Graduation Alliance
Salt Lake City, UT

Review Report
February 7, 2020

NATIONAL GUIDE TO COLLEGE CREDIT FOR WORKFORCE TRAINING

Table of Contents

APPROVAL LETTER

February 7, 2020

Jeff Kissinger
Graduation Alliance
310 S Main Street
Salt Lake City, UT 84109

Dear Jeff,

Congratulations on your recent ACE CREDIT review. The review results are ready to be displayed in the ACE *National Guide to College Credit for Workforce Training at www.acenet.edu/nationalguide.*

Please proofread to insure that the organization description contained in the enclosed Final Review Report is correct. Reviewer notes are not published to the National Guide. If corrections are needed, please make corrections directly on the Final Report and forward them to me via email.

Your signature below authorizes the publication of the course(s) to the ACE National Guide to College Credit for Workforce Training at www.acenet.edu/nationalguide and the use of your organization logo and references to your organization on ACE newsletters, webpages and social media sites.

All final review payments are due within 30 days of receipt of invoice. If timely payment is not remitted, courses may be removed from the National Guide to College Credit for Workplace Learning until payment is received.

We look forward to receiving your signed approval no later than March 8th, 2020 via email.

_____   _____
Contact's Signature   Date

_____   _____
Contact's Title   Telephone

Sincerely,

Kayla Kellerman
Senior Program Manager, CREDIT Evaluations
American Council on Education
1 Dupont Circle NW
Washington DC 20036
Phone: (202) 939-9496
kkellerman@acenet.edu

Graduation Alliance

Organization Description: Since 2007, Graduation Alliance has partnered with more than 250 state agencies, school districts, community colleges, and workforce boards around the country to recruit, re-enroll, educate, and mentor students. We work with students of all ages through these partnerships to provide alternative pathways to high school graduation and career training. From at-risk teenagers, to older adults who want more education and career training, Graduation Alliance is dedicated to ensuring every American can access the opportunities they need to find and keep meaningful, living-wage careers in the 21st century economy.

Our mission is to advance student lives by empowering them to engage in today's economic opportunities and equipping them with the education, professional skills, and career training they need to obtain livable wage employment in the communities in which they live.

Graduation Alliance's innovative education and post-secondary planning solutions improve lives by preparing our students for today's economic opportunities. We believe that our success Ñ as individuals and an organization Ñ is wholly dependent upon the success of the partners and students we serve. We leverage the following corporate values to advance this goal: expertise, engagement, ownership and discipline. With a focus on efficacy, students are provided with a support team and resources that promote success in the program and beyond.

Reviewer Notes

The course content is well-organized and learning management system is easy to navigate. Within the courses, the learning outcomes, topics, and assessments are appropriately aligned.

The faculty commend the support model offered to students taking courses in an online environment with the academic coach, local advocate, and instructors available to learners to help them succeed.

The coverage of material is broad in scope and offered at a basic introductory level, as well as the assessments measure learning at the lowest levels of Bloom's Taxonomy. The number of semester hours recommended in the courses reflects the rigor of the content and assessments, with the majority of the courses straddling the line of rigor between high school and early college level learning.

The review team did express some concerns that a few of the courses in their current formats did not provide learners the complete foundational knowledge and skills needed at the college level to progress to more difficult coursework. The faculty appreciated that the courses covered early introductory topics as well as soft skills that many post-secondary courses abbreviate; however, they suggest re-focusing some of the course content to provide more depth on course-specific topics and increasing the rigor of assessment.

The variety of assessment methods provides learners multiple means to demonstrate learning and aligns with best practices in post-secondary education. The final exams are proctored, students are allowed two attempts, and have an adequate test bank size (twice as many questions as on the test) to eliminate duplication of questions between versions. These exam security measures meet ACE requirements and are aligned with best practices in post-secondary education.

The faculty offered a few recommendations to increase the rigor of the assessments to align with post-secondary requirements:
1. Increase the number of questions on the final exams
2. Remove true/false questions from all assessments
3. Make discussions an integral part of the courses
4. Quizzes are currently basic knowledge checks. Bring in real world examples to quizzes and more application questions to increase the rigor

Additionally, the review team stated that some of the courses are mistitled and the course title does not reflect the content of the course or its alignment with post-secondary curricula. This may be confusing for registrars and the review team recommends revising the course titles to align with the course content. The subject area recommendation reflects alignment with similar courses offered at post-secondary institutions.

Business Foundations

Organization Internal Course Number: S1 - 118708399; S2 - 118708435

ACE Transcript Data: GRAD-0001

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to obtain knowledge and skills in fundamental business activities. Students with acquire knowledge of business processes, economics and business relationships, and will use technology to synthesize and share business information. Employability skills, leadership and communications, and personal financial literacy will be addressed.

Objective: Version 1: The course objective is to obtain knowledge and skills in fundamental business activities. Students with acquire knowledge of business processes, economics and business relationships, and will use technology to synthesize and share business information. Employability skills, leadership and communications, and personal financial literacy will be addressed.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to identify and explain key terms and skills related to career development including communication, work ethic, tools, and technology related to the business world; identify, explain, and compare types of businesses, organizations, and entities; identify and differentiate financial factors, banking services, credit types, debt, and insurance; describe and explain the different business functions and forces that drive business change; explain the nature of management levels, business process, risks, and economic concepts; describe the global environment in which businesses operate; identify leading economies and agencies that facilitate trade; describe the impact of government regulations on international business; describe the importance of meeting and exceeding customer expectations; describe organizational culture and its impact on business; explain factors that motivate customers, clients, employees and businesses; describe the connection between business ethics, actions and results; describe the impact of a person's social media brand on the achievement of organizational goals; explain the use of social media for business purposes.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include employability skills; leadership and communication; knowledge management and IT; business literacy; financial management; business activities and processes; economic principles; international business; relationship management; social media communications.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 3 semester hours in introduction to business (12/19).

Reviewer Note: This course covers a lot of topical areas providing a broad foundation to the study of business, career development, and employability. A recommendation would be to narrow the focus slightly to more accurately match the title of: "Business Foundations" which connotes the study of the basic elements of how business runs and how it is structured. By including subject matter areas such as interpersonal skills, economics, and ethics, while exceedingly important, within the context of a four (4) week format, it necessarily reduces time available for the more foundational components.

The LMS is very intuitive and easy to follow. Utilizing external resources (case studies, current relevant articles, and journals) would strengthen the rigor of the course. A recommendation would be to strengthen the content related to the fundamental tenets of management, marketing, and human resources

A recommendation would be to incorporate the use of weekly discussion forums as an integral component in determining mastery of specific topical areas.

The world and nature of business, especially in the 21st century, encapsulates by design currency and relevancy. In that light using recent real-world examples of happenings and events that the student sees on social media, TV, and the internet would add a significant boost in the motivation to study and master business concepts (12/19).

Legal Environment of Business

Organization Internal Course Number: S1 - 21144226; S2 - 21144229

ACE Transcript Data: GRAD-0002

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to examine all aspects of business law including the judicial system, differences between types of law and origins of law, administrative and employment laws and laws impacting individuals as well as businesses. Students will research real estate and debtor and creditor laws and regulations, and will learn to support attorneys by conducting legal research and preparing fully-compliant legal documents. Compliance and contract law will be emphasized.

Objective: Version 1: The course objective is to examine all aspects of business law including the judicial system, differences between types of law and origins of law, administrative and employment laws and laws impacting individuals as well as businesses. Students will research real estate and debtor and creditor laws and regulations, and will learn to support attorneys by conducting legal research and preparing fully-compliant legal documents. Compliance and contract law will be emphasized.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to discuss and evaluate concepts and laws that will impact business; describe, explain, and analyze key terms and elements related these legal subtopics: sources of American law, court systems, trial procedures and dispute resolution, legal research and writing, constitutional law and criminal law, torts, contracts, property, family law and estate planning, employment law, business organizations, and bankruptcy law, intellectual property law, negotiable Instruments, corporations and LLCs, ethical and social responsibility as well as government regulations affecting businesses, and international law and global business.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 3 semester hours in business law or introduction to business law (12/19).

Reviewer Note: The list of topics covered in the course are very comprehensive. The learning outcomes are well written and comprehensive with most oriented at lower level Bloom's Taxonomy. The review team recommends adding a few additional (some exist) at the application/analysis level in order to challenge the student to climb the cognitive ladder and to add rigor to the course.

The course design and LMS are clear and easy to follow/use, however the review team recommends making additional updates to make it more intuitive for the learners. The course is map is a logical progression for the material. The course contract is a nice element focusing the students' effort towards what is important to be successful. One consideration is to possibly marry the course syllabus and the course contract into one document strengthening the link between course activity and demonstration of mastery. The course length at 4 weeks provides challenges to comparison of a standard or modified post-secondary institutions 6 to 16-week format.

Student checks throughout the course helps the student track his/her progress.

While the text used is appropriate for the course, it is the 4th edition 2010 text. There is a 5th edition published in 2014.

The LMS contains a forum rubric, however the review team had difficulty locating a forum assignment within the individual assignments/units. The proctored final exam is a positive element especially since this is an asynchronous learning environment.
Rubrics for additional assignments are well done for the course.

If forum assignments are used a suggestion would be to consider adding a time sequence element to the rubric. This encourages prompt, mid-week posting of initial question responses and allows adequate time for follow up responses by the instructor and further engagement with fellow students (12/19).

Career Development

Organization Internal Course Number: S1 - 118581534; S2 - 118581545

ACE Transcript Data: GRAD-0003

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to discover and develop the necessary skills to engage in life and career planning; focus on self-assessment, occupational exploration, and decision-making; discuss the conditions that impact career development and create a strategic career plan.

Objective: Version 1: The course objective is to discover and develop the necessary skills to engage in life and career planning; focus on self-assessment, occupational exploration, and decision-making; discuss the conditions that impact career development and create a strategic career plan.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to recognize key skills that employers are looking for in an employee; examine what is necessary to be a flexible, adaptable employee; identify the strengths, weaknesses, and the importance of teamwork; discuss self-confidence and how to improve low self-esteem and boost confidence; examine criticism and learn how to accept and learn from both praise and critique; discover how to network and benefit from connecting with colleagues and professional peers; explore how to problem solve and act in critical situations; analyze strategic thinking and goal setting; reflect and identify time management skills; discover the causes of stress and high-pressure situations and how to handle them; recognize perseverance and study examples of those who have moved forward after making mistakes; discuss the value of setting goals, and determine some long-term, short-term, and smart goals to achieve; draft a cover letter and complete a sample job application.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include preparing to be professional; flexibility and adaptability; teamwork; networking and professionalism; decision making and problem solving.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 2 semester hours in introduction to management (12/19).

Reviewer Note: The course objectives and learning objectives are well thought out providing a strong foundation to the concept of career development. The learning outcomes appropriate for an introduction course, and the content is wide in scope and covers basic management concepts such as teamwork, diversity, networking, decision making, problem solving, ethics, time management, goal setting, and communications. The assessments include activities for students to complete and a final exam that consists of M/C, T/F, and matching questions, which all align with the lower level of Blooms Taxonomy.

The LMS is very intuitive and easy for students to follow, but there isn't a text used or recommended for the course. The faculty suggest having resources like a textbook available for the students.

The faculty strongly recommend the rigor of the assessments that could include adding discussion forums as an integral component of learning mastery. The topic of career development can necessarily span a

broad range of potential learning areas. The faculty recommend tailoring the content of this course to meet the more specific needs of the targeted student population.

The faculty also noted that the course equates well with an Introduction to Management course; however, to align more appropriately with similar post-secondary curricula, they suggest including a textbook that would not only cover the history of management, but also basic theory as well (12/19).

Finance Foundations

Organization Internal Course Number: S1 - 118717246; S2 - 118717257

ACE Transcript Data: GRAD-0004

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to obtain fundamental knowledge and skills in accounting, banking services, corporate finance, insurance, and securities and investments; acquire knowledge of financial analysis and application, business law and ethics, economics, international business and business relationships; gain knowledge on management, information technology, employability skills, leadership, and communications.

Objective: Version 1: The course objective is to obtain fundamental knowledge and skills in accounting, banking services, corporate finance, insurance, and securities and investments; acquire knowledge of financial analysis and application, business law and ethics, economics, international business and business relationships; gain knowledge on management, information technology, employability skills, leadership, and communications.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to describe and compare key terms and elements related to finance; identify the skills required for a career in finance including communication, work ethic, delivering presentations, regulatory compliance, risk management, and selection of software applications; identify and review income sources, expenditures, savings, investment strategies, monetary incentives, and purchasing options; compare different banking services available through financial institutions; identify the economic indicators that can be used to identify economic trends and conditions; explain how financial markets and government policies influence exchange rate, interest rates, trade deficits, and unemployment; describe the need for and role of accounting and finance and how they interact with and impact other business functions; describe the nature of taxes paid by businesses and their impact; explain the role of the federal reserve system, describe ways that it influences the availability of money and credit, and describe ways that it adjusts the money supply; describe the phases of business cycles and industry cycles; describe the global environment in which businesses operate, identify leading economies, and how the global environment impacts a business's overall global strategy; compare and contrast internal and external authoritative sources of compliances standards, the types of institutions governed and the penalties associated with noncompliance; describe how basic accounting principles and requirements of accounting-standards setting bodies impact the accounting and auditing process; explain uses of and differences in financial and operational information analysis, and identify metrics that promote a balanced and successful approach to execute strategy.

Instruction: Version 1: The methods of instruction include audio visual, case studies, laboratory, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include employability skills; communications; problem solving and communication; business ethics and law; knowledge management and information technology, financial management; business activities; international business; customer relations and organizational communication; enterprise risk management fundamentals; financial operations; corporate investments.

Methods of Assessment: Version 1: The methods of assessment include quizzes, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 1 semester hour in introduction to business (12/19).

Reviewer Note: The course objectives, learning outcomes, and topics of the course are appropriate and very similar to those found in an Introduction to Business course. However, the learning objectives in the course data form are different from those listed in the syllabus. The topics are wide in scope and cover business accounting, international business, customer relations, risk management; product line marketing, corporate investment, communications, and ethics.

The assessments include unit activities and a final comprehensive exam that are in alignment with the lowest level of Bloom's Taxonomy and sometimes a little too simplistic. The faculty strongly recommend increasing the rigor of the course by including more assessments that require students to use critical thinking. They also suggest that all multiple choice questions on exam and activities have at least four possible answers, and that the exams be expanded to 50 questions per semester and count as 25% of the course grade.

LMS is very straightforward, intuitive, and simple to follow.

The faculty noted that as the course is now, a more appropriate title for the course it Introduction to Business course. In order to align with more with finance foundation courses in post-secondary education, the faculty strongly recommend including more information on finance or financial foundations (12/19).

Financial Math

Organization Internal Course Number: S1 - 118472631; S2 - 118472642

ACE Transcript Data: GRAD-0005

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to discover and practice financial math concepts that apply to everyday life; calculate taxes, create a budget, identify types of taxes, and how to fill out a tax form; cover financial institutions, interest rates, credit, debt, and credit cards; explore different types of insurance and loans; plan for retirement and looking ahead as part of their financial plans.

Objective: Version 1: The course objective is to discover and practice financial math concepts that apply to everyday life; calculate taxes, create a budget, identify types of taxes, and how to fill out a tax form; cover financial institutions, interest rates, credit, debt, and credit cards; explore different types of insurance and loans; plan for retirement and looking ahead as part of their financial plans.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to describe the origins of money and its role in the economy; explore career opportunities in finance and financial planning; name sources of tax revenue and how monies are redistributed; distinguish between wealth and net worth; create a budget and use goal setting to create personal financial goals; identify the components of paychecks; discover types of banking tools and services; compare and contrast different kinds of cars, costs, and how to pay for them; synthesize the variety of housing options available and the different options available to pay for a house; identify the different ways to pay for college and the different kinds of student loans that are available; define and explain the different types of insurance including medical, dental, life, and auto; discover what investing is and the different types of investments.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include math behind purchases; taxes; budgeting; banking; understanding credit; online bank tools; vehicles; housing; auto and house insurance; student loans; medical and dental insurance; life and disability insurance; understanding investments; retirement.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies; written papers, performance rubrics, examination, and presentations with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 1 semester hour in personal finance or family finance (12/19).

Reviewer Note: The course objectives, learning outcomes, and topics are very similar to those found in a comparable Personal Finance course at the lower-division of post-secondary education. The topics are wide in scope and include insurance (auto, home, medical, dental); auto ownership; housing buying and renting; student loans; investments; retirement planning; tax planning; budgeting; banking; credit.

The assessments include unit activities and a final comprehensive exam that are in alignment with the lowest level of Bloom's Taxonomy and sometimes a little too simplistic. The faculty strongly recommend increasing the rigor of the course by including more assessments that require students to use critical thinking as well as more complex math skills. They also suggest that all multiple choice questions on exam and activities have at least four possible answers, and that the exams be expanded to 50 questions per semester and count as 25% of the course grade.

LMS is very straightforward, intuitive, and simple to follow, but does not assign a text to the students. The faculty noted that there is very good text to use for this course: Focus on Personal Finance 4th 2015 McGraw-Hill. The faculty suggest that using the textbook will increase the depth and rigor of the content and study materials for the topics.

Therefore, an assigned personal finance textbook and a concomitant, detailed student/study guide written by Graduation Alliance SMEs is strongly recommended (12/19).

Information Technology

Organization Internal Course Number: S1 - 118583028; S2 - 118583041

ACE Transcript Data: GRAD-0006

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking as well as about input/output systems, computer hardware and operating systems, and office applications.

Objective: Version 1: The course objective is to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking as well as about input/output systems, computer hardware and operating systems, and office applications.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to identify and develop a plan for career development in the it field including the development of skills like communication, work ethic, presentations, leadership, and healthy work environments; define, describe, and compare key terms, concepts, and tools used in it; describe types of information security and security compliance; convert numbers to binary and back; explain the components of an it project proposal, target audiences, and brand strategies; describe the types, file structures, interfaces, and types of updates and patches for operating systems; identify hardware requirements and describe the process of installing new hardware; describe the methods of transmitting and presenting data; identify different types of plugins; describe the features of plug-ins; describe the different uses of a database and its elements; identify equipment compatible to meet needs, including the process to back up equipment; describe what happens to equipment when it reaches end of life; define and describe the different types of methodologies for problem solving and the process to create a solution to the problem.

Instruction: Version 1: The methods of instruction include audio visual, laboratory, discussion, computer based training, practical exercises, learner presentations, lecture, classroom exercise. The general course topics include employability skills; leadership and communication; ethics and law; knowledge management and IT; security, risk, and safeguards; networking fundamentals; data encoding; creating a project proposal; emerging technology trends in IT; operating systems; web architecture; databases; equipment and troubleshooting; troubleshooting.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 2 semester hours in introduction to information technology or administrative management (12/19).

Reviewer Note: The course objectives, learning outcomes, and topics are clearly stated and well aligned, and the LMS is easy to navigate. The learning outcomes and assessments are in line with the bottom two tiers of Bloom's Taxonomy as they focus on the learner's ability to describe and define. The content in the course is wide in scope and focuses more than just information technology; it discusses leadership, ethics and other more "soft skills" required of an IT professional.

The faculty commended that the course does a great job of teaching employable soft skills. This is evident given the specific focus on the first 3 units of the first semester (Employable Skills; Leadership and Communication; Ethics and Laws). The remaining 4 units for this semester were more general IT, to

some extent general in nature and provided a baseline understanding of technology like Domain Name Services (DSN), IP addressing, general security practices, and networking technology.

For the second semester, the focus is in a somewhat deeper approach relative to the four (4) units (Information Security; Infrastructure Systems; Troubleshooting; Disaster Recovery). The faculty noted that the course is much more than just information technology. It is a cornucopia of different concepts in IT as well as leadership and management. Ethics is a portion of the course along with writing skills. So it brings together a few technical skills with the essential skills required in today's workforce.

In order to increase rigor and more adequately align with post-secondary curricula, the faculty recommend increasing the breadth of coverage to mirror the exam objectives for their ITF+ information technology fundamentals certification. The specific exam objectives for that certification include two specific areas that might be considered for inclusion in this course (software development principles and an introduction to databases).

Because the assessments are generally limited to quizzes and exams, the faculty strongly recommend increasing the rigor of the exam questions as well as including additional assessments that are more hands-on, as is typically seen in post-secondary curricula (12/19).

Programming Careers

Organization Internal Course Number: S1 - 118608283; S2 - 118608309

ACE Transcript Data: GRAD-0007

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to provide students with knowledge of programming projects and basic programming concepts. Students will recognize key elements of working on an information technology project so they can be successful in future careers, and then will learn the basics of programming concepts.

Objective: Version 1: The course objective is to provide students with knowledge of programming projects and basic programming concepts. Students will recognize key elements of working on an information technology project so they can be successful in future careers, and then will learn the basics of programming concepts.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to identify and utilize key terms and elements of project plans required to complete programming projects; describe and compare key terms and elements related to computer programming and programming languages; create a project proposal, acceptance plan, and training plan for the target audience; identify corrections that need to be made in a final product.; convert numbers to binary and back; demonstrate your understanding of algorithms and their uses; design system inputs, outputs, and processes; perform code reviews; demonstrate the use of arithmetic and different types of math operations in programming; explain the use of strings and demonstrate how to write a string operation; identify the different types of logical operators, relational operators and compound conditions; demonstrate how to write a truth statement; demonstrate how to code the different types of conditions and different types of structures; demonstrate the use of different data scopes, functions, nested structures, and recursion; demonstrate how to code classes, objects, and methods; explain the use of programming libraries and write a code that uses a programming library.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include creating a project proposal; planning and testing; selling your product; troubleshooting; programming beginnings; configuration management; computational and string operations; logical operations and control structures; conventions and configuration.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 2 semester hours in introduction to programming (12/19).

Reviewer Note: The course objectives, learning outcomes, and topics are in alignment and consistent throughout the materials presented and are comparable with current lower level college courses such as intro to programming.

The assessments include class exercises, quizzes (more of a check point), and a final exam and are in alignment with the lower level of Bloom's Taxonomy. The included interactive programming assessments place an emphasis on critical thinking and problem solving.

The faculty commended that quality of the course design and that the resources are content-logical for a virtual intro to programming course. The design included expected topics, lessons, review opportunities, and step progression for learners to achieve and sustain knowledge through skills execution. The faculty appreciated the soft skills that taught in the course, but suggest adding more topics specific to programming.

The faculty strongly recommend increasing the rigor of the course by including interactive programming assignments to prepare a student to enter a Programming I course as is typically seen in similar post-secondary curricula. They also strongly recommend revising some of the exam/quiz questions to be more rigorous and expanded. Multiple choice questions should have at least four answers and true/false eliminated (12/19).

Web Design

Organization Internal Course Number: S1 - 118589770; S2 - 118589776

ACE Transcript Data: GRAD-0008

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to teach students the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS); web based protocols such as FTP, TCP/IP, and HTTP; how to create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables.

Objective: Version 1: The course objective is to teach students the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS); web based protocols such as FTP, TCP/IP, and HTTP; how to create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to identify, define, describe and compare key terms and elements of web design and web project development; create a project proposal for a target audience; describe the process of delivering a product to stakeholders, including training end users, project acceptance plan, and test environments; define the different type of methodologies for problem solving; describe the methods of transmitting and presenting data; describe the difference between client and server side; identify an IP address and the class it belongs to and identify a subnet mask and its relationship to an IP address; identify and implement HTML elements; create a list, table, multimedia elements, forms, and hyperlinks to be utilized within a webpage; describe and apply CSS to graphics on a webpage; design, develop and deploy a fully functional website using best practices of HTML5 and CSS3; describe the different uses of programming languages and implement a scripting language best for your website; identify and define how to implement a content management system; describe how to optimize your website on the web with search engines; describe how to check for ADA accessibility and execute the different types of usability tests on your own website.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include the boom of mobile computing; branding & knowing your audience; communicating your project goals to stakeholders and delivering your product; creating plans for testing; transmitting & presenting data on different devices; authentication VS. authorization; internet protocols and how they work; HTML & CSS the beginning; integrating media and links into webpages; online forms; webpage scripting; building a complete website; installing & maintaining CMS.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 2 semester hours in Introduction to Web Design Fundamentals (12/19).

Reviewer Note: The course objectives, learning outcomes, and topics are well aligned, clearly stated, and more than adequate in their content.

The faculty commended the course's focus on "project management skills" and that thought it was very well done. Many similar courses in post-secondary education ignore the importance of these management skills, fixated for web development and on cool "bells and whistles," ignoring the practical. The course content, particularly in the early units, is well directed with key steps in project management,

where the later units are more technical based and focus on key security concepts like data transmission, data presentation, security (authentication & authorization), and the TCP/IP protocol suite as well as on gaining a relatively general understanding of web development tools and products.

However, the faculty strongly recommend that in order to be more aligned with web design curricula in post-secondary education, more information of web design needs to be included.

The current assessments were primarily quizzes and exams that aligned with the lower level of Bloom's Taxonomy. To increase the rigor of the course, the faculty also strongly recommend adding hands-on assignments to prepare students to enter a Web Design course. For example, have students utilize a free website development product (e.g. WordPress), and have the website graded by the instructor. The exam/quiz questions should also be more rigorous and expanded. The multiple choice questions should have at least four answers and true/false eliminated.

The faculty suggest moving videos over to self-hosted instead of leaving them on YouTube. The videos may disappear or be hanged in the presentation (12/19).

3D Techniques

Organization Internal Course Number: S1 - 118719806; S2 - 118719807

ACE Transcript Data: GRAD-0009

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to provide students with knowledge of current industry standard, commercial, and open source programming software to create 3-D visual elements in a web or standalone environment; knowledge of aspects of computer visual production, thought, and application; how to map out, design, and test three-dimensional elements.

Objective: Version 1: The course objective is to provide students with knowledge of current industry standard, commercial, and open source programming software to create 3-D visual elements in a web or standalone environment; knowledge of aspects of computer visual production, thought, and application; how to map out, design, and test three-dimensional elements.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to investigate the scope and the impact of mobile computing environments on society; identify the use of different browsers, devices, static and dynamic sites; describe the differences, advantages, and limitations of cloud computing, on-premises computing, running an -house server or using a service provider; describe methods of securely transmitting data; explain the relationship between data transmission volumes, bandwidth, and latency; identify and incorporate branding strategies; determine the scope, purpose, target audience, client needs, expected outcomes, objectives, and budget of a project; develop a conceptual model and design brief for the project; develop a timeline, communication plan, task breakdown, costs deliverables, and responsibilities for project completion; identify the types, uses, and components of interactive media environments; identify the major characteristics of interactive media presentations; produce, test, debug, and archive a final product; prepare a type style guide; create key frames, apply tweens and paths, special effects and virtual navigation; create 2D or 3D environments, render and export animations.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, and learner presentations. The general course topics include emerging technologies; web architecture; project concept proposal; troubleshooting; performance test and acceptance plans; rollout and handoff; web development; digital media; multimedia tools; production; graphics; typography; animation.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 3 semester hours in interactive media environments, introduction to cloud technologies, or digital literacy (12/19).

Reviewer Note: The learning outcomes are robust and up to date with emerging technology and the topics are wide in coverage and work well for the course. The scope of content and assessments align with the lower levels of Bloom's Taxonomy and similar courses in post-secondary education.

The faculty commend the quality of the course design. The layout of the modules and areas of study are easy for a learner to navigate. The resources are readily available for the student and appropriate for the course.

The videos are a good asset and help the student really grasp the concepts. There are varying types of modalities to accommodate the needs of a diverse student population.

The methods for assessment are mainly the quizzes and final exam. Throughout the course; however, the learner can work through some hands-on exercises that can be extremely beneficial for retention and understanding the different languages used in web development.

In order to increase the rigor of the course, the faculty strongly recommend including a 3D printing assignment or some other hands-on assignment to go with what is already mentioned in the course. The faculty also suggest expanding the number of quiz/exam questions and including questions that require critical thinking. The multiple choice questions should have at least four answers and true/false eliminated (12/19).

Computer Hardware

Organization Internal Course Number: S1 - 118616408; S2 - 118616411

ACE Transcript Data: GRAD-0010

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to teach students to install, repair, and troubleshoot computer hardware systems; perform preventative maintenance practices; learn techniques for maintaining computer hardware security; communication skills and professionalism in troubleshooting situations will be emphasized.

Objective: Version 1: The course objective is to teach students to install, repair, and troubleshoot computer hardware systems; perform preventative maintenance practices; learn techniques for maintaining computer hardware security; communication skills and professionalism in troubleshooting situations will be emphasized.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to explain the need for information security and protection; define authentication, authorization, auditing, the different types of networking protocols and cloud computing; identify security risk, how to protect against them, and the need for personal security; describe how to protect your personal information; describe the different types of security compliance, networks, and cabling system used for them; identify the different types of cables, connectors, storage solutions needed to support a network's infrastructure and hardware requirements; describe the effects mobile computing has had on the development of web pages and the advantages and disadvantages of cloud computing; describe the process of installing hardware, moving data from old hardware to new, and installing new hardware; describe the risk to wireless security, the best practice and policies for workplace wireless security, and the way to implement and test your wireless security; define the methods for increasing wireless security and the best practices for personal wireless device security; identify IEEE security enhancements, the criteria for selecting media, the different cable categories, and the pros and cons of cabling systems; differentiate between the different media types and be familiar with media standards; describe the different types of cables and types of media connectors; describe how to perform cable installation, including troubleshooting.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include emerging technology trends; selling your product; planning and testing; security, risks, and safeguards; networking fundamentals; equipment; installation and configuration; information security; infrastructure systems; troubleshooting; disaster recovery.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 2 semester hours in basic computer hardware, cybersecurity, or networking fundamentals (12/19).

Reviewer Note: The course objectives, learning outcomes, and topics are clearly stated in a well-designed LMS, and the learning outcomes are extremely robust. The topics are wide in scope and the assessments align with the lower level of Bloom's Taxonomy.

The content covers a variety of topics including hardware, software (Cloud), and project management concepts. The sections on hardware range from general descriptions and a shallow level of understanding to more detailed inclusion of infrastructure and troubleshooting concepts. While the course

includes topics other than hardware, an argument can be made that computer hardware, as we deal with computer endpoints like Chromebooks and other presentation devices that cannot be fixed or upgraded, has become less important and perhaps that is a reason not to increase the focus on hardware in this course. However, the faculty recommend moving topics on software and project management to the end of the course.

Additionally, the faculty stated that the course is interesting and replete with many relevant topics to today's IT professional whether they are interested in cybersecurity or networking (or both). The disaster preparedness lesson is a definite benefit and important to the overall project. The title of the course is Computer Hardware, but it also includes many more topics. Therefore, the faculty strong recommend changing the title; for instance, adding cybersecurity into the title since that is a very hot topic today. A suggestion would be Introduction to Information Communications Technology (ICT).

The assessments generally included quizzes and exams. The review team also recommends utilizing virtual lab environments that are available at either no cost of a very low cost.

The main methods of assessment are the lessons (quizzes) throughout and the final exam. Additionally, there are different types of activities throughout to help the learner retain the material they read or watch on the videos. The final assessment is an exam. In order to make the assessments more rigorous and better aligned with post-secondary curricula, the faculty strongly recommend adding more hands-on portions to the final exam such as network topology drawings or something similar as well as utilizing virtual lab environments (12/19).

Digital Literacy

Organization Internal Course Number: S1 - 118474099

ACE Transcript Data: GRAD-0011

Location: Version 1: Online.

Length: Version 1: 4 weeks (60 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (60 hours). The course is designed to introduce students to computing fundamentals; how a computer works, digital communication skills, social networking, and internet issues; how to practice essential digital skills including word processing, spreadsheets, databases, and creating presentations.

Objective: Version 1: The course objective is to introduce students to computing fundamentals; how a computer works, digital communication skills, social networking, and internet issues; how to practice essential digital skills including word processing, spreadsheets, databases, and creating presentations.

Learning Outcomes: Version 1: Upon completion of the course, the students will be able to discover the basics of telecommunications and internet technology; explore the internet and how to ethically use online technology; examine how computers work; practice working with word processing, spreadsheets and databases, and presentations.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include understanding computers and internet; email & messaging; online security; digital communications; basic operations & word processing; spreadsheets & databases; presentations & multimedia.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, and presentations with a minimum passing score is 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 1 semester hour in literacy and basic computing or basic application usage (12/19).

Reviewer Note: The learning objectives and course objectives are clearly identified and well-aligned, and the course topics are wide in scope. The syllabus is nicely organized so the learner can easily follow the flow of the course. The assessments mainly include quizzes and exams which are in alignment with the lower level of Bloom's Taxonomy.

Because the topics are so extensive, the information is general in nature. The course provides a basic knowledge of internet resources and software applications, but the faculty suggest increasing the level of content to reflect a more in-depth understanding.

In order to increase the rigor of the course and provide learners with a more detailed understanding of the content, the faculty strongly recommend adding hands-on assessments that include application type exercises. For example, students could establish an email account and use that account to send emails to their instructor. In the email exchanges, students could include sending an attachment of a spreadsheet that they had created as a detailed, hands-on exercise utilizing the spreadsheet program. In conjunction with the establishment of the email account, they could set up privacy protection through two-factor authentication, resulting in their receipt by way of a text message, providing a unique number (typically 6 digits) that they must insert in order to access their email.

The faculty also recommend providing a reading list to learners so that should they want to learn more about that particular topic, they have a list readily available to them of some of the more popular books, videos, etc. to study. The list could also include different certifications available as the learner moves up the ladder in the field.

The faculty commended the quality of the LMS and felt it is laid out well. It is easy to maneuver between the different areas and modules. The course accommodates a diverse group to students and has different modalities to allow students to not only read, but listen or watch and read closed caption.

The faculty noted that the contract at the beginning of the course is also a great touch especially due to the target audience of the courses.

Lastly, the faculty suggested reviewing some of the YouTube video materials as they thought that some were not as professional as others: Activity 3.2.1: https://youtu.be/KtxTAkVRgi4 (12/19).

Foundations of Education and Training

Organization Internal Course Number: S1 - 118580208; S2 - 118580225

ACE Transcript Data: GRAD-0012

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to teach students to examine the goals of education and training as well as environments in which education and training are delivered; identify learners' and stakeholders' roles, rights and responsibilities in educational systems; assess legal and ethical issues related to education; determine careers of interest in education and training; understand employability skills and state requirements for becoming an educator.

Objective: Version 1: The course objective is to teach students to examine the goals of education and training as well as environments in which education and training are delivered; identify learners' and stakeholders' roles, rights and responsibilities in educational systems; assess legal and ethical issues related to education; determine careers of interest in education and training; understand employability skills and state requirements for becoming an educator.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to develop career awareness and employability skills in order to identify the knowledge, abilities, requirements for education and certification in the field; explore, identify, and describe the current and emerging strategies and technologies used in teaching and training; examine, identify, and describe the local and global beliefs, values, attitudes, and behaviors that affect the teaching profession, along with schools, companies, and the community; examine, identify, and describe the ethical and legal issues that teachers are likely to encounter in their professions; explore and define how to create the best possible learning environment; determine historical aspects of education that impact the current learning environment; compare educational models, and explain how they impact the classroom; explain the impact of constructivism on the learning environment, instruction, learning activities and assessment; compare theories and philosophies of education and training impacting learners with exceptionalities; explain the impact of economic, social and technological changes on education and training; explain the evolving knowledge base of educational research and theory that guides practice; describe the environments in which education and training are delivered; describe the organizational hierarchy in education and training systems; develop a personal philosophy of education; create and maintain a professional portfolio.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include employability skills; history of education; philosophies of education; the impact of family, community, and society; global environment; career and corporate training; teaching and training strategies; how people learn; diversity and inclusion for teaching and training; leadership and professionalism in teaching and training; being an ethical teacher; optimal learning environments.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, and presentations with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 3 semester hours in foundations of education or education (12/19).

Reviewer Note: The course objectives and learning outcomes are very well-aligned. The course provides an overview of the historical and foundational aspects of education and teacher training, and the topics are appropriate in comparison with post-secondary curricula. The quizzes, lesson activities and

final exam are effective methods of assessment. The assessment tools include both formative and summative evaluation and are in alignment with the lower levels of Bloom's Taxonomy.

The course is easy to navigate and includes relevant lessons, videos, articles, and websites. The teacher resources are very well-selected.

The faculty commended the use of case studies, discussion board forums, as well as the integrated reading, writing, research, critical thinking, hands on projects, and high quality rubrics.

The hands-on projects integrate reading, writing, and critical thinking skills. The course supports student-teacher interaction (12/19).

Early Childhood Education Principles

Organization Internal Course Number: S1 - 118582322; S2 - 118582333

ACE Transcript Data: GRAD-0013

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to teach students to examine the history and philosophy of early childhood education, types of early childhood programs, and the roles, rights and responsibilities of learners and stakeholders in early childhood education; assess developmental appropriate practices, legal, ethical and organizational issues, and the challenge of teaching and caring for young children with diverse needs; understand career planning and professionalism.

Objective: Version 1: The course objective is to teach students to examine the history and philosophy of early childhood education, types of early childhood programs, and the roles, rights and responsibilities of learners and stakeholders in early childhood education; assess developmental appropriate practices, legal, ethical and organizational issues, and the challenge of teaching and caring for young children with diverse needs; understand career planning and professionalism.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to review and compare jobs, careers, and salaries in early childhood education; describe and identify how cultural diversity, self-awareness and reflection are critical in developing empathy and overcoming bias and a child's need for acceptance and belonging; describe the requirements and steps needed to open and operate a daycare center and the health care requirements; identify, explain, describe, differentiate, and discuss childhood education and development from the 17th through the 21st centuries, knowing theorists and psychologists ideas; explain and describe how cultural, cognitive, social, and emotional development takes place in the classroom, how young children's brains and learning capacity are created, and the factors that shape the child's development; identify and differentiate the main ideas in growth and development, behaviorism, and cognitive theories pertaining to early childhood; describe and explain the components, periods, and influences on physical and emotional development and intelligence; identify stages, theories, skills, and the role of adults in language growth acquisition and literacy; discuss, list, and describe ways to create and implement classroom safety and rules for an environment more conducive to children's learning and development; describe and summarize the developmental milestones for children ages 3 - 5 in the five domains of learning: physical, social, emotional, cognitive, and language; describe, prepare, and implement differentiated instruction for three main components: content, process, and product and how to evaluate and grade differentiated products; summarize and identify methods, designs, and components needed to determine whether students have learned the standards-based curriculum and lessons; describe how to develop lesson plans, set objectives for your course, divide the course into units and subdivisions, develop your instructional design and evaluate materials; describe and explain the methods for providing developmentally appropriate practices, positive guidance and how to pause, listen, and adjust instruction and help behaviors; describe, identify, and list techniques used in instructional scaffolding and when to use.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include employability skills for early childhood education; history and philosophy; early childhood growth and development; educational settings and environments for early childhood; instructional planning; technology for the learning environment.

Methods of Assessment: Version 1: The methods of assessment include quizzes, written papers, performance rubrics, examination, and presentations with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 3 semester hours in early childhood education or child development (12/19).

Reviewer Note: The course objectives, learning outcomes, and course topics are all well aligned, and the content covered is comparable to similar post-secondary courses. Combination of theory and practical application of theory.

The assessments are formative and summative evaluations including case studies, discussion board forums, quizzes and a final exam. The faculty particularly appreciated that the discussion board forums required reading, writing, and analytical skills as well as the quality of the rubrics and the inclusion of very relevant videos.

The LMS is easy to navigate and included a variety of teacher resources and an opportunity for students and teachers to interact.

The faculty recommend adding an assignment that requires students to observe in classroom settings and increasing the rigor of the quizzes (12/19).

Child Development for Caretakers

Organization Internal Course Number: S1 - 118719863; S2 - 118719864

ACE Transcript Data: GRAD-0014

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to provide students a basic introduction to the emotional, physical, and psychological development of young children; to explore several developmental models and theories, along with biological, chemical, and behavioral changes children go through as they grow; to explore parenting and caregiver resources, along with roles of various family members and support systems.

Objective: Version 1: The course objective is to provide students a basic introduction to the emotional, physical, and psychological development of young children; to explore several developmental models and theories, along with biological, chemical, and behavioral changes children go through as they grow; to explore parenting and caregiver resources, along with roles of various family members and support systems.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to recognize the characteristics, roles and responsibilities of parenting, and will practice age-appropriate positive guidance techniques and strategies; explain the importance of nurture and nature and evaluate the impact of nurturing upon all aspects of development; identify growth and development and will identify characteristics of prenatal care, pregnancy and childbirth; recognize that the study of child development is based on research (Erikson, Piaget); describe the interrelationships between physical, social, emotional, moral, and cognitive aspects of development; identify and discuss the importance of early and on-going prenatal care and heredity and environmental factors influencing birth defects; explain the characteristics of pregnancy and list the sequential events in the childbirth process; identify characteristics of prenatal development and childbirth and the physical characteristics and needs of the newborn, including the importance of bonding; explain the growth and development of infants, toddlers, and preschoolers; describe and evaluate the physical, social, emotional characteristics and skills of toddlers along with language development and learning activities; classify, categorize, and interpret different family structures that influence child development and create a healthy family life; determine, identify, explain, and evaluate skills, personal readiness, and roles and responsibilities needed to care for children; describe developmentally appropriate behavior, communication skills and discipline for a child at each stage of development; identify and define strategies for the physical and nutritional needs, health, and safety of children at various stages of their development; identify developmental stages and their characteristics, strategies, and nurturing practices in regard to emotional, social, and intellectual growth.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include developmental theories; prenatal development; developmental beginnings; early development; toddlers & preschoolers; behavior in young children; helping children cope; children's health & wellness; balancing work & family; caregiver responsibilities; caregiver support; social, emotional & intellectual needs; caring for a child's physical needs; caring for a child's physical needs.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 3 semester hours in child development or early childhood education (12/19).

Reviewer Note: The course objectives, learning outcomes, and topics are very clear and concise and in alignment. The course includes an overview of the roles and responsibilities of effective caregivers for young children and is comparable to similar post-secondary courses. The activity quizzes, unit quizzes and final exam are appropriate formative and summative evaluation methods and are aligned well with the lower levels of Bloom's Taxonomy.

The faculty noted that the rubrics are excellent methods of evaluating discussion board postings, and that the discussion board postings do well in integrating reading, writing, and critical thinking skills.

The course is easy to navigate. The videos and case studies provide excellent resources related to becoming an effective caregiver for young children. The resources are appropriate and teacher friendly.

The faculty recommend adding a component in which the students engage in observing and participating in child development settings (12/19).

Child Development Psychology

Organization Internal Course Number: S1 - 118718324; S2 - 118718325

ACE Transcript Data: GRAD-0015

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to teach students to examine and apply the theoretical foundations of human growth and development to children and adolescents; determine children's learning styles, stages of social, emotional, cognitive and physical development, and needed accommodations in educational settings; understand family and community engagement, cultural influences on learners and language growth and development.

Objective: Version 1: The course objective is to teach students to examine and apply the theoretical foundations of human growth and development to children and adolescents; determine children's learning styles, stages of social, emotional, cognitive and physical development, and needed accommodations in educational settings; understand family and community engagement, cultural influences on learners and language growth and development.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to review jobs, careers, and salaries in child and adolescent development; explain the impact of constructivism, social development theories and the impact on education; describe the role and responsibilities between federal, state and locally mandated policies; compare and apply theories, philosophies, cognitive growth, and development to different ages and stages of learner development; align instructional strategies and interventions to the learner's stages of cognitive development; describe and explain influences and key periods of emotional growth, human development, language skills, and intelligence; impact of culture on a learner on development, instructional planning, and adults behaviors; learn about the relationship and support between academic achievement and anxiety with accommodations and modifications with individualized education plans and 504's; discuss and list ways to create an inclusive and interactive classroom that is respectful, supportive, safe and well managed, promoting positive behaviors; describe the best ways to work with families to help all learners be successful; describe the different types of screeners and progress monitoring tools in education; summarize how best to assess the learning to help plan instruction; develop your instructional design including the creation of lesson plans and evaluate materials; describe the methods for providing developmentally appropriate practices.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include employability skills and business ethics; history and philosophy in child and adolescent development; growth and development; cognitive; growth and development; physical growth and development; social and emotional growth and development; language; growth and development; literacy development; culturally responsive classroom; struggling students; relationships & classroom environment; communicating with families; assessments.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 3 semester hours in developmental psychology, early childhood education, or child development (12/19).

Reviewer Note: The course objectives, learning outcomes, and topics are well aligned. The content covered is appropriate for a course of this type and is comparable to post-secondary curricula. The

assessments include formative and summative evaluation and is in alignment with the lower levels of Bloom's Taxonomy.

The faculty noted that the course is appropriately focused on theory and the proper theories are included.

The course LMS is easy to navigate and includes supplementary videos and articles from outside sources that are relevant and fitting. It also provides an opportunity for students and teachers to interact (12/19).

Intro to HealthCare Careers

Organization Internal Course Number: S1 - 118719852

ACE Transcript Data: GRAD-0016

Location: Version 1: Online.

Length: Version 1: 4 weeks (60 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (60 hours). The course is designed to discover different careers in the healthcare field. Students will identify past and current trends in health care by reviewing the history of medicine. Then, they will explore the different health care pathways and learn about the different possibilities offered by this growing field. They will analyze the skills needed for a healthcare career and consider themselves in one of these roles. After taking this class, students are invited to enroll in the Medical Terminology course so they can start their career in a health care pathway.

Objective: Version 1: The course objective is to discover different careers in the healthcare field. Students will identify past and current trends in health care by reviewing the history of medicine. Then, they will explore the different health care pathways and learn about the different possibilities offered by this growing field. They will analyze the skills needed for a healthcare career and consider themselves in one of these roles. After taking this class, students are invited to enroll in the Medical Terminology course so they can start their career in a health care pathway.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to explore past and current trends in health care; evaluate health care changes and their implications; investigate careers in health care; discover health care pathways and become familiar with their duties and responsibilities; analyze the employment outlook for health care careers; explain personal and professional skills required for a career in health care; conduct health care career research.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include trends in health care; health care pathway exploration; therapeutic service; biotechnology research and development; diagnostic services; health informatics; skills required.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: No credit recommendation.

Reviewer Note: The course objectives and topics are in alignment, and the required resources seems adequate for presented materials, however, limited in the overall health career professions. The faculty noted that additional resources would be helpful and recommended expanded resources through ready-made and accessible textbook publishers' materials, YouTube or TEDTalk videos.

The faculty recommend expanding learning outcomes to include health career employment analyze and projected trends/outlook to help with student self- discovery within the allied health careers.

While the course objectives, content, and resources are appropriate for a course of this nature, the faculty stated that the resources were too simplified and that the overall rigor of the course needed to be improved to meet post-secondary education standards.

The assessments lacked case studies, scenarios, and discussions, and only included quizzes, exams, and learner presentations that all assessed below the lower levels of Bloom's Taxonomy.

The faculty strong recommend increasing the rigor of assessment by including more in-depth questions that require critical thinking and cover the content in more detail.

They also strong recommended developing a more complex learner presentation with additional contents to align with post -secondary institutes (12/19).

Principles of Allied Health

Organization Internal Course Number: S1 - 118474527; S2 - 118474558

ACE Transcript Data: GRAD-0017

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to gain basic knowledge and recognize the clinical skills necessary to assess, plan, provide, and evaluate care to patients in varied healthcare settings; to discover first aid principles and techniques needed for response to choking, cardiopulmonary resuscitation, and other life-threatening emergencies. Emphasis will be placed on regulatory compliance, patient safety, pathophysiology, and medical interventions. Additionally, this course introduces psychomotor skills needed to assist individuals in meeting basic human needs.

Objective: Version 1: The objective of this course is for students to gain basic knowledge and recognize the clinical skills necessary to assess, plan, provide, and evaluate care to patients in varied healthcare settings; to discover first aid principles and techniques needed for response to choking, cardiopulmonary resuscitation, and other life-threatening emergencies. Emphasis will be placed on regulatory compliance, patient safety, pathophysiology, and medical interventions. Additionally, this course introduces psychomotor skills needed to assist individuals in meeting basic human needs.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to identify the basic functions of the various human body systems and explore the basic structures; define medical terms through word origin and structure; respond to emergencies by using CPR and first-aid; recognize a safe and sterile environment; identify and communicate health promotion and wellness; identify nutritional and caloric needs; identify the roles and responsibilities of assistive personnel and medical specialists; demonstrate communication techniques and behaviors; provide physical, emotional and spiritual support to individuals and families at end-of-life; identify how to prevention the growth and spread of pathogenic microorganisms and infection; identify safe ambulation and mobility of individuals; discover how to assist with elimination needs; identify how to provide support for psychosocial, behavioral and emotional development; follow standard operating protocols for handling, preparing, storing, and disposing of specimens and supplies; apply principles of systems operations to maintain information; apply the fundamentals of confidentiality, privacy and security of medical information.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics functions of blood and cardiovascular system; body systems; medical terminology; patient's rights; national and state wellness; nutrition; communication; infection; mobility; psychosocial, behavioral and emotional development; standard operating protocols; healthcare confidentiality.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 2 semester hours in principles of allied health (12/19).

Reviewer Note: Course objective, learning outcomes and topics are well aligned and are comparable to similar post-secondary curricula. The methods of assessment include a final exam and class activities which are in alignment with the lower levels of Bloom's Taxonomy.

While the exam is an appropriate assessment for the content covered, the faculty strongly recommended increasing the rigor of the assessments to further align with post-secondary education.

The faculty strongly recommended expanding the focus on actual application of various necessary skills for future allied health professionals in addition to the concepts questions as well as including critical thinking components to the assessments.

The faculty additionally recommends expanding resources to include ready-made publisher textbooks materials and YouTube EduBits to maintain students learning interest and styles (12/19).

Medical Terminology

Organization Internal Course Number: S1 - 21120496; S2 - 21120504

ACE Transcript Data: GRAD-0018

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to provide students with the knowledge on the applications of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary; topics including using the appropriate abbreviations and symbols for anatomical, physiological and pathological classifications and the associated medical specialties and procedures; how to decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation; how to interpret and translate medical records and documents.

Objective: Version 1: The course objective is to provide students with the knowledge on the applications of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary; topics including using the appropriate abbreviations and symbols for anatomical, physiological and pathological classifications and the associated medical specialties and procedures; how to decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation; how to interpret and translate medical records and documents.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to identify the five skills of medical language communication; recognize Latin and Greek singular nouns and form their plurals; describe characteristics and medical meaning of combining forms, suffixes, and prefixes; build medical words from word parts and divide medical words into word parts; identify body directions, cavities, planes, regions, and divisions and body systems and medical specialties; describe categories of healthcare professionals and settings in which health care is provided; describe allergies and types of allergic reaction; understand, define, combine, and correctly spell and pronounce medical word parts to form new terms and spell and pronounce medical terms and abbreviations; identify, explain, understand, and describe the main anatomy, structure, and common diseases and disorders of the integumentary, skeletal, muscular, cardiovascular, respiratory, gastrointestinal, nervous, blood and lymphatic, eyes, ENT, endocrine, urinary, male and female reproductive systems; define, spell, and pronounce medical words related to the integumentary, skeletal, muscular, cardiovascular, respiratory, gastrointestinal, nervous, blood and lymphatic, eyes, ENT, endocrine, urinary, male and female reproductive systems; identify and describe the parts of the brain, disorders, and diseases related to mental health; identify factors, describe, and define types of cancers, cancerous cells and tumors; describe, define, and identify radiology procedures and nuclear medicine; explain, compare, and identify microbial taxonomy, classification systems, cellular structure, and bacterial structures and functions; define, recognize, describe, identify, and apply health information management and health records.

Instruction: Version 1: The methods of instruction include audio visual, laboratory, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include introduction to medical words; anatomical terms and medical specialties; the integumentary, skeletal, muscular, cardiovascular, respiratory, gastrointestinal, nervous, blood and lymphatic, eyes, ENT, endocrine, urinary, male and female reproductive systems; mental health; cancer, radiology, and cancer treatment; nuclear medicine; microorganisms; health information management; electronic health records.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 3 semester hours in medical terminology (12/19).

Reviewer Note: The course objectives, learning outcomes, and topics are well aligned and comparable to post-secondary curricula. The course's broad aspect is appropriate to the scope of medical sciences introducing a student into the field of clinical pathology, human anatomy, Human physiology, pharmacology, microbiology, essentials of nursing practice, physical therapy assessment, medical imaging and diagnostics, health information technology, and basic aspects of clinical research.

The course is perfectly designed efficiently using books, online resources and on-line learning platform. However, the faculty strongly recommend updated the textbook to the newest edition.

Although course assessments are at the remembrance and recall levels, the faculty noted that the assessments are appropriate for the course and are in alignment with the lower level of Bloom's Taxonomy.

However, to further align with post-secondary education, the faculty strongly recommend increasing the rigor of assessment by expanding the exams to include critical thinking components (12/19).

Human Anatomy & Physiology

Organization Internal Course Number: S1 - 21144235; S2 - 21144244

ACE Transcript Data: GRAD-0019

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to provide students with the knowledge of anatomical structures and physiology of the human body; body systems in terms of how each participates in homeostasis of the body; selected major pathologies, including causes, symptoms, diagnostic procedures, and treatments, as well as common changes that occur through the lifespan; medical terminology, various biology tests, and laboratory procedures.

Objective: Version 1: The course objective is to provide students with the knowledge of anatomical structures and physiology of the human body; body systems in terms of how each participates in homeostasis of the body; selected major pathologies, including causes, symptoms, diagnostic procedures, and treatments, as well as common changes that occur through the lifespan; medical terminology, various biology tests, and laboratory procedures.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to describe, identify, and understand the organization, structure, function, diseases, and disorders of every system in the human body; identify the structures and functions of the organelles of a typical human cell; describe the body plane, cavities, regions and directional terms.
determine and identify pain, pulmonary functions, wounds and abrasions, rashes, symptoms of substance abuse, and risk to self and others; recognize medical words and use proper spelling and pronunciation of medical terms; explain, identify, and define microbial taxonomy, classification systems, structures and functions of microbial organisms, cells, bacteria, viruses, mitosis and meiosis; identify the components of a nucleotide and differentiate from nucleosides; describe and differentiate types of transport systems and mechanisms including molecular behavior of molecules; predict and explain offspring genotypes and phenotypes; identify, isolate and manipulate peptides and proteins; describe, explain, and identify DNA molecules, nucleic acids, and RNAs; identify bacteriologic methods necessary for isolation and identification of organisms; explain the principles of microscopy; conduct a thermal death time study on an organism; explain how cell cultures can be used to assay viability and cytotoxicity.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include body structure and organization; the cardiovascular, nervous, muscular, skeletal, gastrointestinal, urinary, immune, endocrine, reproductive, and integumentary systems; pathology and physiology; disease state; pathophysiology; patient communication and evaluation; evaluation of body systems; medical terms, rules, abbreviations and symbols; classification systems cellular structure, bacteria , cells, and viruses; transport systems; molecular behavior; Mendel's laws; gene regulation and expression; peptides and proteins; DNA and RNA; cell cycle.

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with a minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 3 semester hours in introduction to life sciences (12/19).

Reviewer Note: The learning outcomes and topics are well aligned. However, course objectives are only partially compliant with the subject of Human Anatomy and Physiology. Many of the topics from the second semester are pertained to General Biology, Microbiology, Pathophysiology, Medical Terminology

and Clinical aspects of nursing which is not appropriate for the standard college level Anatomy and Physiology course but rather more for a Life Sciences course that is comparable to post-secondary curricula.

The course is well structured and designed to maximize the learning efficacy, but the faculty recommend using the textbook throughout the entire course, not just the first semester.

The methods of assessment include final exam, quizzes, and class activities which are aligned with the lower levels of Bloom's Taxonomy. The faculty strong recommend increasing the rigor of assessment, particularly with regards to the quiz and exam items, by including more complex questions that require critical thinking.

Additionally, there are topics covered in the assessments that are outside the scope of anatomy and physiology including medical terminology, nursing clinical aspects, nutrition, clinical physical therapy and even human psychology.

In order to be aligned with human anatomy and physiology courses in post-secondary education, the faculty strongly recommend that the course and assessments focus more directly on fundamental concepts of human physiology, molecular mechanisms of hormonal action, muscular contraction, neural conduction, immune response, and cardiovascular physiology.

The faculty suggest splitting the course in two in which the first semester covers body regions, histology, integumentary, skeletal, muscular, nervous system and special senses and the second semester covers endocrine, cardiovascular, immune, respiratory, digestive, reproductive systems, kidneys, metabolism, electrolyte balance, pregnancy and embryonic development.

The faculty also strongly recommend including a mandatory laboratory component (12/19).

Homeland Security

Organization Internal Course Number: S1 - 118607656; S2 - 118607663

ACE Transcript Data: GRAD-0020

Location: Version 1: Online.

Length: Version 1: 4 weeks (120 hours)

Dates: Version 1: 12/01/2019 - 11/30/2022

Description: Version 1: 4 weeks (120 hours). The course is designed to provide students' knowledge on techniques to secure and protect America's people and infrastructure from natural and manmade disaster; a range of issues including cyber security, intelligence gathering, and local emergency planning that can be applied in their own community; how to manage critical incidents thought training in National Incident Management and the Incident Command System.

Objective: Version 1: The course objective is to provide students' knowledge on techniques to secure and protect America's people and infrastructure from natural and manmade disaster; a range of issues including cyber security, intelligence gathering, and local emergency planning that can be applied in their own community; how to manage critical incidents thought training in National Incident Management and the Incident Command System.

Learning Outcomes: Version 1: Upon completion of the course, the student will be able to analyze the types, modes of operation and tactics of terrorist organizations, both foreign and domestic; summarize the roles, duties and strengths of local, state and federal agencies involved in homeland security; describe the chain of command and hierarchy among all homeland security agencies; critique communication issues, procedures and interoperability among all homeland security agencies; compare and contrast responding to a terrorism-created crime scene and a non-terrorism-related crime scene; describe the purpose of interagency and intergovernmental collaboration in responding to emergency incidents; describe the purpose for non-governmental organizations (NGOs) in responding to emergency incidents; identify and describe the role of the emergency management agency director in developing a community emergency response plan and coordinating a response to a disaster; summarize the procedures necessary for a local entity or state to obtain federal assistance in a disaster situation; compare and contrast the roles of the national guard and military in responding to disasters; identify possible targets and outcomes of CBRNE attacks and procedures to prevent and mitigate the threat; summarize the types of thermal, radiological, asphyxiation, chemical, etiological, mechanical (TRACEM) agents, behaviors, hazards and harm; implement self-protective measures (e.g., shielding, time, distance) based on type of TRACEM incident; cite evidence and evaluate warning signs of CBRNE incidents; classify material and summarize response measures that should be taken with a CBRNE incident.

Instruction: Version 1: The methods of instruction include audio visual, case studies, discussion, computer based training, practical exercises, learner presentations, lecture, and classroom exercise. The general course topics include terrorism and disaster preparedness; infrastructure and border protection; intelligence gathering; hazardous materials; emergency operations plan (EOP).

Methods of Assessment: Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, presentations, and discussions with the minimum passing score of 70 percent.

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 6 semester hours in homeland security, emergency management, or criminal justice (12/19).

Reviewer Note: The learning outcomes, course objectives, and topics were clear and well aligned. The faculty strongly recommend aligning the course objectives in each document as they currently differ depending on whether it is the course data form, course syllabus, and course study guide. Otherwise, the

course is comprehensive and provides a great foundation for homeland security at the lower division level, and the assessments are in alignment with the lower levels of Bloom's Taxonomy.

The course design is easy to follow and flowed well. The faculty commended the use of resources and PowerPoints and appreciated the good use of real-life events to demonstrate an application of the course concepts to the real world.

The faculty noted the high quality rubric used for grading the discussion forums and scenario based exercises throughout the course and that the final exams are comprehensive and appropriate for the course (12/19).