

**Vincennes University Logistics Training & Education Center (VU LTEC)**  
**Subject Matter Expert (SME) Curriculum Review Form**  
**Training Programs-Non-Credit**

Thank you for agreeing to be a SME reviewer for curriculum developed through the Vincennes University Logistics Training and Education Center (VU LTEC) initiative, funded by the US Department of Labor’s Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. In compliance with grant requirements, VU LTEC must identify a SME with demonstrated experience in developing and/or implementing similar training and educational deliverables. SME’s review of course curriculum will be documented utilizing the rubric provided. Upon completion, both the curriculum reviewed and the completed rubric will be uploaded to SkillsCommons.org, a repository for all grantees to share curriculum and resources created with grant funding. Please follow the steps provided below:

**Step 1: Program and Reviewer Information**

|                       |  |
|-----------------------|--|
| <b>Program/Course</b> | Global Logistics Associate (GLA)- Supplemental Resources |
| <b>Reviewed By</b>    | Michael Coyne  |
| <b>Date</b>           | September 17, 2016                                       |

**Step 2: Reviewer Credentials**

*Please provide a thorough overview of your credentials and qualifications.*

|   |   |
|---|---|
| <b>Credentials</b><br><i>(certificates, degrees, industry certifications)</i> | <ul style="list-style-type: none"> <li>-Masters of Science Degree in Business Administration, <i>Central Michigan University</i></li> <li>-Bachelors of Science in Business Administration, <i>Oakland University</i></li> <li>-Associates Degree in Applied Electronics Engineering, <i>Baker College</i></li> <li>-Trained in Ford Motor Product Development Systems</li> <li>-Ken Blanchard Situational Training for Managers</li> <li>-Former Project Management Professional</li> </ul>  |
| <b>Professional Qualifications</b>  | <p>Michael Coyne spent 25 years in automotive factories, warehouses, production facilities and supply chain management. Specifically, he was a team member on the design and layout of the warehouse area for the Chrysler Dundee Plant (Michigan). In addition, he worked on warehouse procedures and safety in the GM Romulus Plant (Michigan), as well as delivery and storage of stock and dunnage procedures. During his professional time in the industry, he was also an adjunct professor at Baker College for 12 years in the Business Department. Currently, he is a full-time Assistant Professor at Vincennes University (4 years) where he teaches business management, entrepreneurship, and supply chain courses. In addition, he is the Business Management Program Chair. As such, he has extensive experience developing course curriculum, assessments and instructional materials for various topics, classes and groups.</p> |

**Step 3: Complete the Rubric**

*Please review the curriculum provided utilizing the rubric on the following pages. For each item, provide a rating. VU LTEC encourages the SME reviewer to provide general comments, strengths and/or recommendations for each section, in order to help other grantees incorporate the recommended changes into the pre-existing curriculum for their use. The following identifies the scale definitions within the rubric:*

- Exceptional:** Content is robust and rigorous. Content utilizes “best practices” for instruction.
- Effective:** Content is complete with only small tweaks that may need to be made.
- Acceptable:** Content is adequate but there are opportunities for improvement.
- Developing:** Content is weak and requires significant improvement.
- N/A:** Content has not been provided/does not apply for a given section.

### Section A: Syllabus and/or Course Outline

*Materials that are given and/or displayed to the student at the beginning of class that provide an overview of the course*

|   | Exceptional | Effective | Acceptable | Developing | N/A |
|---|-------------|-----------|------------|------------|-----|
| <b>Initial course information is easily identifiable</b> ( <i>course title, course description, objectives/outcomes, credit hours, textbook(s) used, etc.</i> ) |             | X         |            |            |     |
| <b>Course includes objectives and/or outcomes that relate to the course and are appropriate for the course</b>  |             |           |            |            | X   |
| <b>Course objectives and/or outcomes are measureable</b>  |             |           |            |            | X   |
| <b>Assessment methods are described</b> ( <i>grading policy, grading scale, types of assessments, etc.</i> )  |             | X         |            |            |     |
| <b>Course schedule is outlined and appropriately paced</b>  |             |           |            |            | X   |

**General Comments, Strengths, and/or Recommendations:**

*(If you are commenting on a specific document(s), please provide the name of the document(s) you are referencing)*

On appropriate documents I would spell out GLA instead of just using initials. Helps identify documents should they be separated from a packet or group of papers. Most quizzes were fill in the blank or match. There really is not grading scale for pass or fail in this course, at least not that I could find.

### Section B: Instructional Materials and Design

*Materials the instructor uses to teach the course (ex: PowerPoint, informational handouts, videos, media, etc.)*

|   | Exceptional | Effective | Acceptable | Developing | N/A |
|---|-------------|-----------|------------|------------|-----|
| <b>Materials relate to course objectives and/ or outcomes</b>   |             |           |            |            | X   |
| <b>Materials are presented in an appropriate format for the learner to understand</b> ( <i>ex: language is at a level that is easily understandable, sufficient information has been provided for the learner to understand a concept, visuals have been provided as needed, concepts can be connected to real-world examples, etc.</i> ) | X           |           |            |            |     |
| <b>Instruction follows a logical format. The instruction and materials are appropriately organized and provide clear structure.</b>   |             |           |            |            | X   |
| <b>Instruction and materials reflect direct application to current industry standards and practices</b>   | X           |           |            |            |     |
| <b>Provides option(s) for multiple learning styles in order to engage students</b>  | X           |           |            |            |     |
| <b>Materials are aesthetically pleasing</b>   | X           |           |            |            |     |
| <b>Materials are appropriately cited</b>  |             |           |            | X          |     |

**General Comments, Strengths, and/or Recommendations:**

*(If you are commenting on a specific document, please provide the name of the document you are referencing)*

There is no schedule or agenda for order of flow for materials. Not sure where the case studies came from but they are excellent in teaching the student managerial/leadership skills and decision making and critical thinking.

### Section C: Learning Activities

*Activities utilized to engage students to learn a specific concept(s)*

|   | <i>Exceptional</i> | <i>Effective</i> | <i>Acceptable</i> | <i>Developing</i> | <i>N/A</i> |
|---|--------------------|------------------|-------------------|-------------------|------------|
| <b>Activities clearly support course objectives</b>   |                    |                  |                   |                   | X          |
| <b>Activities utilize various learning styles and provide opportunities for interaction</b>         | X                  |                  |                   |                   |            |
| <b>Activities allow students to connect the content they are learning to real-world application</b> | X                  |                  |                   |                   |            |
| <b>Activities are easy to understand and follow</b>   | X                  |                  |                   |                   |            |
| <b>Activities can be modified to accommodate various learning needs</b>                             | X                  |                  |                   |                   |            |

**General Comments, Strengths, and/or Recommendations:**

*(If you are commenting on a specific document, please provide the name of the document you are referencing)*

Excellent activities which include critical thinking, research, writing skills, verbal communication and more.

### Section D: Assessments/Evaluation

*Assessments or evaluation utilized to gauge student understanding- can be formal or informal*

|  | <i>Exceptional</i> | <i>Effective</i> | <i>Acceptable</i> | <i>Developing</i> | <i>N/A</i> |
|--|--------------------|------------------|-------------------|-------------------|------------|
| <b>Assessments accurately measure the stated learning objectives and align with course content taught</b>                |                    |                  |                   | X                 |            |
| <b>Assessments are rigorous and require higher-order thinking</b>  |                    |                  | X                 |                   |            |
| <b>The assessment instrument used is appropriate to measure student understanding and mastery of concept(s)/skill(s)</b> |                    |                  |                   | X                 |            |

**General Comments, Strengths, and/or Recommendations:**

*(If you are commenting on a specific document, please provide the name of the document you are referencing)*

Not everything that could be assessed is assessed. Perhaps some exercises are only used to introduce students to concepts, new ideas, or expose them to a larger picture.

### Section E: Final Comments

*Please provide any closing comments, recommendations, and/or suggestions for the curriculum reviewed*

I liked and enjoyed looking this section over. So much variation in learning styles, teaching methods, evaluations and the variations in topics being taught. I thought the material was easy to understand as to what was required and instructions were easy to follow. Only recommendation would be an agenda or order of work that these documents would be presented to the student.

The Vincennes University Logistics Training and Education Center (VU LTEC) initiative is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.

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