



Graduation Alliance  
Salt Lake City, UT

Review Report  
September 28, 2020

Review Date: August 10 - 14, 2020  
Review ID: 12928  
Courses: 11  
Virtual Review

# NATIONAL GUIDE TO COLLEGE CREDIT FOR WORKFORCE TRAINING

## Table of Contents

<i>Approval Letter</i> .....	3 - 4
<i>Organization Description</i> .....	5
<i>General Review Notes</i> .....	6
<i>Course Exhibits</i> .....	7 - 25
<i>Courses with Conditional Recommendations</i> .....	26-30



## APPROVAL LETTER

September 28, 2020

Jeff Kissinger  
310 S Main Street  
12<sup>th</sup> Floor  
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](http://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](http://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.

### **Conditional Credit Recommendations**

As discussed during the exit meeting, **two** of your organization's courses received a "conditional credit recommendation." Conditional credit recommendations indicate that the courses reviewed may have content, scope, assessment, and rigor that closely align to post-secondary level credit recommendations, but the course(s) require some adjustments. Please refer to page 26 of this document for further information on your conditional credit course recommendations.

ACE Evaluations allows your organization ninety (90) days from the date on this letter (December 30, 2020) to clear the conditional. There are additional fees associated with conducting a conditional review. This review includes submission of materials and/or information indicated by the review team as necessary to "lift" the conditional recommendations. Until the "conditional" has been "lifted," we are unable to publish the courses in the *National Guide Online* and your organization is not able to publicize the courses as receiving ACE college credit recommendation.

Please let us know how you would like to proceed so that we may schedule your conditional review within the allotted timeframe.

ACE Evaluations looks forward to receiving your signed Final Review Report. If corrections are needed, please make corrections directly on the Final Report and forward them via email.

We look forward to receiving your signed approval no later than October 28<sup>th</sup>, 2020 via email.

\_\_\_\_\_  
Contact's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Contact's Title

\_\_\_\_\_  
Telephone

Sincerely,



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## **Graduation Alliance**

**Organization Description:** In partnership with educators, government agencies, and community leaders across the nation, Graduation Alliance provides versatile pathways to high school graduation, fosters college and career exploration, and connects job creators to skilled and ready workers. Since 2007, we have partnered with more than 200 state agencies, school districts, community colleges, and workforce boards around the country to recruit, re-enroll, educate, and mentor students. Our programs range from full-service online diploma completion programs for youth and adults complete with recruiting, transcript analysis, Wi-Fi-enabled laptops, coaching and mentoring, and robust support services, to skill certification packages with tailored support, to courses available to students of any age or interest.

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, as individuals and an organization, is wholly dependent upon the success of the partners and students we serve.

### **General Review Notes**

The course objectives, learning outcomes, and assessments are generally well aligned and clearly stated throughout the courses, and the assessments measure at the appropriate levels of Bloom's Taxonomy. The content and scope of topics are also comparable to most post-secondary curricula, and the review team commend the balance between the content's depth and breadth.

The course design and structure are excellent and the student resources were very high quality. The review team appreciate the easy navigation of the learning management system as well as the varying methods of student support with the academic coach, local advocate, and instructors available to learners to help them succeed. The courses are great in terms of being the missing link between high school learning and post-secondary education. However, the rigor of assessment and quality of content are done well enough to be in alignment with post-secondary education.

The methods of assessment are well done with regards to measuring students' knowledge in a variety of ways. For example, many of the courses include writing elements as well as analytical components that require critical thinking, which then increases the rigor of assessments.

The review team do recommend reviewing some of the final examinations for randomization as well as reviewing the learning outcomes listed in the below course exhibits for alignment with the course syllabi.

### **Conditional Review Notes**

While the review team found most of the assessments and learning outcomes to be appropriate for the courses at a post-secondary level, they require some revisions for the U.S. History and Western Civilization II courses.

As with the other courses, the review team noted the quality of the course design and structure as well as the scope of content; however, the assessments lack in rigor that is necessary to align with post-secondary curricula.

The review team list the following notes on the assessments that need to be revised in order for the conditional status to be lifted:

- 1) These questions seemed to be developed for identification and recall purposes.
- 2) Many only provided three choices under the multiple-choice questions.
- 3) There was not a solid use of potential distractors.
- 4) Some questions prompts used were incomplete statements rather than in a question format.
- 5) There was not a standard pattern of plausible the answer, some had two, three, four, or five (8/20).

## College Algebra I

**Organization Internal Course Number:** S1 - 128827997; S2 - 128828149

**ACE Transcript Data:** GRAD-0021

**Location:** Version 1: Graduation Alliance

**Length:** Version 1: 4 weeks (120 hours)

**Dates:** Version 1: 08/01/2020 - 07/31/2023

**Description:** Version 1: 4 weeks (120 hours). The course is designed to build upon the foundations established in pre-algebra and basic mathematics to develop a growing understanding of how to perform operations and solve problems with real numbers. Students will focus on the importance of linear relations by developing fluency with the language and operations of algebra to analyze and represent relationships while performing exercises to demonstrate understanding. Students will learn to graph and solve for a variety of functions, including linear, quadratic, and exponential.

**Objective:** Version 1: The course objective is to build upon the foundations established in pre-algebra and basic mathematics to develop a growing understanding of how to perform operations and solve problems with real numbers. Students will focus on the importance of linear relations by developing fluency with the language and operations of algebra to analyze and represent relationships while performing exercises to demonstrate understanding. Students will learn to graph and solve for a variety of functions, including linear, quadratic, and exponential.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to add, subtract, divide and multiply with real numbers solve equations and inequalities with one variable; graph linear functions and inequalities; solve systems of equations; add, subtract, multiply and factor polynomials; solve and graph quadratics; identify parts of an exponential function and compare exponential, linear, and quadratic tables, graphs, and functions; create the formula and find terms for arithmetic and geometric sequences; analyze data to find measures of center and create data graphs; analyze a scatter plot to find the line of best fit.

**Instruction:** Version 1: The methods of instruction include audio visual, discussion, computer based training, practical exercises, and learner presentation. The general course topics include working with real numbers; solving equations; equations continued; inequalities; linear functions; graphing linear functions; systems of equations; polynomials; factoring; quadratics; quadratic graphs; exponential growth and decay; arithmetic sequences; mean, median, mode.

**Methods of Assessment:** Version 1: The methods of assessment include quizzes, performance rubric, and teacher facilitated 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 intermediate algebra (8/20).

**Reviewer Note:** The course objective and learning outcomes are well aligned, and the assessments measure at the lower levels of Bloom's Taxonomy. Although the course design and course content are also well done, the scope of topics falls outside of a typical College Algebra I course. For instance, the topics in the first semester include many usually found in a pre-algebra class, while the second semester essentially covers topics mostly included in intermediate algebra.

The course includes several different resources, guided practice quizzes, and student activities, which allow students to complete.

Additionally, there is some lack in rigor of assessment, however, the review team notes that the course is fantastic in terms of preparing students for College Algebra, as it works very well as a remediation course.

The review team also noted that there was some issues with randomization in examination questions. For example, in the exam, questions 6 to 15 are only about fraction operations. Most of the operations are also only using  $\frac{3}{8}$  and  $\frac{3}{5}$  with add, subtract, multiply with different signs. Questions 43 to 45 all start with the phrase "A landscaping company charges a \$XXXX,  $f$ ,  $\theta$ " and the first four questions are either  $V = lwh$  or  $A = bh$ .

The review team strongly recommends tracking the randomization so that topics and numbers are not so often repeated.

The review team also recommends adding some questions where the student needs to integrate concepts in order to answer the question (8/20).

## College Algebra II

**Organization Internal Course Number:** S1 - 128829929; S2 - 128830138

**ACE Transcript Data:** GRAD-0022

**Location:** Version 1: Graduation Alliance

**Length:** Version 1: 4 weeks (120 hours)

**Dates:** Version 1: 08/01/2020 - 07/31/2023

**Description:** Version 1: 4 weeks (120 hours). The course is designed to examine a variety of functions including quadratic, absolute value, piecewise, step, rational, radical, polynomial, and exponential. For all functions, students will be shown how to solve for key values, graph each type, and work within the necessary domain. The course also introduces students to a variety of statistics and probability topics, including sequences, series, finding probabilities, normal distributions, surveys, and experiments.

**Objective:** Version 1: The course objective is to examine a variety of functions including quadratic, absolute value, piecewise, step, rational, radical, polynomial, and exponential. For all functions, students will be shown how to solve for key values, graph each type, and work within the necessary domain. The course also introduces students to a variety of statistics and probability topics, including sequences, series, finding probabilities, normal distributions, surveys, and experiments.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to solve and graph quadratics; solve and graph higher-order polynomials, rational, radical, exponential, and logarithmic functions; add, subtract, multiply, and divide rational expressions; find the inverse of a function; graph absolute value, piece-wise, sine, and cosine functions; apply the unit circle to find the exact solutions for trig functions; find and graph the equations for circles and parabolas; create the formula and find terms for arithmetic and geometric sequences and series; find the probability for given situations; analyze data to find statistical measures and make inferences.

**Instruction:** Version 1: The methods of instruction include discussion, computer based training, practical exercises, and learner presentations. The general course topics include quadratics; more quadratics; polynomial functions; rational expressions; exponential functions; logarithms as inverses; rational to radical; inverse functions; other function graphs; trigonometry; graphing trigonometry functions; conic sections; sequences and series; probability; statistics.

**Methods of Assessment:** Version 1: The methods of assessment include quizzes, performance rubrics, learner presentations, and teacher facilitated 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 college algebra (8/20).

**Reviewer Note:** The course objective and assessments are well aligned and the course design and resources are very well done. The assessments measure at the lower levels of Bloom's Taxonomy.

The content depth and scope of topics are wide enough to warrant a credit recommendation in college algebra; however, some of the topics included fall outside of a typical college algebra course and so create some misalignment between the learning outcomes and the course objective.

The review team notes that in fact, the second semester of Graduation Alliance's College Algebra I course and the first semester of Graduation Alliance's College Algebra II course, combine well to create a College Algebra I that is comparable to post-secondary curricula. Many of the topics in the second semester of the College Algebra II course include minor topics on statistics as well as quite a few topics on pre-calculus and trigonometry.

For example, S1 covers college algebra or first half of pre-calculus, then S2 unit 2 to 3 are simple trigonometric functions which are not enough to prepare students for Calculus. Unit 4 only cover circle and a little bit of parabola. Unit 6 and 7 are simple statistics and probability which usually be taught in Finite Mathematics. Therefore, combined Algebra 1 S2 and Algebra 2 S1, it will be a typical College Algebra lesson. Algebra 2 has mostly College Algebra and some trigonometric functions, probability and statistics. Should Graduation Alliance decide to revise this class as a pre-calculus then it should have more on trigonometry such as trig identities, law of sine and cosine, polar forms, and parametric equations.

Additionally, while the assessments measure appropriately at the lower levels of Bloom's Taxonomy, the review team strongly recommends including questions that require analytical or critical thinking in order to stay in alignment with post-secondary curricula (8/20).

## Statistics

**Organization Internal Course Number:** S1 - 131222175; S2 - 131222206

**ACE Transcript Data:** GRAD-0023

**Location:** Version 1: Graduation Alliance

**Length:** Version 1: 4 weeks (120 hours)

**Dates:** Version 1: 07/01/2020 - 06/30/2023

**Description:** Version 1: 4 weeks (120 hours). The course is designed to provide knowledge about basic concepts of probability and statistics. This course will begin with probability and various distributions working with random variables and events. The course will continue with descriptive and inference statistical studies that describe methods of collecting, summarizing, interpreting and concluding information from the data displayed in various mediums. Lastly, the students will recognize various characteristics of data and a number of ways that the data is related.

**Objective:** Version 1: The course objective is to provide knowledge about basic concepts of probability and statistics. This course will begin with probability and various distributions working with random variables and events. The course will continue with descriptive and inference statistical studies that describe methods of collecting, summarizing, interpreting and concluding information from the data displayed in various mediums. Lastly, the students will recognize various characteristics of data and a number of ways that the data is related.

**Learning Outcomes:** Version 1: Upon completion of the course, the students will be able to use basic and advanced probabilistic knowledge to establish and interpret everyday life situations that utilize probability and statistics; create and explain statistical representations such as simulations, counting techniques and density functions; define and interpret statistical representations leading to the capability of processing the data to determine credibility; translate all types of graphical representations with the ability to explain the meaning presented by the graphs; calculate center measurements, variations and random sampling and interpret their numerical meanings; apply mathematical formulas to statistical studies, surveys and experiments in order to design and conduct their own analysis; use and apply various statistical distributions in order to calculate and demonstrate statistical inferences; create and interpret hypotheses as well as testing hypotheses using various testing techniques; calculate and translate information dealing with correlation using linear and nonlinear regression models; select best fit equations using statistical data, contingency tables and analysis of variance.

**Instruction:** Version 1: The methods of instruction include discussion, computer based learning, practical exercises, and learner presentations. The general course topics include probability definitions, data types and arithmetic operations; probability using simulations and density functions; statistical terminology, concepts and sample data; graphical interpretations using statistical frequency distributions; statistical center of measurements, variations, experiments and sampling sizes; statistical distributions; statistical populations, samples, estimated errors and major theorems; hypotheses generation, testing and quantile plots; methods for correlation and regression; best fit analysis.

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

**Credit Recommendation:** Version 1: In the upper-division baccalaureate degree category, 3 semester hours in Statistical Methods in Mathematics (8/20).

**Reviewer Note:** The course objectives, learning outcomes, and topics are clearly stated and well aligned, and the assessments measure appropriately at the upper levels of Bloom's Taxonomy.

The course design and resources are excellent quality that include good learning videos and reading material. The review team additionally commended the variation of learning resources and the use of 'chunking' to synthesize the finer required learning material. The course assumes a knowledge of fundamental descriptive and preparatory statistical topics, and is consistent with comparable upper level undergraduate courses.

The formative assessments require critical thinking and writing that requires students who take this course to prepare for research in a variety of areas.

The final exam is comprehensive and reflect back to the course learning objectives.

The review team recommends adding topics that require the use of graphing calculators and proprietary statistical software pages, but overall, the review team was impressed with the rigor of the course (8/20).

## Introduction to Biology

**Organization Internal Course Number:** S1 - 128830364; S2 - 128830523

**ACE Transcript Data:** GRAD-0024

**Location:** Version 1: Graduation Alliance

**Length:** Version 1: 4 weeks (120 hours)

**Dates:** Version 1: 08/01/2020 - 7/31/2023

**Description:** Version 1: 4 weeks (120 hours). The course is designed to explore the scientific method and foundational chemistry facts that will assist students in the further study of Biology. Cell structure and cellular processes, DNA, photosynthesis, and other cellular activities are covered. Students will also explore the ecosystems and the biodiversity of the earth. In addition, students discuss matter and energy, the carbon cycle, organ systems and human impacts on the different ecosystems. Throughout the course, students will be asked to demonstrate critical thinking, literacy, and writing skills through scientific inquiry.

**Objective:** Version 1: The course objective is to explore the scientific method and foundational chemistry facts that will assist students in the further study of Biology. Cell structure and cellular processes, DNA, photosynthesis, and other cellular activities are covered. Students will also explore the ecosystems and the biodiversity of the earth. In addition, students discuss matter and energy, the carbon cycle, organ systems and human impacts on the different ecosystems. Throughout the course, students will be asked to demonstrate critical thinking, literacy, and writing skills through scientific inquiry.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to define Biology and the importance of studying Biology; describe the characteristics and functions of animal and plant cells; explain the carbon cycle, including the role of photosynthesis and cellular respiration in the carbon cycle; discuss the impacts humans and invasive species have on ecosystems; describe the law of conservation of energy and matter, providing examples of nutrient cycling and energy flow; explain the basic structure of DNA, including DNA function and the role of DNA in genetics; apply Punnett squares to find out the possible outcomes and probability of certain traits in genetic crosses; explain the concept of natural selection and Charles Darwin's role in the study of evolution; discuss biodiversity and how humans impact biodiversity; explain adaptations, including different types and how they can lead to new species.

**Instruction:** Version 1: The methods of instruction include audio visual, discussion, computer based training, practical exercises, and learner presentations. The general course topics include multicellular organisms; homeostasis; mitosis; photosynthesis; cellular respiration; ecosystems and human impacts on ecosystems; matter and energy; DNA; inheritance of traits; variation of traits; evidence for common ancestry; natural selection; adaptation; biodiversity.

**Methods of Assessment:** Version 1: The methods of assessment include quizzes, written papers, performance rubrics, examination, presentations, and teacher facilitated 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 Biology (8/20).

**Reviewer Note:** The course objectives, learning outcomes, and assessments are all well aligned and well defined based on Bloom's Taxonomy, measurable, and clearly aligned with student learning activities and assessments. The course content and topics are inclusive and are a good representation of the major concepts of a Fundamentals of Biology or an Introduction to Biology college course for non-majors.

There is good use of videos, pictures, images, and diagrams, and the intended objective for each lesson is included at the bottom of the screen for student reference. Overall, the course content is aligned with

an undergraduate, introductory Biology course for non-majors, and it is easy to follow. The course covers all of the required topics, and the material is presented at a level appropriate for the lower-division baccalaureate/associate degree student.

The lesson activities are diverse and assess basic concepts in Biology, with application to the real world. Assessment items are written at multiple levels of Bloom's Taxonomy, from recall to evaluation, and align nicely with the course objectives.

While not a requirement, the review team highly recommends including a 1-credit hour lab component as a co-requisite to this course. It can easily be designed based on some of the lesson activities that are already built into the two courses (8/20).

## English Composition I

**Organization Internal Course Number:** S1 - 131237841; S2 - 131238533

**ACE Transcript Data:** GRAD-0025

**Location:** Version 1: Graduation Alliance

**Length:** Version 1: 4 weeks (120 hours)

**Dates:** Version 1: 08/01/2020 - 7/31/2023

**Description:** Version 1: 4 weeks (120 hours). The course is designed to provide knowledge on all essential parts of the academic writing process including mechanics and structure, information literacy, MLA style and citation, developing strong paragraphs, research basics, and the steps of the writing process. They will demonstrate their application of skills by writing various essay types including narratives, examples and illustration, comparison or contrast, cause and effect, and definitions. Students will also participate in key components of the revision process, including self-analysis and peer review.

**Objective:** Version 1: The course objective is to provide knowledge on all essential parts of the academic writing process including mechanics and structure, information literacy, MLA style and citation, developing strong paragraphs, research basics, and the steps of the writing process. They will demonstrate their application of skills by writing various essay types including narratives, examples and illustration, comparison or contrast, cause and effect, and definitions. Students will also participate in key components of the revision process, including self-analysis and peer review.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to identify and use proper grammar, mechanics, and structure practice information literacy skills including research, avoiding plagiarism, choosing and citing sources; describe all stages of the writing process; summarize the main points of a piece of writing; identify the purpose, audience, and tone for a piece of writing; write narratives and record a narrative; plan and draft essays with examples and definitions; plan and draft compare and contrast and cause and effect essays; discuss essay drafts with other students; participate in the writing revision process including peer review.

**Instruction:** Version 1: The methods of instruction include audio visual, discussion, computer based training, practical exercises, and learner presentations. The general course topics include grammar, mechanics, and structure; information literacy; MLA style and citation; developing strong paragraphs; research basics; the writing process; writing with narratives; writing with examples; comparison and contrast; cause and effect; writing with definitions; the revision process.

**Methods of Assessment:** Version 1: The methods of assessment include quizzes, written paper, performance rubrics, presentations, and teacher facilitated 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 English Composition I (8/20).

**Reviewer Note:** The course objective, learning outcomes, and topics are well aligned and comparable to a lower division, baccalaureate degree English Composition I course at an accredited college or university. The course objectives are written at an appropriate Bloom's level for the intended audience and depth/rigor level, and the topics are sufficiently broad, well-organized, and progress logically.

The course design and resources are also comparable to a lower division, Baccalaureate degree English Composition I course at an accredited college or university, and the materials are easily accessible and can be understood well. The course includes sufficiently broad variety of materials are available to each student, making the learning experience applicable to a variety of learning styles.

The methods of assessment are great quality and similarly comparable to post-secondary curricula. The availability of presentation assessments is particularly noteworthy as they seem less common in this modality.

Attention is given to MLA citation styles, which is an excellent inclusion. The review team strongly recommends including an overview of both MLA and APA styles, as requirements at post-secondary institutions are variable. It may be helpful in the continuing education of your students to examine both. This is not a requisite to a credit recommendation, only insight for your consideration. No additional notes or updates are required; this is a well-written, thorough and rigorous course (8/20).

## English Composition II

**Organization Internal Course Number:** S1 - 131239350; S2 - 131239374

**ACE Transcript Data:** GRAD-0026

**Location:** Version 1: Graduation Alliance

**Length:** Version 1: 4 weeks (120 hours)

**Dates:** Version 1: 08/01/2020 - 07/31/2023

**Description:** Version 1: 4 weeks (120 hours). The course is designed to teach students to write at the college level using library research and source-evaluation strategies. Considerations such as audience analysis, source analysis and evaluation, and theme are addressed. Students will focus on developing, drafting, and completing a research topic. They will apply skills such as brainstorming, drafting, and editing to create a research-based essay tailored to the needs of the reader.

**Objective:** Version 1: The course objective is to teach students to write at the college level using library research and source-evaluation strategies. Considerations such as audience analysis, source analysis and evaluation, and theme are addressed. Students will focus on developing, drafting, and completing a research topic. They will apply skills such as brainstorming, drafting, and editing to create a research-based essay tailored to the needs of the reader.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to identify and discuss how to conduct an audience analysis; identify the principles for reading and writing, interpreting, and writing rhetorically; discuss research findings and evaluate research sources; prepare an annotated bibliography; apply the persuasion rhetorical mode; write, share, and critique topic sentences with the class; discuss ways to identify and overcome writer's block; evaluate bias in a piece of writing; locate and evaluate effective visual aids; draft, organize, revise, and finalize a research paper.

**Instruction:** Version 1: The methods of instruction include case studies, discussion, computer based training, practical exercises, and learner presentations. The general course topics include introduction to research and the writing process; researching how, what, when, where, why; analyzing and evaluating sources; analyzing and understanding the theme; getting started with writing a research paper; choosing topics; drafting; organizing; revising and editing; finalizing the paper.

**Methods of Assessment:** Version 1: The methods of assessment include quizzes, case studies, written papers, performance based rubrics, presentations, and teacher facilitated 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 English Composition II (8/20).

**Reviewer Note:** The course objective, learning outcomes, and topics are well aligned and comparable to a lower division, Baccalaureate degree course in English Composition II at an accredited college or university; objectives and outcomes scaffold well on top of the English Comp I outcomes and objectives. All information covered in this course is of appropriate rigor, depth, and breadth to warrant a credit recommendation.

The course design, resources, and assessments are well done and similar to comparable post-secondary curricula. The assessments measure appropriately at the lower levels of Bloom's Taxonomy.

The review team commended the course for addressing a missing link in the transition from secondary to post-secondary education, vis a vis instructing Americans how to be literate, thinking human beings in their use of the written word. This course, as well as English Composition II, are precisely tailored to address that need and empower the students, particularly those who have dropped out or given up.

Still, the courses are also every bit as rigorous, substantial, and thorough as any Comp I and Comp II college course in post-secondary education. Lesson for lesson, quiz for quiz, assignment for assignment, they equate to what is current and workable in composition classrooms, but they rise above in directly addressing and practicing issues like grammar, audience, and the writing process.

The course takes full advantage of the primary online benefits of accessibility and individualized interactions with instructors. Teachers are facilitators and coaches, and the teachers have mentors as well as local support. The Community of Inquiry approach, which is heralded by modern scholars in the field of Composition Studies and Pedagogy, is made a reality in these English courses, and that is truly commendable. Finally, the proctored exit exams are valid tests of comprehension and applicability.

The review team does recommend implementing a standard policy, as is with most universities, to require that graded work be posted and handled only inside the classroom for legal reasons, including FERPA (8/20).

## **Introduction to Psychology**

**Organization Internal Course Number:** S1 - 131237687; S2 - 131239450

**ACE Transcript Data:** GRAD-0027

**Location:** Version 1: Graduation Alliance

**Length:** Version 1: 4 weeks (120 hours)

**Dates:** Version 1: 08/01/2020 - 7/31/2023

**Description:** Version 1: 4 weeks (120 hours). The course is designed to explore how psychology informs human thought, emotion, and behavior. They will examine the history of psychology, research and applied psychology, biopsychology, human development, sensation and perception, thinking and cognition, language acquisition, mechanisms of memory and cognition, intelligence, motivation and emotion, personality, psychological disorder and treatment, and social psychology. All subject matter is explained and evaluated from a biological-psychological-social perspective.

**Objective:** Version 1: The course objective is to explore how psychology informs human thought, emotion, and behavior. They will examine the history of psychology, research and applied psychology, biopsychology, human development, sensation and perception, thinking and cognition, language acquisition, mechanisms of memory and cognition, intelligence, motivation and emotion, personality, psychological disorder and treatment, and social psychology. All subject matter is explained and evaluated from a biological-psychological-social perspective.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to describe the emergence of psychology as a distinct field from early philosophy to contemporary psychology; identify and describe the key figures that have contributed to the field of psychology, both historical and contemporary; discuss research in psychology, ranging from conducting and evaluating psychological research to ethical practices; explain how biology influences human thought, feeling and behavior. describe cognitive psychology in action, ranging from sensation, perception, and conscious experiencing to intelligence and memory; identify and describe the physical, cognitive and emotional components of human development and how these factors influence the development of morality, cognition, and social attachment; compare and contrast theories of emotion, motivation and instinct; identify and discuss mental and physical health, dysfunction, psychological disorders and psychological treatment; define and describe key aspects of personality psychology from personality theory to personality assessment; describe key aspects of social psychology ranging from attitude formation, social norms, prejudice and biases to altruism and attraction.

**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 the history and progression of psychology; research in psychology; the biological bases of behavior; sensation and perception; developmental psychology; human development; learning and cognition; language development and acquisition; the mechanisms of memory and cognition; intelligence and reason; the nature of motivation and emotion; personality; individual adjustment and maladjustment; social psychology (8/20).

**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 introduction to psychology (8/20).

**Reviewer Note:** The course objectives, learning outcomes, and lesson objectives are written well and aligned, but do not align with the syllabi listed in the two semesters. The two syllabi have different objectives than the outcomes listed on the ACE course data form.

The course design is intuitive and easy to follow. In some lessons, there are multiple links, which is sometimes unavoidable, but still a hassle for some students who may have slow internet connections. Some lessons additionally have “filler” pictures that may not match the subject area, but overall, the design is easy to navigate. This is very important for an online class.

The course offers a variety of educational materials for the students, especially important as non-traditional college students are being served. The content and topics are wide in scope and breadth as opposed to depth. The topics even extend past those usually seen in post-secondary Introduction to Psychology curricula. For instance, where most Intro to Psych courses tend to end in 1955 with Maslow and Rogers, this course includes the Counter Culture, LSD and an understanding of the drug culture quite different from the basic Nancy Reagan just say NO! The course does include Maslow's Hierarchy of Needs (updated) with Transcendence being the highest level. This is rarely, if ever included in an Intro to Psych course. This course refers the student to an excellent article by MarkL. Koltko-Rivera on Self-Transcendence, provided reasons such as Maslow untimely death as to why Self-Transcendence is usually not included in Intro to Psych texts.

The methods of assessment are appropriate for this course and comparable to similar post-secondary curricula. There are a good variety of assessments that measure at the lower levels of Bloom's Taxonomy.

The course is an improvement over many on-line courses as it offers written quizzes and short answer questions on the final.

The review team strongly recommends aligning the two syllabi and the course data form for standardization. The review team recommends that there should be only one syllabus, and that should not have 40 learning objectives. The outcomes listed on this page should be written on the syllabus, and the learning objectives listed in each chapter/module/section should be able to linked to a learning outcome (8/20).

## **Introduction to Sociology**

**Organization Internal Course Number:** S1 - 131219455; S2- 131219905

**ACE Transcript Data:** GRAD-0028

**Location:** Version 1: Graduation Alliance

**Length:** Version 1: 4 weeks (120 hours)

**Dates:** Version 1: 08/01/2020 - 7/31/2023

**Description:** Version 1: 4 weeks (120 hours). The course is designed to examine the foundations of sociological theory and they will be challenged to make connections to current and historical examples. Students will analyze issues in society from competing theoretical perspectives and will discover how the different perspectives allow new insights and possible explanations for beliefs, attitudes, and behaviors. Students embrace creativity, critical thinking skills and diverse ways of thinking to find multiple explanations for our often seemingly inexplicable world.

**Objective:** Version 1: The course objective is to examine the foundations of sociological theory and they will be challenged to make connections to current and historical examples. Students will analyze issues in society from competing theoretical perspectives and will discover how the different perspectives allow new insights and possible explanations for beliefs, attitudes, and behaviors. Students embrace creativity, critical thinking skills and diverse ways of thinking to find multiple explanations for our often seemingly inexplicable world.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to identify and describe the development of the field of sociology, leading sociologists, and theories of sociology; define elements of culture, socialization, and human development within society; discuss traditions, roles, and expectations necessary for a community, including the social institution of the family and its influences on society; define theories of social stratification and evaluate how class systems affect social mobility and motivation; discuss the ramifications of stereotyping; examine the social and sociological aspects of aging, including the impact on the community; identify and describe theories of education, functions of religion, types of media and entertainment, and the role of economics and politics in society; explain how population, culture, and science impact each other and impact the environment; distinguish and discuss social movements, collective behavior, and the impact of leaders from social movements; explain how society has changed since the industrial revolution and identify characteristics of postmodern societies.

**Instruction:** Version 1: The methods of instruction include case studies, discussion, computer based learning, practical exercises, and learner presentations. The general course topics include introduction to sociology; culture; socialization; the individual and society; deviance and social control; social inequality; race and ethnicity; gender, age, and health; family arrangements; religion and education; political and economic systems; mass media, entertainment, and sports; population and the environment; population and urbanization; social movements and social change.

**Methods of Assessment:** Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, examination, and teacher facilitated 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 Sociology (8/20).

**Reviewer Note:** The course objective, learning outcomes, and assessments are all well aligned and measure at the lower levels of Bloom's Taxonomy. The course contained a detailed description of the learning outcomes the student needs to achieve upon course completion. The faculty and/or course designer used verbs that describe observable actions. Both course objectives and learning outcomes are in line with comparable post-secondary curricula. Topics covered in the course additionally align with standard Introductory Sociology texts.

The course design is highly structured and follows a concise standard in terms of development, has an easy to follow layout, and uses excellent measures to test student understanding. Students are easily able to complete materials on their own time, while structured guidance from the faculty member appears throughout the structure. The asynchronous modules are easy to follow and are designed based on a standard flow we frequently see in Sociology texts. The course design appropriately breaks larger readings, assignments, or activities into smaller modules, which makes the material feel achievable while not overwhelming the learner. The material used in the development was referenced appropriately and designers used current media from a range of subject matter experts. The review team found the use of matching items very helpful.

The review team appreciated the videos embedded within the units, as well as the "Check Your Knowledge" section at the end. This is helpful towards mastery. Additionally, several of the video presenters were very energetic and, along with the cartoons and graphic mix media, they captivated attention.

The course used varying methods of assessment throughout the design and used repetition to engrain the concepts. Each writing assignment was accompanied by a thorough rubric, with thought provoking questions that required critical thinking and direct application of the concepts in each module. The question banks were straight forward with good balance of placement for correct answers. I found strength in the plausible distractors, ensuring the student read and comprehended the module.

The review team did have some recommendations regarding the final examination:

1. While the story about Jenni was compelling, it seems out of place amid so many other COVID based stories. The review team suggests omitting it and adding additional non-COVID based scenarios; group the non-COVID scenarios together; or, find a better way to balance the topics.
2. Question 56 using "Boomer" as the example of stereotyped "isms," seemed underdeveloped, as did Q55.
3. Q57 has a typo. The second full sentence in the second paragraph says, "Please point out FOR examples..."
4. There should be an intro to the essay questions with directions and providing more details about the use of the rubric and overall expectations for this section.

Additionally, the review team recommends including the Sapir-Whorf hypothesis as it is commonly used in Introductory Sociology courses. The review team also suggests defining the acronym LGBTQ+. As an introductory course, differentiating the variation of this important group is significant. It may also be a good idea to discuss wicked problems early in the course, as it is common to see this concept referenced in conjunction with large social problems like crime and poverty.

The course also appropriately references COVID-19 in a number of areas. The review team recommends including the Census in the Race and Ethnicity chapter as another current event, as well as reference American Core Values. The developer may have considered these embedded in the material, but most of the time these are discussed early on and referenced at times throughout the course (socialization, poverty, etc.).

Lastly, the review team strongly recommends reviewing the following segment and either revise or omit. "Coronavirus: Early reports suggested that teens were largely unaffected by the virus. However, they can be positive and asymptomatic and thus spread the virus to others without realizing it. However, later studies show that adolescents are vulnerable although it is not quite clear how or why." The review team was not sure about the purpose of this statement, as the module was not talking about population characteristics or research. Therefore, the statement felt very much out of place and subjective.

Overall, the flow of the course was spot-on with similar post-secondary courses. The course provided a well-rounded approach to historical figures and perspectives that shaped Sociology. For many online Sociology courses, faculty often jump into conflict, symbolic interactionism and functionalist perspectives right off the bat. This course did a nice job of easing the learner into those main themes (8/20).

## **Western Civilization I**

**Organization Internal Course Number:** S1 - 128860884; S2 - 130025684

**ACE Transcript Data:** GRAD-0030

**Location:** Version 1: Graduation Alliance

**Length:** Version 1: 4 weeks (120 hours)

**Dates:** Version 1: 08/01/2020 - 7/31/2023

**Description:** Version 1: 4 weeks (120 hours). The course is designed to analyze how the history of the world connects, intersects, and impacts with today's world. In order to do this, students need to be able to think like historians; they need to look for and analyze the whys and how of history. In this course, students will examine the core concepts of civilization, how a civilization develops, spread, and, sometimes, falls. As we work through this course, students will learn to question, analyze and decipher history and the connections of civilizations. Students will look at early history including how civilizations build, and expand through ideas, technology, and revolutions.

**Objective:** Version 1: The course objective is to analyze how the history of the world connects, intersects, and impacts with today's world. In order to do this, students need to be able to think like historians; they need to look for and analyze the whys and how of history. In this course, students will examine the core concepts of civilization, how a civilization develops, spread, and, sometimes, falls. As we work through this course, students will learn to question, analyze and decipher history and the connections of civilizations. Students will look at early history including how civilizations build, and expand through ideas, technology, and revolutions.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to review source materials for historical practice and applications; discuss key elements of civilization; examine the contributions and features of classical civilizations; discuss the impact and spread of religions, traditions, arts, and culture of the ancient world; describe and review events key events from the first global age including the Renaissance and the Reformation; compare and contrast civilizations of the ancient Americas; identify and discuss the ideas and developments from the Scientific Revolution; review and describe the Age of Exploration; identify and discuss Enlightenment ideals and the Age of Revolutions.

**Instruction:** Version 1: The methods of instruction include case studies, discussion, computer based training, practical exercises, and learner presentations. The general course topics include historical thinking; key elements of civilization; ancient history; historical religions; the emergence of the first global age: 15th to 18th centuries-global expectations; global expansion and encounter; political revolutions.

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

**Credit Recommendation:** Version 1: No credit recommendation (8/20).

**Reviewer Note:** This is a well-structured course offering many of the technical aspects of a college course and has a good opening discussion of the tenants of what would be recognized as historiography and critical thinking.

Moving from a discussion on Early Civilizations to the Classical World and on to the rise of Europe, Western Civilization I moves students through 72 course objectives to the Final Exam. While the sequencing of historical topics and periods do align with a college-level course, the syllabus for the first course presents a course that appears to be in a rush to "check-off" those 72 objectives. While all history courses cover the facts, dates, names, and places, it is only part of what this course should include to be considered college-level work.

Missing in the course is a determined effort to instill upon the students the connections/ intersections/ impacts that is civilization. In the syllabus, there is a statement concerning these understandings and some early coursework on what historians would understand as historiography and the methods of history. It is in a lack of follow through that is problematic with regards to the contextualization and cultural integration.

For students to grasp and incorporate these ideas, the course to incorporate a more sophisticated and wider view of history that equates to Bloom's Synthesis and Evaluation rather than stopping at Analysis. That level can be attained, though not solely, by establishing a framework that would engage students in deeper and more nuance discussions on topics such as the migration and interchanges between peoples and ideas.

While those concepts are present, the strengthening of those frameworks across the entire course would help bring the course to the level of a college course. In this course, Europe quickly appears in isolation getting ready to burst on the world in the Age of Exploration. Our world and our history are much more interconnected. This needs to be a tenant of this course and it is an expectation of a college level history course.

The review team suggests using template and frameworks of the second semester course to adjust the structure of the first semester course. If we look at the two course descriptions, the second course descriptions would be an excellent model.

Most college and universities, if they offer this course, offer it as an optional offering to the much-preferred World Civilization course. Current post-secondary trends see the move toward World Civilization from Western Civilization.

Noted in this course is a good cross-section of quizzes, projects, and student participation in facilitated discussions. The use of the LMS was smooth and navigating around took just a few key strokes.

The resources, while adequate for this course, should be strengthened by adding more sophisticated documents and texts for the students. In particular, curricular topics and materials that would also demonstrate the more difficult topics of the difficulty side of history must be included.

For post-secondary curricula within the realm of History, the best method to instill or enhance Critical Thinking is to have their students write. While the course does require students to do a presentation, the presentation should be balanced with an extensive research paper appropriate for the length and depth of the material to be studied.

Multiple choice exams do enable the instructor and the software to handle many students in a short period of time. This is adequate to cover the material presented, other assessment methods or inclusion of analytical components within the multiple choice exam, are necessary to align with similar post-secondary curricula.

The review team noted the following issues with regards to multiple choice exams:

- a. Inconsistent answer choices for multiple-choice questions,
- b. Inappropriate or irrelevant distractors,
- c. Question of a subjective nature,
- d. Uneven topic distribution, and
- e. Low-quality short-answer questions.

The review team also strongly recommends that the final examination be worth more than 10 percent of the grade.

Overall, while the course has a lot of potential in structure and design, the review team strongly recommends revising the certain areas of the course, particularly the first section, as there are several sections that appear to be mixed with the second half of the course. This can be seen in the overlap with respect to the geographical scope of "Western Civilization."

Additionally, the section on Communism and Capitalism is too early in the course as it attempts to prefigure what is about to come. There is also a sense that the course is confusing World and Western Civilization course. There are necessary and logical overlaps. However, in first half of the course there is blending that is not clear.

There needs to be more discussion and learning on the impact that philosophical, religious, visual/performing/musical arts had on the creation and culture that came to be Europe. This would require deeper discussions and presentations on would include topics such as the transmission of ideas, peoples, plants, animals, and disease via the best-known exchanges. The Columbian Exchange was a good lesson that needs to be built upon.

The course is also heavily trending toward the "Triumphal West" that is one interpretation but not the only one, therefore, there should be more diversity of opinions and historical trajectories.

However, the first section of the course is comparable to similar post-secondary curricula, and it is immediately clear that the course designer(s) have written their course descriptions and outcomes with an eye toward a college-level.

Some final recommendations include:

1) This would primarily require a greater emphasis, in every lesson, on social and cultural history. For a college-level course, the course should bring the students to the level of synthesis in Bloom's Taxonomy. At this time, the course is:

- a. Section I      Knowledge, Comprehension, Application/Analysis
- b. Section II     Knowledge, Comprehension, Application, Analysis, Synthesis

2) Added to that recommendation would be the inclusion of writing assignments that has the student apply their research and analytical skills in the range of essays or general writing with good citation.

3) Suggest that a faculty member who is actively teaching college history, be consulted for course development.

4) The comments above on assessments need to be addressed (8/20).

## **Courses with Conditional Recommendation**

During your recent review, the faculty evaluation team determined that the following course content, scope, assessment and rigor very closely align to a post-secondary level credit recommendation, but each course requires some adjustments. The team has offered a conditional recommendation with very specific measurable expectations for the following courses:

- U.S. History
- Western Civilization II

Conditional recommendations should not involve major action steps for course redesign or substantive course revision. Conditionals typically involve some adjustment with rubrics, minor gaps in course materials, policy documentation, and assessment modifications.

Ultimately it is your organization's decision whether it is appropriate to make these changes and resubmit the course to meet the conditional expectations.

## U.S. History

**Organization Internal Course Number:** S1 - 129424054; S2 - 129424084

**ACE Transcript Data:** GRAD-0029

**Location:** Version 1: Graduation Alliance

**Length:** Version 1: 4 weeks (120 hours)

**Dates:** Version 1: 08/01/2020 - 7/31/2023

**Description:** Version 1: 4 weeks (120 hours). The course is designed to discover the history of the United States as it grows from an infant nation into a world power. This journey includes declaring independence from England, the formation of a new government, Civil War, industrialization, the World Wars, and the Cold War. Students will analyze the struggles of America, such as the Civil Rights Movement, climate change, and terrorism, as well as the successes in space travel, science, technology, and social awareness. Throughout the course, the students will also engage in diligent research practices, examining source validity, and critical thinking.

**Objective:** Version 1: The course objective is to discover the history of the United States as it grows from an infant nation into a world power. This journey includes declaring independence from England, the formation of a new government, Civil War, industrialization, the World Wars, and the Cold War. Students will analyze the struggles of America, such as the Civil Rights Movement, climate change, and terrorism, as well as the successes in space travel, science, technology, and social awareness. Throughout the course, the students will also engage in diligent research practices, examining source validity, and critical thinking.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to review American founding documents and leaders; describe and summarize the effects of causes and effects of immigration, the growth of industry and urbanization on American life in the late 1800's and early 1900's; review the causes and effects of the Civil War, World War I, and World War II; describe how America's role in the world has changed throughout history; outline the causes and effects of the changes in the early 20th century including the Roaring 20's, the Great Depression, and the New Deal; identify the events of the Cold War and compare other U.S. conflicts in the 20th and 21st centuries including Cuba, Korean, Vietnam, the Middle East, and 9/11; identify the causes and effects of the civil rights movement; review modern American presidents; name contemporary U.S. public policies in the age of technology and climate change.

**Instruction:** Version 1: The methods of instruction include discussion, computer based training, practical exercises, and learner presentations. The general course topics include founding documents and reconstruction; urbanization and industry in the early 1900's; causes and effects of World War I; women's right to vote and political reform in the early 20th century; the Great Depression; political reform and the "New Deal"; World War II; postwar boom; American conflicts and politics during the Cold War; age of the atom and the space race; America at the end of the Cold War; Jim Crow Laws, segregation, and civil rights; politics of the mid-20th century, economic boom and American globalization ; the middle east and 9/11; America in the age of technology and climate change.

**Methods of Assessment:** Version 1: The methods of assessment include quizzes, written papers, performance rubrics, presentations, and teacher facilitated 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 Survey of U.S. History. CONDITIONAL (8/20).

**Reviewer Note:** This is a cursory introductory of the political, economic, social, and legal history of the U.S. It does try to connect specific people, places, events, and ideas to the larger picture of U.S. history. Most post-secondary courses are in two parts with this much material.

The topics cover; 1) North American exploration and settlement, 2) Interactions w/ the Native American tribes, 3) European colonialism and colonial power struggles, 3) the Pre-Independence movement and the Revolutionary War, 4) Formation of the New Republic and government, 5) the Democratic Experiment and the early Industrial Revolution, 6) Issues of slavery and Westward expansion, 7) Federal government and States Rights, 8) the Civil War and Reconstruction and the New South, 9) Industrialization and Urbanization, 10) the Gilded Age & Progressivism, 11) U.S Foreign Policy and Imperialism, 12) World War I and Immigration, 13) the Depression and the New Deal, 14) World War II, 15) the Cold War and proxy wars, 16) Socio-cultural shifts and social movement to 17) contemporary times.

Due to the scope of the topics, the course is basic sweep of U.S. History and tends to be general in nature. There was a lack of multiculturalism and diversity in the course materials that would normally be included in comparable post-secondary curricula.

The review team commends the use of external/course resources (maps/ pictures/ charts/ web links/ video) that are used as course documents and required general /casual examination of the topic area. The resources not only provide students with sourced information and evidence but also allows a more direct connection to get a better interpretation of historical events.

The methods of assessment include a mix of multiple-choice, drop-down, matching, and short answer. Although the assessments offer an attempt for short-answer questions to do some writing and analysis, but they do not provide an opportunity for critical thinking or even a reasoned explanation.

**Conditional Note:** Due to the lack of rigor of assessment, the course is given a conditional status in which the following must be revised in order to align with post-secondary education and receive the credit recommendation. Please review all examination items carefully and make necessary revisions to the following:

- 1) These questions seemed to be developed for identification and recall purposes.
- 2) Many only provided three choices under the multiple-choice questions.
- 3) There was not a solid use of potential distractors.
- 4) Some questions prompts used were incomplete statements rather than in a question format.
- 5) There was not a standard pattern of plausible the answer, some had two, three, four, or five.

Examples:

- #1/ - Add a word-count (e.g.- 150-words)
- #4- Distractors/ response options
- #7/#8- Consider combining the matching questions. A list of 7-10 on average.
- #13- Seems confusing- Manufacturers or Factory owners
- #17- Tricky wording
- #20- Seems confusing
- #21- Add a date/time period
- #29- Subjective/perspective
- #30- Distractors/ response options
- #34- Distractors/ response options (8/20).

## Western Civilization II

**Organization Internal Course Number:** S1 - 128860910; S2 - 130578345

**ACE Transcript Data:** GRAD-0031

**Location:** Version 1: Graduation Alliance

**Length:** Version 1: 4 weeks (120 hours)

**Dates:** Version 1: 08/01/2020 - 7/31/2023

**Description:** Version 1: 4 weeks (120 hours). The course is designed to provide knowledge of the monumental changes that occurred from the Industrial Revolution through modern times. Students will start by exploring how society changed as people moved from the farms to the city, then they will examine the causes and effects of imperialism, and how nations sought more money and more control leading to World War I. They will also evaluate causes and effects of World War II, the Cold War, and research a contemporary global issue.

**Objective:** Version 1: The course objective is to provide knowledge of the monumental changes that occurred from the Industrial Revolution through modern times. Students will start by exploring how society changed as people moved from the farms to the city, then they will examine the causes and effects of imperialism, and how nations sought more money and more control leading to World War I. They will also evaluate causes and effects of World War II, the Cold War, and research a contemporary global issue.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to compare and contrast the origins, characteristics, and consequences of industrialization; review the history of imperialism and discuss the connection between racism and imperialism; identify colonies of Asia, Africa, and Latin America; examine causes and effects of World War including the political, economic, military, and social consequences; describe the impact of the Great Depression across the globe; outline the causes of World War II, discuss the main turning points of the war, and review the immediate consequences of the war's end; describe the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era; discuss perspectives on the causes of conflict in the Middle East; outline past and present global issues; discuss economic systems and economic liberty.

**Instruction:** Version 1: The methods of instruction include case studies, discussion, computer based training, practical exercises, and learner presentations. The general course topics include the Industrial Revolution; Imperialism; World War I; the Great Depression; shifting global powers; World War II; international conflicts; the Cold War; Globalization; economic systems.

**Methods of Assessment:** Version 1: The methods of assessment include quizzes, case studies, written papers, performance rubrics, presentations, examination, and teacher facilitated 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 Western Civilization II. CONDITIONAL (8/20).

**Reviewer Note:** This course provides the basic facts and a framework of the development of Western civilization Europe and the Mediterranean starting slightly prior to the Renaissance period, through the Reformation and Scientific Revolution, Imperialism, Industrialization and Urbanization eras, Progressivism, World War I and global migration, the Depression, World War II, the Cold War and proxy wars, and elements of and globalism and modern-day society.

Like Western Civilization I, this course uses an LMS and requires the student to engage the LMS with numerous quizzes. The resources are adequate for the material covered and demonstrate a more sophisticated approach to history than Western Civilization I.

The outline seemed based on themes rather than the timeline. This is fine but requires more diligence to maintain the necessary context of the theme and how it relates to the general topic of societal development.

The review team appreciates the use of external/course resources (maps/ pictures/ charts/ web links/ video) that were used as course documents and required general /casual examination of the topic area. The resources not only provide students with sourced information and evidence but also allows a more direct connection to get a better interpretation of historical events.

Typically, this course has the same tenor as Western Civilization I that reflects an underlying structure reminiscent of history courses from the 1950s. With much more discussion and presentation on the cultural and social aspects of history, this course does spend an enormous time on the many wars or the modern period. They are part of our history but do reflect social, cultural, and political forces at work and in play.

The review team additionally commends the time spent on Genocide- and the Holocaust. As seminal events in every period of time, the 20th Century was the century of genocide and it has altered and steered out live and our trajectories.

As suggested for World Civilization I, the review team strongly recommends the addition of more social and cultural history which would strengthen this course.

Similarly to the U.S. History course, the methods of assessment include a mix of multiple-choice, drop-down, matching, and short answer. Although the assessments offer an attempt for short-answer questions to do some writing and analysis, but they do not provide an opportunity for critical thinking or even a reasoned explanation.

**Conditional Note:** Due to the lack of rigor of assessment, the course is given a conditional status in which the following must be revised in order to align with post-secondary education and receive the credit recommendation. Please review all examination items carefully and make necessary revisions to the following:

- 1) These questions seemed to be developed for identification and recall purposes.
- 2) Many only provided three choices under the multiple-choice questions.
- 3) There was not a solid use of potential distractors.
- 4) Some questions prompts used were incomplete statements rather than in a question format.
- 5) There was not a standard pattern of plausible the answer, some had two, three, four, or five.

Examples:

- #1/#7/- Only three response options
- #8/#14/#31/#40- Only two response options
- #10- Unsure where this one was going
- #11- What/whose recovery?
- #17- Reword- What period did the Cold War occur?
- #18- Is there partial credit for these type of questions
- #28- Should be 'Mandela'. Also confusing.
- #39- These options aren't comparable
- #42 (and others)- Add a word-count (e.g.- 150-words) (8/20).