Module 5 Section 1: Properties of Real Numbers  
Student will apply the properties of real numbers to expressions containing variables.

BA Module 5 Section 2: Variable Expressions  
Student will use the properties of real numbers to add and subtract variable expression.

BA Module 5 Section 3: Polynomial Functions  
Student will manipulate simple polynomial functions.

BA Module 5 Section 4: Exponentiation Rules  
Student will apply the correct rules of exponentiation in order to manipulate expressions involving exponents.

Beginning Algebra **Module 6:** Variable Expression II  
LO: *Student will manipulate variable expressions using properties of real numbers and rules of exponentiation and use techniques to solve polynomial functions.*

BA Module 6 Section 1: Multiplication I  
*Student will multiply monomials by polynomials.*

BA Module 6 Section 2: Multiplication II  
*Student will multiply polynomials using a variety of techniques.*

*BA Module 6 Section 3: Division with Polynomials*

*Students will divide polynomials by monomials and polynomials.*

*BA Module 6 Section 4: Polynomials with Multi-Variables*

*Students will use the four arithmetic operations to manipulate expressions and polynomials with multiple variables.*

*BA Module 6 Section 5: Algebra of Functions*

*Student will use formal function notation to demonstrate the four arithmetic operations on polynomial functions.*

**Beginning Algebra Module 7: Factoring**

*LO: Student will successfully factor second and third degree expressions using general factoring techniques and will use the zero factor property rule to solve second degree equations and functions.*

**BA Module 7 Section 1: Introduction to Polynomial Equations**

Student will identify zeros of equations from their graphs.

**BA Module 7 Section 2: Equations of the type  $x^2 + bx + c = 0$**

Student will correctly factor and solve general second degree equations.

**BA Module 7 Section 3: Equations of the type  $ax^2 + bx + c = 0$**

Student will use a variety of factoring techniques to solve second degree equations with a lead coefficient that is not 1.

**BA Module 7 Section 4: Special Factorizations**

Student will use a variety of techniques to factor special second and third degree expressions.

**BA Module 7 Section 5: General Strategies for Factoring Polynomials**

Student will analyze polynomial equations to determine the most appropriate factoring technique and apply those strategies successfully.

**Beginning Algebra Module 8: Graphing Polynomial Equations**

*LO: Student will identify general polynomial equations and their graphs.*

**BA Module 8 Section 1: First Degree Equations**

Student will identify first degree (linear) equations.

**BA Module 8 Section 2: Second Degree Equations**

Student will identify second degree (quadratic) equations.

**BA Module 8 Section 3: Third Degree Equations**

Student will identify third degree (cubic) equations.

**BA Module 8 Section 4: Onward**

Student will identify nth degree equations.

**BA Module 8 Section 5: Applications**

Student will solve applications involving polynomial equations.

## **APPENDIX B – KPC TAACCCT WRITING BASICS COURSE LEARNING OBJECTIVES**

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### **Writing Basics Unit 1 – The Writing Process**

*LO: In this unit you will identify, describe, and practice rhetorical strategies and steps in the writing process for college-level academic contexts.*

#### Module 1: The Rhetorical Situation

LO: You will recognize components of the rhetorical situation.

#### Module 2: Process Steps

LO: You will recognize and assess the steps in the writing process.

#### Module 3: Academic Contexts

LO: You will explore examples of college-level writing.

### **Writing Basics Unit 2 – Sentence Style**

*LO: After reviewing this unit, you will be able to define and identify key components of sentence style as well as recognize errors in word choice and parallelism.*

#### Module 1: Word Choice

LO: You will examine an important component of sentence style – word choice.

#### Module 2: Parallelism

LO: You will examine a second but equally important component of sentence style – parallelism.

#### Module 3: Common Errors in Sentence Style

LO: You will learn to recognize common errors in word choice and parallelism.

### **Writing Basics Unit 3 – Sentence Structure**

*LO: When you complete this unit, you will recognize the major parts of a sentence and determine their function in sentence agreement and sentence completion.*

#### Module 1: Sentence Basics

LO: You will distinguish between subjects and predicates, pronouns and antecedents, and subordinating and coordinating conjunctions.

#### Module 2: Sentence Agreement

LO: You will recognize the major rules and errors in sentence agreement, including subject/verb and pronoun/antecedent agreement.

#### Module 3: Sentence Completion

LO: You will analyze and evaluate sentences for errors in completion.

#### **Writing Basics Unit 4 – Punctuation Basics**

*LO: When you complete this unit, you will be able to identify and incorporate punctuation basics: commas, semicolons, colons, and apostrophes.*

##### Module 1: Commas

LO: You will identify and incorporate comma use in your writing.

##### Module 2: Semicolons and Colons

LO: You will identify and incorporate semicolon and colon use in your writing.

##### Module 3: Apostrophes

LO: You will identify and incorporate apostrophe use in your writing.

#### **Writing Basics Unit 5 – The Paragraph**

*LO: When you complete this unit, you will be able to identify the purpose of a paragraph, explain how a paragraph is structured, and recognize the different functions of a paragraph.*

##### Module 1: Paragraph Purpose

LO: You will identify the purpose of a paragraph.

##### Module 2: Paragraph Structure

LO: You will recognize the necessary components that form the structure of any paragraph.

##### Module 3: Paragraph Content

LO: You will define four means for generating content in a paragraph: definition, comparison, description, and analysis.

#### **Writing Basics Unit 6 – The Multi-Paragraph Essay**

*LO: You will be able to identify the building blocks for multi-paragraph development and to build multi-paragraph compositions.*

##### Module 1: Essay Structure

LO: You will examine the general format of a multi-paragraph composition and identify four main components: the title, the introduction, the body, and the conclusion.

##### Module 2: Essay Content

LO: You will identify means for generating content through assessing audience, purpose, and context.

##### Module 3: Essay Transitions

LO: You will examine how to create effective transitions in an essay.

#### **Writing Basics Unit 7 – Revising Basics**

*LO: When you complete this unit, you will be able to identify and apply essay revising methods and do so through collaborative, independent, and technological dimensions.*

Module 1: Revising Through Collaboration

LO: You will examine three means of feedback for revising through collaboration: peer editing, online or face-to-face tutorials, and instructor comments.

Module 2: Revising Independently

LO: You will identify and apply the basics for revising essays independently.

Module 3: Revising with Technology

LO: You will recognize and apply basic error detection and time-saving technology tools associated with most word processing computer programs.

**Writing Basics Unit 8 – Reading Comprehension**

*LO: When you complete this unit, you will recognize vocabulary, main ideas, and author perspective.*

Module 1: Vocabulary Comprehension

LO: You will acquire two strategies for understanding complex vocabulary: word parts and context clues.

Module 2: Main Idea and Supporting Details

LO: You will recognize the relationship between main ideas and supporting details.

Module 3: Author's Perspective

LO: You will learn how to detect an author's perspective and recognize how it affects his or her message.

## **APPENDIX C – KPC TAACCCT INTRODUCTION TO DISTANCE EDUCATION COURSE LEARNING OBJECTIVES**

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**MAIN AND NAVIGATION:** *Recognize the purpose, components and navigational structure of the Introduction to Distance Education eLearning course.*

- Overview of course content
- Overview of course icons and navigation
- Review of Course Map

**MODULE 1:** *Recognize key components and terms associated with a distance education course and review basic navigation skills using the Blackboard Learning Management System (LMS)*

Module 1 – Section 1

LO: Recognize key components of an online distance education program.

Module 1 – Section 2

LO: Identify key distance education terms and definitions

Module 1 – Section 3

LO: Utilize UAA as a reference to review tools needed to correctly perform basic operations using Blackboard

**MODULE 2:** *Identify tasks and resources that support strategies for succeeding in a distance education course.*

Module 2 – Section 1

LO: Identify five (5) key time management strategies for support success in your online course room.

Module 2 – Section 2

LO: Assign tasks to five (5) key components of the online course.

Module 2 – Section 3

LO: Locate five (5) online resources to support success in your online class.

Module 2 – Section 4

LO: Locate resources to support students with disabilities in a distance learning environment



**MODULE 3:** *Identify and utilize online technology tools and resources to support learning in a synchronous and asynchronous distance education environment.*

Module 3 – Section 1

LO: Align synchronous and asynchronous technologies with appropriate media and purpose.

Module 3 – Section 2

LO: Explain capabilities and appropriate use of three (3) document sharing applications.

LO: Describe the process of using the Discussion Board, Blog, and Wiki within the Blackboard LMS.

**MODULE 4:** *Demonstrate appropriate and ethical practices related to community and communication in a distance learning environment.*

Module 4 – Section 1

LO: Create online postings using appropriate online ethics.

LO: Identify appropriate communications between peers and faculty in an online environment.

Module 4 – Section 2

LO: Demonstrate appropriate copyright restrictions and social conventions when posting information online

**MODULE 5:** *Identify strategies for addressing issues of motivation and collaboration in a distance education course.*

Module 5 – Section 1

LO: Select the most appropriate strategies for staying motivated while addressing your fears and concerns in your Distance Learning course.

Module 5 – Section 2

LO: Identify forums for continued practice in using Distance Learning tools, techniques, and resources.

LO: Create a professional network for additional collaboration and motivation opportunities.

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## EPM BEGINNING ALGEBRA - URLS

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### **BA Module 1 (eCourse)**

EPM BA M1 First Degree Equations <https://www.softchalkcloud.com/course/serve/iAXVQOS71kbHg0/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/560>

Pretest: <https://softchalkcloud.com/lesson/serve/NIIGackKgZ4UnhB/html>

Intro: <https://softchalkcloud.com/lesson/serve/guQXtC2yPIvsLn/html>

Section1: <https://softchalkcloud.com/lesson/serve/4cvVb3C52tKk7o/html>

Section 2: <https://softchalkcloud.com/lesson/serve/hvPloZAuJOsCyL/html>

Section 3: <https://softchalkcloud.com/lesson/serve/YDjv94JmVZaRTX/html>

Section 4: <https://softchalkcloud.com/lesson/serve/N2MO108DSkiheA/html>

Section 5: <https://softchalkcloud.com/lesson/serve/IUHFZRtlzOK2JE/html>

Posttest: <https://softchalkcloud.com/lesson/serve/fTs5JlDxmIrZpu/html>

### **BA Module 2 (eCourse)**

EPM BA M2 Linear Equations I <https://www.softchalkcloud.com/course/serve/LQTcqyea8IEOR9/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/561>

Pretest: <https://softchalkcloud.com/lesson/serve/byn2DohQNGrkWf/html>

Intro: <https://softchalkcloud.com/lesson/serve/klu41scPSXf3oK/html> (acknowledgement is here)

Section1: <https://softchalkcloud.com/lesson/serve/OvkgEIwx0NYQBI/html>

Section 2: <https://softchalkcloud.com/lesson/serve/Ztfbh0U4N1A5xY/html>

Section 3: <https://softchalkcloud.com/lesson/serve/XiW07FJOP5f9NI/html>

Section 4: <https://softchalkcloud.com/lesson/serve/zDZvpsxoTHnEqC/html>

Posttest: <https://softchalkcloud.com/lesson/serve/i86gqQlCycfXkNZ/html> (the survey is linked here)

### **BA Module 3** (eCourse)

EPM BA M3 Linear Equation II

<https://www.softchalkcloud.com/course/serve/7yuwOjMoGQT3s6/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/562>

Pretest: <https://softchalkcloud.com/lesson/serve/vMT59DZ6m3C2xP/html>

Intro: <https://softchalkcloud.com/lesson/serve/tdr0p28BTswqx4/html>

Section 1: <https://softchalkcloud.com/lesson/serve/C54Kj3oZsWHVnJ/html>

Section2: <https://softchalkcloud.com/lesson/serve/utJgwDd97nNIZm/html>

Section 3: <https://softchalkcloud.com/lesson/serve/p5SkZ6tHMBrGxT/html>

Posttest: <https://softchalkcloud.com/lesson/serve/7b3es6VDIcRiHu/html>

### **BA Module 4** (eCourse)

EPM BA M4 Systems of Linear Equations... <https://www.softchalkcloud.com/course/serve/A2U1YrfonEcjJt/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/563>

Pretest: <https://softchalkcloud.com/lesson/serve/J2rfTpM7gleSIE/html>

Intro: <https://softchalkcloud.com/lesson/serve/5gQhEV0upBCUjW/html> (ditto)

Section1: <https://softchalkcloud.com/lesson/serve/WfCoPAGidu8Tmt/html>

Section 2: <https://softchalkcloud.com/lesson/serve/tdlgzWchH5U2T8/html>

Section 3: <https://softchalkcloud.com/lesson/serve/crFZDA7KYTmgbO/html>

Section 4: <https://softchalkcloud.com/lesson/serve/l7nM1OWw3pDE96/html>

Posttest: <https://softchalkcloud.com/lesson/serve/3ur41mqYJMdKWj/html> (ditto)

### **BA Module 5** (eCourse)

EPM BA M5 Variable Expression I <https://www.softchalkcloud.com/course/serve/4HEaOmT712ouUd/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/564>

Pretest: <https://softchalkcloud.com/lesson/serve/cUBfbzQX3IxRW4/html>

Intro: <https://softchalkcloud.com/lesson/serve/7fqmnxUFH2Y3z5/html> (ditto)

Section1: <https://softchalkcloud.com/lesson/serve/e4SwMp6dbHImi2/html>

Section 2: <https://softchalkcloud.com/lesson/serve/uWHK94plQ1cIEt/html>  
Section 3: <https://softchalkcloud.com/lesson/serve/BcNZWgJsTADpqh/html>  
Section 4: <https://softchalkcloud.com/lesson/serve/0s6lNIP7f8jS1W/html>  
Posttest: <https://softchalkcloud.com/lesson/serve/TVBIqec7NZUDbW/html> (ditto)

## **BA Module 6 (eCourse)**

EPM BA M6 Variable Expression II <https://www.softchalkcloud.com/course/serve/KM3wQd2s5CI Ehf/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/565>  
Pretest: <https://softchalkcloud.com/lesson/serve/n0J1zedHlgbYwr/html>  
Intro: <https://softchalkcloud.com/lesson/serve/5Y3y72ZrVPOcT/html> (ditto)  
Section1: <https://softchalkcloud.com/lesson/serve/NGAFzMWVLqKelJ/html>  
Section 2: <https://softchalkcloud.com/lesson/serve/boizfE7AZK8MyP/html>  
Section 3: <https://softchalkcloud.com/lesson/serve/B6jvYtkquEyacx/html>  
Section 4: <https://softchalkcloud.com/lesson/serve/MuWc0rla5wL81C/html>  
Posttest: <https://softchalkcloud.com/lesson/serve/6a8XOZAP7vYWpG/html>

## **BA Module 7 (eCourse)**

EPM BA M7 Factoring <https://www.softchalkcloud.com/course/serve/lvz9QIARebOENZ/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/566>  
Pretest: <https://softchalkcloud.com/lesson/serve/DTE8LCc52wv1Nt/html>  
Intro: <https://softchalkcloud.com/lesson/serve/2uEBiGaCVvrlYd/html>  
Section 1: <https://softchalkcloud.com/lesson/serve/hUGzTOYJxgdy5u/html>  
Section 2: <https://softchalkcloud.com/lesson/serve/WzCKoi9rYp82Bh/html>  
Section 3: <https://softchalkcloud.com/lesson/serve/frGa7Ob2TDlxnZ/html>  
Section 4: <https://softchalkcloud.com/lesson/serve/OGZpIP7EdcUuCh/html>  
Section 5: <https://softchalkcloud.com/lesson/serve/U7uoOMma41Txvy/html>  
Posttest: <https://softchalkcloud.com/lesson/serve/ejAY25txUdIFhZ/html>

**BA Module 8****(eCourse)**

EPM BA M8 Graphing Polynomial Equations <https://www.softchalkcloud.com/course/serve/9AsaceGIddKhjr/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/600>

Pretest: <https://softchalkcloud.com/lesson/serve/aEsIMJ38pWfdPH/html>

Intro: <https://softchalkcloud.com/lesson/serve/u4r32H7AKjGYE0/html>

Section 1: <https://softchalkcloud.com/lesson/serve/ONr5dD9tFnmP4Q/html>

Section 2: <https://softchalkcloud.com/lesson/serve/2Ww5uIYqRKQ0mj/html>

Section 3: <https://softchalkcloud.com/lesson/serve/kNUSIZbWGfRh8w/html>

Section 4: <https://softchalkcloud.com/lesson/serve/4kl50tvAaFsZ2x/html>

Section 5: <https://softchalkcloud.com/lesson/serve/3Ncp9bwRT2rOan/html>

Posttest: <https://www.softchalkcloud.com/lesson/serve/07gqtK2M3cy6fN/html>

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# EPM – PRE-ALGEBRA - URLS

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## **PA Module 1 (eCourse)**

EPM PA M1

Whole Numbers

Ecourse: <https://www.softchalkcloud.com/course/serve/FWIGXJ9pTRCV1Z/html>

Skills Commons: <https://www.skillscommons.org/handle/taaccct/552>

Pretest: <https://softchalkcloud.com/lesson/serve/WzqnNAFu1OBk7t/html>

Module Intro: <https://softchalkcloud.com/lesson/serve/bs4ZTUzERgBxMv/html>

Section1: <https://softchalkcloud.com/lesson/serve/x5wGH17CyPgLpz/html>

Section 2: <https://softchalkcloud.com/lesson/serve/Y7XO8TL4baZEi9/html>

Section 3: <https://softchalkcloud.com/lesson/serve/5eK3MHLpUyaYnq/html>

Section 4: <https://softchalkcloud.com/lesson/serve/tdu95eTQxWHZo4/html>

Section 5: <https://softchalkcloud.com/lesson/serve3GU5RMk8dspuOH/html>

Posttest: <https://softchalkcloud.com/lessonserveSJGtac9i5vKekV/html>

## **PA Module 2 (eCourse)**

EPM PA M2

Integers

Ecourse: <https://www.softchalkcloud.com/course/serve/KzrTI5cmdYJHSB/html>

Skills Commons: <https://www.skillscommons.org/handle/taaccct/553>

Pretest: <https://softchalkcloud.com/lesson/serve/Dg56Xe4Fzvs7f2/html>

Module Intro: <https://softchalkcloud.com/lesson/serve/EamXehpuj6Q9SR/html>

Section1: <https://softchalkcloud.com/lesson/serve/7E0vJlqFLRuV9Z/html>

Section 2: <https://softchalkcloud.com/lesson/serve/VDT7mrB8QnAPY2/html>

Section 3: <https://softchalkcloud.com/lesson/serve/VnUyIQHYPREdaD/html>

Section 4: <https://softchalkcloud.com/lesson/serve/QcEdGqUvaZzMXm/html>

Posttest: <https://softchalkcloud.com/lesson/serve/IdcqnC5UR1zXxB/html>

**PA Module 3 (eCourse)**

EPM PA M3

Fractions

Ecourse: <https://www.softchalkcloud.com/course/serve/rsec7SxwHO0NpA/html>

Skills Common: <https://www.skillscommons.org//handle/taaccct/554>

Pretest: <https://softchalkcloud.com/lesson/serve/WILq21Mw7I8y3g/html>

Intro: <https://softchalkcloud.com/lesson/serve/KntIXaJSZ6B8HF/html>

Section 1: <https://softchalkcloud.com/lesson/serve/XsLKC7JeElHn9v/html>

Section 2: <https://softchalkcloud.com/lesson/serve/PUw7kCljNHOYEa/html>

Section 3: <https://softchalkcloud.com/lesson/serve/ymBkVbo48tA0T7/html>

Section 4: <https://softchalkcloud.com/lesson/serve/JKhPp4OgSmdl6F/html>

Section 5: <https://softchalkcloud.com/lesson/serve/MdoBFkJghmtTvy/html>

Posttest: <https://softchalkcloud.com/lesson/serve/p0VNo7Wlirsdyg/html>

**PA Module 4 (eCourse)**

EPM PA M4

Add and Subtract Fractions

Ecourse: <https://www.softchalkcloud.com/course/serve/QrCf4ZEwzPnOTX/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/555>

Pretest: <https://softchalkcloud.com/lesson/serve/D6emW1F2ORVCS3/html>

Intro: <https://www.softchalkcloud.com/lesson/serve/56tKeOqzNFHcTo/html> (new)

Section 1: <https://softchalkcloud.com/lesson/serve/H9wMhA8qFvXkUm/html>

Section 2: <https://softchalkcloud.com/lesson/serve/HBuk6t8WrFAoRU/html>

Section 3: <https://softchalkcloud.com/lesson/serve/m19vqS5XuHpF8J/html>

Posttest: <https://softchalkcloud.com/lesson/serve/N2Ji1Fcyqg5DBT/html>

**PA Module 5 (eCourse)**

EPM PA M5 Decimal Numbers

Ecourse: <https://www.softchalkcloud.com/course/serve/qGTPVtCh6vfywE/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/556>

Pretest: <https://softchalkcloud.com/lesson/serve/adWi3q8Skcz5xE/html>

Intro: <https://www.softchalkcloud.com/lesson/serve/jgTO8PimheX6nl/html> (new)

Section 1: <https://softchalkcloud.com/lesson/serve/inMpwSyFqG63sC/html>

Section 2: <https://softchalkcloud.com/lesson/serve/4rguolXq1T5iBQ/html>

Section 3: <https://softchalkcloud.com/lesson/serve/PJnOtzB7w31ASd/html>

Section 4: <https://softchalkcloud.com/lesson/serve/yvwHgCsXKclPLh/html>

Posttest: <https://softchalkcloud.com/lesson/serve/xoCGzd5Arz2T6O/html>

## **PA Module 6 (eCourse)**

EPM PA M6 Real Numbers

Ecourse: <https://www.softchalkcloud.com/course/serve/KQOShMBg6yIV28/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/557>

Pretest: <https://softchalkcloud.com/lesson/serve/5YNcb3Kh86JVeT/html>

Intro: <https://www.softchalkcloud.com/lesson/serve/HYkqsOhvXQT9ow/html> (new)

Section 1: <https://softchalkcloud.com/lesson/serve/03AakjmJIwf4r8/html>

Section 2: <https://softchalkcloud.com/lesson/serve/VkczCf46gK19do/html>

Section 3: <https://softchalkcloud.com/lesson/serve/qLZzTaFE7UtRdI/html>

Section 4: <https://softchalkcloud.com/lesson/serve/8H92QNmZEDMb4x/html>

Posttest: <https://softchalkcloud.com/lesson/serve/L14CSVydHnwO0b/html>

## **PA Module7 (eCourse)**

EPM PA M7 Measurement & Proportion

Ecourse: <https://www.softchalkcloud.com/course/serve/HovWRtknZjDmQ0/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/558>

Pretest <https://softchalkcloud.com/lesson/serve/9ZxLCbqdhNRjOP/html>

Intro: <https://www.softchalkcloud.com/lesson/serve/1QBHPDrAax65fe/html> (new)

Section 1: <https://softchalkcloud.com/lesson/serve/Mc9lLnIUjrQWiD/html>

Section 2: <https://softchalkcloud.com/lesson/serve/r1cnRe30iJLtfW/html>

Section 3: <https://softchalkcloud.com/lesson/serve/fkaMSWtxJIe4v7/html>

Section 4: <https://softchalkcloud.com/lesson/serve/T1abDkuNyHd29z/html>

Section 5: <https://softchalkcloud.com/lesson/serve/IBpUmoVE2wzskd/html>

Posttest: <https://softchalkcloud.com/lesson/serve/RO7brC8UxNWh0B/html>

## **PA Module 8 (eCourse)**

EPM PA M8 Percent

Ecourse: <https://www.softchalkcloud.com/course/serve/jx6Gaor8bm7uRF/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/559>

Pretest: <https://softchalkcloud.com/lesson/serve/92qLWNO5tmiTh/html>



Intro: <https://www.softchalkcloud.com/lesson/serve/dInitSf9y7O6XJ/html> (new)

Section 1: <https://softchalkcloud.com/lesson/serve/6gJnU7NdLTOPt3/html>

Section 2: <https://softchalkcloud.com/lesson/serve/EuYlnhTpUVaizm/html>

Section 3: <https://softchalkcloud.com/lesson/serve/gTBS7yRzfdjLM2/html>

Section 4: <https://softchalkcloud.com/lesson/serve/QwZXj9BYD758oF/html>

Posttest: <https://softchalkcloud.com/lesson/serve/MwdultUFAznNRH/html>

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# WRITING BASICS COURSE - URLS

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## Unit 1 of Writing Basics

<https://www.softchalkcloud.com/lesson/serve/O0MSjDxapbtc8l/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/573>

## Unit 2 of Writing Basics

<https://www.softchalkcloud.com/lesson/serve/pqcvsgRS90AXPC/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/629>

## Unit 3 of Writing Basics

<https://www.softchalkcloud.com/lesson/serve/JxuUWTwvGlc4I2/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/631>

## Unit 4 of Writing Basics

<https://www.softchalkcloud.com/lesson/serve/jawkPi3XOMLZ8m/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/632>

## Unit 5 of Writing Basics

<https://www.softchalkcloud.com/lesson/serve/3Fl4GdbaVwN7YQ/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/634>

## Unit 6 of Writing Basics

<https://www.softchalkcloud.com/lesson/serve/u4q7t0OeF82CIL/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/635>

## Unit 7 of Writing Basics

<https://www.softchalkcloud.com/lesson/serve/R8cyonh2HW7qI1/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/636>

## Unit 8 of Writing Basics

<https://www.softchalkcloud.com/lesson/serve/2PAqaWLcGF1gom/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/637>

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# INTRODUCTION TO DISTANCE EDUCATION (AS MODULES) - URLS

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I2DE\_IntroNav – How to Navigate Your Course

<https://softchalkcloud.com/lesson/serve/UGnMxp5u1ok4jH/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/572>

I2DE\_M1 – Welcome to Distance Education

<https://softchalkcloud.com/lesson/serve/VcKht827SMyn9O/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/567>

I2DE\_M2 – Succeeding in Distance Education

<https://softchalkcloud.com/lesson/serve/TZ92WxMN6Xwl45/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/568>

I2DE\_M3 – Using Online Technology Tools

<https://softchalkcloud.com/lesson/serve/nHoCsxJr2IGVEg/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/569>

I2DE\_M4 – Distance Education – Community and Communication

<https://softchalkcloud.com/lesson/serve/1AfE3GuXN4Qd5L/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/570>

I2DE\_M5 – That's Next?

<https://softchalkcloud.com/lesson/serve/yHYWqTR5b4CAjz/html>

Skills Commons: <https://www.skillscommons.org//handle/taaccct/571>

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## EPM ACCESSIBILITY LESSON - URL

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<https://www.softchalkcloud.com/lesson/serve/PXQ09LAyZR16nk/html>

## **APPENDIX E – NTER URLs FOR ALL KPC TAACCCT COURSES**

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### **Kenai Peninsula College - Pre-Algebra Math**

<https://www.nterlearning.org/web/guest/course-details?cid=1805>

Pre-Algebra Math Module 1: **Whole Numbers**

Pre-Algebra Math Module 2: **Integers**

Pre-Algebra Math Module 3: **Fractions**

Pre-Algebra Math Module 4: **Addition and Subtraction with Fractions**

Pre-Algebra Math Module 5: **Decimal Numbers**

Pre-Algebra Math Module 6: **Real Numbers**

Pre-Algebra Math Module 7: **Measurement and Proportion**

Pre-Algebra Math Module 8: **Percent**

### **Kenai Peninsula College - Essential Pre-College Math - Beginning Algebra**

<https://www.nterlearning.org/web/guest/course-details?cid=1804>

Beginning Algebra Module 1: **First Degree Equations and Inequalities with One Variable**

Beginning Algebra Module 2: **Linear Equations 1**

Beginning Algebra Module 3: **Linear Equations II**

Beginning Algebra Module 4: **Systems of Linear Equations and Inequalities in Two Variables**

Beginning Algebra Module 5: **Variable Expression I**

Beginning Algebra Module 6: **Variable Expression II**

Beginning Algebra Module 7: **Factoring**

Beginning Algebra Module 8: **Graphing Polynomial Equations**

### **Kenai Peninsula College - (NEW) Writing Basics**

<https://www.nterlearning.org/web/guest/course-details?cid=3501>

Writing Basics Module 1: **The Rhetorical Situation**

Writing Basics Module 2: **Sentence Style**

Writing Basics Module 3: **Sentence Structure**

Writing Basics Module 4: **Punctuation Basics**

Writing Basics Module 5: **The Paragraph**

Writing Basics Module 6: **The Multi-Paragraph Essay**

Writing Basics Module 7: **Revising Basics**

Writing Basics Module 8: **Reading Comprehension**

### College Readiness Resources

Need to review math or English before starting college? Scored low on the Accuplacer and want to try self-help before paying tuition for a preparatory class? Aren't comfortable with distant learning technology? KPC has created free, online materials for students to study, at their own pace and free of charge.

Students can review all of pre-algebra or just an area of weakness such as fractions or real numbers. Students can choose to refresh writing skills or only focus on how commas are used. Students can explore the world of distance education technology or just review how Blackboard works. Students have the freedom to repeat whatever they need to improve their skills, and then re-take a placement exam to prove their readiness for college math or English.

The project is funded by the US Department of Labor, TAACCCT (Trade Adjustment Assistance Community College and Career) program and 100% of the total cost of the online College Readiness Resources has been funded by federal money out of a \$2.5 million TAACCCT Department of Labor project. However, these materials do not necessarily represent the policy of the Department of Labor or endorsement by the Federal Government. The TAACCCT grant is an equal opportunity program. Auxiliary aids and services are available upon request to individuals with disabilities. Grant has been conducted in partnership with the UAA Community and Technical College and the Architectural and Engineering Technician program.

Courses may be found by clicking on the links to the right or by visiting the [National Training and Education Resource \(NTER\) page](#). NTER versions are not updated as frequently, however, as a login is required for NTER, students can more easily track their progress through the course materials.

### ESSENTIAL PRE-COLLEGE MATH

**Essential Pre-College Math** is a series of sixteen self-paced online modules that cover topics ranging from basic number properties to factoring and graphing polynomials. The modules are divided into two courses: Pre-Algebra and Beginning Algebra. The courses are designed to help students review or master content usually covered in Pre-Algebra and Algebra I courses taught in high school, while at the same time presenting the material with authentic examples that illustrate how mathematics is used in the various fields of study related to work for architectural engineering technicians or construction. A solid understanding of this level of mathematics is crucial, and a prerequisite, for enrolling and succeeding in college level mathematics courses required in the Architectural and Engineering Technology (AES) degree and certificate programs as well as in most other fields of study.

The self-paced, modular structure of the courses allows students to work on their areas of weakness without requiring them to spend time on material they have already mastered. Additionally, it allows students to improve their mastery of pre-college foundational math without the tuition cost normally associated with remedial mathematics courses.

## WRITING BASICS

**Writing Basics** is a series of eight self-paced online units that serve as a tutorial for those desiring a refresher in basic writing skills. The course is designed to prepare students for 100-level composition courses or to cover the skills needed for general education writing requirements at the college level. The eight units, each consisting of three modules, cover a wide range of topics. The general topic areas covered in the eight units include the writing process as it relates to college-level academic contexts; key components of sentence style; the major components of sentence structure and their function; identifying and using basic punctuation; identifying the purpose and structure of paragraphs; composing multi-paragraph essays; identifying and using various revising methods; and the major components of reading comprehension.

Students will work their way through each module at their own pace, while completing self-check quizzes and practice material sprinkled throughout. They can repeat areas they still have not mastered, or they can skip over areas where they already have adequate skills.

## INTRODUCTION TO DISTANCE EDUCATION

**Introduction to Distance Education (I2DE)** provides five, self-paced modules available as open access, online courses that cover key topics related to successfully navigating an online learning environment. Included in the content are media resources that expand the content on the use of Blackboard (a learning management system); time and resource management when learning online; what to expect if you are disabled in an online learning environment; importance of collaboration within an online learning community; and an overview in the use of online technology tools available in a distance education course.

**I2DE** also addresses the issues of motivation and discipline as well as the value of extending your online presence to other web-based communities in support of your distance education coursework. The I2DE course is designed as a broad overview of these topics, with built-in practice exercises that can serve as self-checks for the information presented.

## APPENDIX G – KPC COLLEGE READINESS WEBPAGE COURSE URLS

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### EPM Pre-Algebra

Module	Title	URL
EPM PA M1	Whole Numbers	<a href="https://www.softchalkcloud.com/course/serve/FWIGXJ9pTRCV1Z/html">https://www.softchalkcloud.com/course/serve/FWIGXJ9pTRCV1Z/html</a>
EPM PA M2	Integers	<a href="https://www.softchalkcloud.com/course/serve/KzrTI5cmdYJHSB/html">https://www.softchalkcloud.com/course/serve/KzrTI5cmdYJHSB/html</a>
EPM PA M3	Fractions	<a href="https://www.softchalkcloud.com/course/serve/rsec7SxwHO0NpA/html">https://www.softchalkcloud.com/course/serve/rsec7SxwHO0NpA/html</a>
EPM PA M4	Add and Subtract Fractions	<a href="https://www.softchalkcloud.com/course/serve/QrCf4ZEwzPnOTX/html">https://www.softchalkcloud.com/course/serve/QrCf4ZEwzPnOTX/html</a>
EPM PA M5	Decimal Numbers	<a href="https://www.softchalkcloud.com/course/serve/gGTPVtCh6vfywE/html">https://www.softchalkcloud.com/course/serve/gGTPVtCh6vfywE/html</a>
EPM PA M6	Real Numbers	<a href="https://www.softchalkcloud.com/course/serve/KQOShMBg6yIV28/html">https://www.softchalkcloud.com/course/serve/KQOShMBg6yIV28/html</a>
EPM PA M7	Measurement and Proportion	<a href="https://www.softchalkcloud.com/course/serve/HovWRtKnZiDmQ0/html">https://www.softchalkcloud.com/course/serve/HovWRtKnZiDmQ0/html</a>
EPM PA M8	Percent	<a href="https://www.softchalkcloud.com/course/serve/jx6Gaor8bm7uRF/html">https://www.softchalkcloud.com/course/serve/jx6Gaor8bm7uRF/html</a>

### EPM Beginning Algebra

Module	Title	URL
EPM BA M1	First Degree Equations...	<a href="https://www.softchalkcloud.com/course/serve/iAXVQOS71kbHgo/html">https://www.softchalkcloud.com/course/serve/iAXVQOS71kbHgo/html</a>
EPM BA M2	Linear Equations I	<a href="https://www.softchalkcloud.com/course/serve/LQTcqyea8IEOR9/html">https://www.softchalkcloud.com/course/serve/LQTcqyea8IEOR9/html</a>
EPM BA M3	Linear Equations II	<a href="https://www.softchalkcloud.com/course/serve/7yuwOjMoGQT3s6/html">https://www.softchalkcloud.com/course/serve/7yuwOjMoGQT3s6/html</a>
EPM BA M4	Systems of Linear Equations...	<a href="https://www.softchalkcloud.com/course/serve/A2U1YrfonEcjJt/html">https://www.softchalkcloud.com/course/serve/A2U1YrfonEcjJt/html</a>
EPM BA M5	Variable Expression I	<a href="https://www.softchalkcloud.com/course/serve/4HEaOmT712ouUd/html">https://www.softchalkcloud.com/course/serve/4HEaOmT712ouUd/html</a>
EPM BA M6	Variable Expression II	<a href="https://www.softchalkcloud.com/course/serve/KM3wQd2s5CIEhf/html">https://www.softchalkcloud.com/course/serve/KM3wQd2s5CIEhf/html</a>
EPM BA M7	Factoring	<a href="https://www.softchalkcloud.com/course/serve/lvz9QIARebOENZ/html">https://www.softchalkcloud.com/course/serve/lvz9QIARebOENZ/html</a>
EPM BA M8	Graphing Polynomial Equations	<a href="https://www.softchalkcloud.com/course/serve/9AsaceGldDkhjr/html">https://www.softchalkcloud.com/course/serve/9AsaceGldDkhjr/html</a>

## Writing Basics

Unit	Title	URL
WB Unit 1	The Writing Process	<a href="https://www.softchalkcloud.com/lesson/serve/O0MSjDxapbtc8l/html">https://www.softchalkcloud.com/lesson/serve/O0MSjDxapbtc8l/html</a>
WB Unit 2	Sentence Style	<a href="https://www.softchalkcloud.com/lesson/serve/pqcvsgRS90AXPC/html">https://www.softchalkcloud.com/lesson/serve/pqcvsgRS90AXPC/html</a>
WB Unit 3	Sentence Structure	<a href="https://www.softchalkcloud.com/lesson/serve/JxuUWTwvGlc4I2/html">https://www.softchalkcloud.com/lesson/serve/JxuUWTwvGlc4I2/html</a>
WB Unit 4	Punctuation Basics	<a href="https://www.softchalkcloud.com/lesson/serve/jawkPi3XOMLZ8m/html">https://www.softchalkcloud.com/lesson/serve/jawkPi3XOMLZ8m/html</a>
WB Unit 5	The Paragraph	<a href="https://www.softchalkcloud.com/lesson/serve/3FI4GdbaVwN7YQ/html">https://www.softchalkcloud.com/lesson/serve/3FI4GdbaVwN7YQ/html</a>
WB Unit 6	The Multi-Paragraph Essay	<a href="https://www.softchalkcloud.com/lesson/serve/u4q7t0OeF82CIL/html">https://www.softchalkcloud.com/lesson/serve/u4q7t0OeF82CIL/html</a>
WB Unit 7	Revising Basics	<a href="https://www.softchalkcloud.com/lesson/serve/R8cyonh2HW7q1/html">https://www.softchalkcloud.com/lesson/serve/R8cyonh2HW7q1/html</a>
WB Unit 8	Reading Comprehension	<a href="https://www.softchalkcloud.com/lesson/serve/2PAqaWLCGF1gom/html">https://www.softchalkcloud.com/lesson/serve/2PAqaWLCGF1gom/html</a>

## Introduction to Distance Education

Module	Title	URL
I2DE_IntroNav	How to Navigate your Course	<a href="https://softchalkcloud.com/lesson/serve/UGnMxp5u1ok4jH/html">https://softchalkcloud.com/lesson/serve/UGnMxp5u1ok4jH/html</a>
I2DE_M1	Welcome to Distance Education	<a href="https://softchalkcloud.com/lesson/serve/VcKht827SMyn9O/html">https://softchalkcloud.com/lesson/serve/VcKht827SMyn9O/html</a>
*I2DE_M2 *revised	Succeeding in Distance Education	<a href="https://softchalkcloud.com/lesson/serve/TZ92WxMN6Xwl45/html">https://softchalkcloud.com/lesson/serve/TZ92WxMN6Xwl45/html</a>
I2DE_M3	Using Online Technology Tools	<a href="https://softchalkcloud.com/lesson/serve/nHoCsxJr2IGVEg/html">https://softchalkcloud.com/lesson/serve/nHoCsxJr2IGVEg/html</a>
I2DE_M4	Distance Education – Community and Communication	<a href="https://softchalkcloud.com/lesson/serve/1AfE3GuXN4Qd5L/html">https://softchalkcloud.com/lesson/serve/1AfE3GuXN4Qd5L/html</a>
I2DE_M5	What's Next?	<a href="https://softchalkcloud.com/lesson/serve/yHYWqTR5b4CAjz/html">https://softchalkcloud.com/lesson/serve/yHYWqTR5b4CAjz/html</a>





**Kenai Peninsula College**  
UNIVERSITY of ALASKA ANCHORAGE

**Writing Basics Course Review  
KPC TAACCCT Grant  
September 24, 2014**

**1. Included Creative Commons Attribution License 3.0.**

The copyright statement appears at the bottom, right-hand corner of each unit; however, due to the shading, it is hard to read.

**2. Was open-access and online.**

Yes, each unit was open-access and easily available online.

**3. Content and Learning Outcomes:**

The content and learning outcomes align with typical content for a developmental (pre-college) English course, such as PRPE A086.

In addition, several of the content and learning outcomes meet or exceed the Quality Matters standards including the following:

- The learning unit objectives describe outcomes that are measurable and consistent with the course-level objectives.
- Instructions to the students on how to meet the learning objectives are stated clearly.

**4. Reviewer:**

Dorothy Gray has a Master's Degree in English from Middlebury College and graduated from Lincoln College, Oxford University. She taught the first Kenai Peninsula College online technical writing course in 2002. She has been trained as a Quality Matters course reviewer to insure the value of online courses through a faculty review process. She is also the coordinator of the Peer Review Program for Online Adjunct Instructors at KPC.

September 29, 2014

Dorothy Gray, Assistant Professor of English  
Kenai Peninsula College  
156 College Road  
Soldotna, AK 99669

Kenai River Campus – 156 College Road – Soldotna, Alaska 99669  
Kachemak Bay Campus – 533 East Pioneer Ave – Homer, Alaska 99603  
Anchorage Extension Site – 3901 Old Seward Hwy, Suite 118 – Anchorage, Alaska 99503  
Resurrection Bay Extension Site – P.O. Box 1049 – Seward, Alaska 99664



Introduction to Distance Education Course Review  
KPC TAACCCT Grant  
September 24, 2014

1. **Included Creative Commons Attribution License 3.0.**

The copyright statement appears at the bottom, right-hand corner of each unit.

2. **Was open-access and online.**

Yes, each unit was open-access and easily available online.

3. **Content and Learning Outcomes:**

The content and learning objectives meet several of the Quality Matters standards including the following:

- The instructions are clear on how to get started and where to find various course components.
- Students are introduced to the purpose and structure of the course in an easy-to-read format.
- The course outcomes and objectives are stated clearly and written from a student's perspective.
- The learning objectives are appropriately designed for the level of the course.

4. **Reviewer:**

Dorothy Gray has a Master's Degree in English from Middlebury College and graduated from Lincoln College, Oxford University. She taught the first Kenai Peninsula College online technical writing course in 2002. She has been trained as a Quality Matters course reviewer to insure the value of online courses through a faculty review process. She is also the coordinator of the Peer Review Program for Online Adjunct Instructors at KPC.

September 29, 2014

Dorothy Gray, Assistant Professor of English  
Kenai Peninsula College  
156 College Road  
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Kachemak Bay Campus – 533 East Pioneer Ave – Homer, Alaska 99603  
Anchorage Extension Site – 3901 Old Seward Hwy, Suite 118 – Anchorage, Alaska 99503  
Resurrection Bay Extension Site – P.O. Box 1049 – Seward, Alaska 99664



Review of TAACCCT Online Course: EPM Pre-Algebra

Sept 5, 2014

Reviewer Background:

The reviewer for this course is Assistant Professor of Mathematics Eugene Rohl from Kenai Peninsula College, University of Alaska Anchorage. During his six years at KPC, he has taught Pre-Algebra, Elementary, Intermediate and College Algebra, Introduction to Engineering, and Physical Science at KPC. He has also taught Intermediate and College Algebra via E-Learning.

Before coming to Kenai Peninsula College, Professor Rohl was an Assistant Professor of Civil Engineering at the United States Air Force Academy.

Professor Rohl has a Master of Science in Civil Engineering from the University of North Dakota, a Master of Science in National Resource Strategy from the National Defense University, and a Bachelor of Science in Civil Engineering from the United States Air Force Academy. He is also a registered Professional Engineer.

Creative Commons Attribution:

This course contains the Creative Commons Attribution License displayed at the start of each module. As of Sept 5, 2014 this course was not available from KPC's website, the course template was available but the links did not work. The course was reviewed using links supplied by the development team.

Review Statement:

The EPM Pre-Algebra course contains the all content and learning outcomes covered in a typical pre-algebra course. After completing this course, a student would be well prepared for a beginning algebra course.

Eugene A Rohl  
Assistant Professor of Mathematics  
Kenai Peninsula College



Reviewer Background:

The reviewer for this course is Assistant Professor of Mathematics Eugene Rohl from Kenai Peninsula College, University of Alaska Anchorage. During his six years at KPC, he has taught Pre-Algebra, Elementary, Intermediate and College Algebra, Introduction to Engineering, and Physical Science at KPC. He has also taught Intermediate and College Algebra via E-Learning.

Before coming to Kenai Peninsula College, Professor Rohl was an Assistant Professor of Civil Engineering at the United States Air Force Academy.

Professor Rohl has a Master of Science in Civil Engineering from the University of North Dakota, a Master of Science in National Resource Strategy from the National Defense University, and a Bachelor of Science in Civil Engineering from the United States Air Force Academy. He is also a registered Professional Engineer.

Creative Commons Attribution:

This course contains the Creative Commons Attribution License displayed at the start of each module and is currently open access and online on the KPC's website.

Review Statement:

The EPM Beginning Algebra course contains the all content and learning outcomes covered in a typical beginning algebra course. After completing this course, a student would be well prepared for an intermediate algebra course (assuming the student has mastered all the content in the EPM Pre-Algebra course). This course also contains a section on graphing cubic and  $n^{\text{th}}$  power polynomials, which are not typically covered until College Algebra.

Eugene A Rohl  
Assistant Professor of Mathematics  
Kenai Peninsula College

## ***APPENDIX I - CREATORS OF THE PREPARATORY ONLINE, OPEN-ACCESS RESOURCES***

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### **Creators of the Preparatory Online, Open-Access Resources**

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#### **TAACCCT Grant Instructional Designers**

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Dr. Val Bieniek, Lead  
Dr. Susan Clark  
Ms. Jan Spinato

#### **TAACCCT Content Specialists: English**

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Dr. Cheryl Siemers, KPC Associate Professor English  
Mr. Scott Downing, KPC Assistant Professor English  
Ms. Janice High, KPC Associate Professor English  
Ms. Shona DeVold, KPC Adjunct Faculty English  
Ms. Sherry Lohmeyer, KPC Adjunct Faculty English

#### **TAACCCT Content Specialists: Mathematics**

---

Ms. Clair Kochis, KPC Assistant Professor Mathematics  
Ms. Sara Reinert, KPC Professor Mathematics  
Ms. Billie Hardy, KPC Developmental Content specialist  
Ms. Ruth Davies, KPC Adjunct Faculty Mathematics  
Ms. Tammy Farrell, KPC Adjunct Faculty Mathematics

#### **TAACCCT Content Specialists: Introduction to Distance Learning**

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Dr. Val Bieniek

#### **TAACCCT Grant Co-PI**

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Dr. Paula Martin, KPC Assistant Director for Academic Affairs

#### ***Special Thanks to***

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Ms. Karen Zamarron: KPC Grant Budget  
Ms. Cathy LeCompte: University of Alaska Anchorage, Community and Technical College, Associate Dean and TAACCCT Grant PI  
US Department of Labor, Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program for the funding to create the courses.