

**Los Angeles Mission College Distance Education Technical Review Rubric of New Online Course Shell (revised 3-27-14)**

Located at: <http://lamission.edu/de/shell-review.docx> [Symbol] **Eric Rettke CoSci 411 – Cyber Security – Fall 2016**

**.COURSE OVER VIEW AND INTRODUCTION**

**General Review Standard:** The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.

Review Standards	Specifics	Comments
I.1 There is a statement introducing the student to the course.	<p>Welcoming statement by the instructor that introduces students to the course. Examples:</p> <ul style="list-style-type: none"> <li>• A course “tour”.</li> <li>• Clear directions about how to get started in the course.</li> <li>• The instructor’s name</li> <li>• Instructor’s field of expertise</li> <li>• Email address</li> <li>• Teaching philosophy</li> <li>• Past experiences with teaching online classes</li> <li>• Hobbies</li> <li>• A photograph</li> </ul>	<p>There is a statement illustrating the need for cyber security. The syllabus describes the instructor's position and achievements at LAMC and includes some personal information and contact info.</p>
I.2 Course layout is easy to navigate and understand.	<p>The following are easy to locate, navigate, and understand</p> <ul style="list-style-type: none"> <li>• Course calendar with activity due dates</li> <li>• Syllabus</li> <li>• Course activities</li> </ul>	<p>The course layout is easy to follow and navigate through a series of "next" buttons; this takes you through the weekly assignments and quizzes.</p> <p>How to submit your assignments page is located under Week 1 with a linked video in</p>

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	<ul style="list-style-type: none"> <li>ties</li> <li>• Grading Systems</li> <li>• Testing procedures (online, proctored, etc.)</li> <li>• Procedure for submission of assignments</li> <li>• Discussion/Forum instructions</li> <li>• Rules of contact for participating in forums</li> </ul>	<p>the near future.</p> <p>Included in the syllabus are the grade components and breakdown, course calendar w/ assignment due dates.</p> <p>Recommendation: Use the link provided below to update Dates that you need to know and Holidays. <a href="http://www.laccd.edu/FacultyStaff/bulletinsCal/Documents/Academic_Calendar1617%20Overview%202.16.16.pdf">http://www.laccd.edu/FacultyStaff/bulletinsCal/Documents/Academic_Calendar1617%20Overview%202.16.16.pdf</a></p> <p>Need to list the objectives from Week 12 to Week 15 to align with the pattern from Week 1 to Week 11 so students will know exactly what objectives are being covered per week.</p> <p>Automatic link of HW due dates at the end of the syllabus is confusing especially a lot of them do not even have a due date. Either eliminate it or show all due dates for design consistency.</p>
1.3 Expectations regarding academic honesty, including plagiarism concerns, are clearly stated in the syllabus.	At a minimum, the course syllabus must contain a statement that explains the action that will be taken if plagiarism or any type of academic dishonesty is detected.	Student conduct is addressed in the syllabus (includes the consequences for plagiarism).
1.4 Students are requested to introduce themselves to the class.	<p>The student introduction creates a supportive learning environment and sense of community.</p> <p>Look for:</p> <ul style="list-style-type: none"> <li>• A request that students introduce themselves</li> </ul>	Students are requested to introduce themselves in the first week; three questions require responses.

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	<p>along with instructions on where and how they should do so</p> <ul style="list-style-type: none"> <li>• Instructors may ask students to answer specific questions (such as why they are taking the course, what concerns they have, what they expect to learn,) or may choose to let the student decide.</li> <li>• Instructors should consider providing an example of an introduction and/or start the process by introducing themselves.</li> </ul>	
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## II. STUDENT LEARNING OUTCOMES

**General Review Standard:** Expected learning outcomes are clearly defined and explained. They assist the learner to focus on learning objectives.

Review Standards	Specifics	Comments
II.1 The posted outcomes of the course include the outcomes in the approved course outline. Any additional outcomes used are observable, measurable, and achievable.	All outcomes from the approved course outline must be presented in the syllabus of the course being reviewed.	There are 2 SLO's listed in the syllabus.

## III. ASSESSMENT AND MEASUREMENT

**General Review Standard:** Assessment strategies are established ways to measure effective learning, assess learner progress by reference to stated objectives, and are designed as essential to the learning process.

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Review Standards	Specifics	Comments
III.1 Multiple methods of assessment measure the achievement of stated course outcomes and learning objectives.	<p>Example that DOES meet the standard:</p> <ul style="list-style-type: none"> <li>• Students are required to write papers, interact with others through electronic discussions, take quizzes, etc.</li> </ul>	Students grades are based on discussion forums, quizzes, assignment and assessments.
	<p>Example that does NOT:</p> <ul style="list-style-type: none"> <li>• Students are required to take tests and no other method of assessment is utilized</li> </ul>	
III.2 The grading policy is easy to locate and understand.	<ul style="list-style-type: none"> <li>• The grading policy needs to be easy to locate and access.</li> <li>• Language used to describe how course activities are graded and how the final grade is calculated, should be easy to understand.</li> </ul>	<p>The grading policy clearly indicated in the syllabus does include the percentage of each component of the overall grade.</p> <p>Recommendation: The total points assigned for HW, Lab, Quizzes, Midterm, and Final Exam, do not match</p>

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		with the weighted percentage per category. An online gradebook in Canvas should be setup for grade transparency.
III.3 Assessment and measurement strategies provide appropriate feedback to the learner.	<p>Students learn more effectively if they receive frequent, meaningful, and rapid feedback.</p> <p>This feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other students. Examples:</p> <ul style="list-style-type: none"> <li>• Instructor participation in a discussion assignment.</li> <li>• Writing assignments that require submission of a draft for instructor comment and suggestions for improvement.</li> <li>• Self-mastery tests and quizzes that include informative feedback with each answer choice.</li> <li>• Interactive games and simulation that have feedback built in.</li> </ul> <p>In most online courses, the types of assessments used are appropriate for the online environment. Assume that the course meets the standard unless you find evidence to the contrary.</p>	Quizzes and midterm provide immediate feedback.

#### IV. RESOURCES AND MATERIALS

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**General Review Standard:** Instructional materials are designed to be sufficiently comprehensive to achieve expected learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks are produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

Review Standards	Specifics	Comments
IV.1 Resources and materials are easily accessible to and usable by the learners.	<p>If some of the course resources, including textbooks, videos, CD-ROMS, etc., are unavailable within the framework of the course website, investigate how students would gain access to them, and examine their ease of use.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• If textbooks and/or CD's are used, titles, authors, publishers, ISBN numbers, copyright dates, and information as to where copies can be obtained, are listed.</li> <li>• An area on the syllabus is devoted to required resources.</li> <li>• Required software plug-ins are listed, along with instructions for obtaining and installing the plug-ins.</li> </ul>	An area on the syllabus indicates the resources required.
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	<p>devoted to required resources.</p> <ul style="list-style-type: none"> <li>• Required software plug-ins are listed, along with instructions for obtaining and installing the plug-ins.</li> </ul>	
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## V. LEARNER INTERACTION

**General Review Standard:** The effective design of instructor-learner interaction and meaningful learner cooperation is essential to learner motivation, intellectual commitment, and personal development.

Review Standards	Specifics	Comments
V.1 The course design provides learning activities to foster instructor-student, content-student, and if appropriate, student-student interaction.	<p>The learning activities in the course should foster the following types of interaction:</p> <ul style="list-style-type: none"> <li>• Instructor-learner: Self-introduction; discussion postings and responses; feedback on assignments; evidence of one-to-one email communication, etc.</li> <li>• Learner-content: essays, term papers, group projects, etc. based on readings, videos, and other course content; self-assessment exercises; groupwork products, etc.</li> <li>• Learner-learner (if appropriate): Self-introduction exercise; group discussion postings; group projects; peer critiques, etc.</li> </ul>	<p>Instructor encourages instructor/learner-to-learner interaction through discussion boards. Learner-content is established through the online assignments.</p>
V.2 The student requirements for course interaction are clearly articulated	<ul style="list-style-type: none"> <li>• A clear statement of requirements is particularly important when a type of interaction (e.g. participation in a discussion) is not optional. What are the penalties for non-</li> </ul>	<p>Discussions are 15% of the total grade.</p>

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	<p>participation? Impact on grade, etc.?</p> <p><b>Example:</b> Students required to participate in discussions are told how many times each week they must post original comments, how many times they must post responses to other's comments, what the quality of the comments must be, how the comments will be evaluated, and what grade credit they can expect for various levels of performance.</p>	
V.3 Clear standards are set for instructor response and availability (turnaround time for email, grades posted, etc.)	<ul style="list-style-type: none"> <li>• Students need clear information about how quickly the instructor will respond and how frequently he or she is available.</li> <li>• Informing students about instructor response and availability times prevents unreasonable expectations from developing.</li> </ul>	<p>Recommendation:</p> <p>Include the time expected for a response from the instructor, as well as preferred method of communication.</p>
V.4 The course design provides a variety of opportunities for interaction between instructor and learner.	<p>Students need to feel that the instructor is close at hand, but the opportunities for interaction will vary with the discipline of the course.</p> <p><b>Look for examples such as:</b></p> <ul style="list-style-type: none"> <li>• An actively used and well-organized instructor-facilitated discussion board.</li> <li>• Optional "electronic office hours" provided in the chatroom.</li> <li>• An invitation for the class to</li> </ul>	<p>Recommendation:</p> <p>Instructor needs to elaborate on a supportive learning environment through one-on-one or a subgroup of instructor-learner communication.</p>

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	email the instructor with individual concerns	
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**VI. COURSE TECHNOLOGY**

**General Review Standard:** To enhance student learning, course technology should enrich instruction and foster learner interactivity.

Review Standards	Specifics	Comments
VI.1 The selection and use of tools and media supports the course outcomes and is integrated with texts and lesson assignments.	<ul style="list-style-type: none"> <li>• Look for evidence that tools and media used in the course support related course outcomes, and are integrated with texts and lesson assignments.</li> <li>• Students should know how the tools and media fit into the assignments and how they relate to the course outcomes.</li> <li>• Make sure that the technology is not used simply for the sake of using technology.</li> </ul> <p><b>For example:</b> A course might require reviewing video materials, but i</p>	Vice-Chair Mari Rettke approved the contents. I am not in the position to make this judgment call.

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	It may not be clear whether some of the video materials illustrate or support any course outcome.	
VI.2 Instructions for accessing course-required resources at a distance (library, websites, etc.) are clear and easy to follow.	<ul style="list-style-type: none"> <li>• Online students need to know about and be able to obtain access to educational resources by remote access</li> <li>• Information on these resources should be readily visible in an online class; clear instructions on how to access them should be provided.</li> </ul>	Many hyperlinks were provided in this CoSci 411 shell.

## VII. ADA AND COPYRIGHT COMPLIANCE

**General Review Standard:** Access to course resources is in accordance with the Americans with Disabilities Act and U.S. copyright laws are followed.

Review Standards	Specifics	Comments
III.1 There is evidence of effort to recognize the importance of ADA requirements (such as equivalent alternatives to auditory and visual content, Web page links that are self-describing and meaningful, and information conveyed on Web pages in color is also available.	<ul style="list-style-type: none"> <li>• Look for a statement in the syllabus that tells learners how to gain access to disability services.</li> <li>• Alternative means of access to course information should be provided for students who are hearing or visually impaired.</li> <li>• Look for equivalent textual representations of images, audio, animations, and video in the course website.</li> <li>• Presenting information in text format is generally acceptable, because</li> </ul>	Students with Disabilities is addressed in the syllabus

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ble without color.		
	<p>Screen reader software (used by those who are visually impaired) can read text.</p> <ul style="list-style-type: none"> <li>• All file names and web hyperlinks should have meaningful names. For instance, the link to take a quiz should say "Take Quiz 1", not "click here".</li> <li>• Icons used as links should also have HTML tags or an accompanying text link.</li> <li>• To accommodate students who are color blind, color text should also be identifiable by other methods (such as bold, italics, etc.)</li> </ul>	
VIII.2 No apparent violations of Copyright law exist within the course content or related materials	<ul style="list-style-type: none"> <li>• Self-explanatory</li> </ul>	Fair-use copy right is implemented.

Modified from

<sup>1</sup>Adapted from the Quality Matters Project sponsored by The Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education

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