Los Angeles Mission College Distance Education:
Review Rubric of New Online Course Shell

Course Reviewed: CoSci 452 -   for Fall 2017
Reviewed by Debby Wong/Math and David Jordan DE Coordinator

Standard Category	Individual Standards	Comments
Course Overview Introduction	❏ 1.1 Instructions make clear how to get started and where to find various course components. *Include a "course tour." Make the following easy to locate and understand: course calendar with due dates, syllabus, course activities/modules, testing procedures, procedure for submitting assignments, and discussion forum instructions.* ❏ 1.2 Learners are introduced to the purpose and structure of the course. ❏ 1.3 Etiquette expectations for online discussions and other forms of communication are clearly stated. ❏ 1.4 Course and/or institutional policies are clearly stated, or a link to current policies is provided. *At a minimum, the course syllabus must contain a statement that explains the actions that will be taken if plagiarism or any type of academic dishonesty is detected.* ❏ 1.5 Minimum technology requirements are clearly stated and instructions for use provided. ❏ 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. ❏ 1.7 Minimum technical skills expected of the learner are clearly stated. ❏ 1.8 The self-introduction by the instructor is appropriate and is easily accessible. *In addition to basic contact info, consider including field of study, teaching philosophy, past experiences teaching online classes, and photograph.* ❏ 1.9 Learners are asked to introduce themselves to the class. *This can be done through an introductory discussion board.*	1.1 "Start here" includes Course Tour and Syllabus in which the course calendar is located. Assignments and modules are located on the left panel of the course page. Source codes for each test question related to programming are uploaded in Canvas. Instructions for submitting assignments are clear. Only one discussion topic of Introduce Yourself was given with no reply requirement to increase interaction among students. 1.2 The course description and Student Learning Outcomes are clearly indicated. Each module is easily followed; however, there were only lab assignments and no HW assignments. HW may assigned through Revel which I do not have access to. 1.3 Etiquette expectations link is recommended. 1.4 Plagiarism and student conduct are addressed. 1.5 No technology requirements were stated. 1.6 No pre-requisites stated on the syllabus. 1.7 None indicated. 1.8 Welcome Letter includes philosophy, contact information and photograph. 1.9 Introductions are the first component in the initial assignment.
Learning	❏ 2.1 The course learning objectives are clearly stated and aligned with current SLO's.	2.1 SLO's are included in the syllabus

Objectives		
Assessment & Measurement	❑ 3.1 The assessments measure the stated learning objectives or competencies. ❑ 3.2 The course grading policy is stated clearly. ❑ 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy. *Example: robust rubrics.* ❑ 3.4 The assessment instruments selected are sequenced and varied. *Use two or more of the following assessments: written assignments, quizzes, and discussions.* ❑ 3.5 The course provides learners with an opportunity to track their progress. *Example: up-to-date grade book with clearly labeled categories.*	3.1 Each lab assignment aligns with the stated learning objectives listed on the PowerPoint. 3.2 Grade composition and breakdown is clearly stated. 3.3 Rubrics are missing and it can generic. 3.4 Course components, Revel, Labs and Exams, are weighted and listed under Course evaluation criteria. 3.5 Grades are recorded on Canvas.
Instructional Materials	❑ 4.1 The instructional materials support learning objectives or competencies. ❑ 4.2 The link between instructional materials and learning activities is clearly explained. ❑ 4.3 All instructional materials used in the course are appropriately cited. ❑ 4.4 The instructional materials are current when relevant. ❑ 4.5 A variety of instructional materials is used in the course. ❑ 4.6 The distinction between required and optional materials is clearly explained.	4.1 Each chapter includes a PowerPoint with objectives broken down section by section. 4.2 Learning objective relates to a specific chapter and section. 4.3 Yes. PowerPoint slides are provided through Pearson Education, Inc. 4.4 The most recent version of the text is being used. 4.5 the course uses an online text and PowerPoint slides 4.6 N/A
Course Activities and Learner Interaction	❑ 5.1 The learning activities promote the achievement of the stated learning objectives or competencies. ❑ 5.2 Learning activities provide opportunities for interaction that support active learning. *Examples: 1) Instructor-learner: Self-introduction, discussion postings/ responses, feedback on assignments, communication via email or messages; optional electronic office hours are posted. 2) Learner-content: essays, term papers, and group projects based on course content, or self-assessment exercises; group work products, etc. 3) Student-student: Self-introduction exercise, group discussion postings, group projects, or peer critiques.*	5.1 Activities match the learning objectives. 5.2 Self introductions, communication through email and office hours are utilized. 5.3 Instructor response time and feedback on assignments is not stated. A statement indicating the response time for an email within 36 hours is an acceptable time frame. 5.4 The time length of being inactive for an online course should be specified as the grounds for exclusion.

	❑ 5.3 The instructor's plan for communication response time and feedback on assignments is clearly stated. ❑ 5.4 The requirements for learner interaction are clearly stated. *Grounds for exclusion are made clear.*	
Course Technology	❑ 6.1 The tools used in the course support the learning objectives and competencies. ❑ 6.2 Course tools promote learner engagement and active learning. ❑ 6.3 Technologies required in the course are readily obtainable. ❑ 6.4 The course technologies are current.	6.1 The tools used support the learning objectives of the course. 6.2 PowerPoint presentation followed by Lab and HW assignment encourages active learning. 6.3 Canvas is provided by LAMC and students need to purchase Revel from Pearson. 6.4 Although the textbook was published in 2004, PowerPoint presentations were developed in 2015 and Revel is current.
Learner Support	❑ 7.1 The course instructions articulate a clear description of the technical support offered and how to obtain it. ❑ 7.2 Course instructions articulate the institution's accessibility policies and services. *Syllabus should clearly state how to gain access to Disabled Students' Programs & Services.* ❑ 7.3 Course directs students to appropriate student services.	7.1 A help button for technical support is available for both Canvas and Revel. 7.2 DSPS and Resources are available through the start page on Canvas and the syllabus. 7.3 Students services and Resources are clearly linked in the syllabus.
Accessibility and Usability	❑ 8.1 Course navigation and instructional materials are easy of use. ❑ 8.2 Information is provided about the accessibility of all technologies required in the course. ❑ 8.3 The course provides alternate means of access to course materials in formats that meet the needs learners with accessibility issues. *Look for equivalent textual representations of images, audio, animations, and video. All file names and hyperlinks should have meaningful names. For instance, the link to take a quiz should say "Take Quiz 1," not "click here." Videos should have closed captioning. Icons used as links should also have HTML tags or an accompanying text link. To accommodate students who are color blind, color text should also be identifiable by other methods (such as bold, italics, etc.).* ❑ 8.4 The course design facilitates readability.	8.1 Canvas is easy to read and navigate, with multiple headings to choose from. 8.2 Technologies used for this class are easily accessible through web link. Additional information is not required. 8.3-8.4 The courseware is a Pearson product which is compliant with DSPS.

Department Chair:

√ **Approval Granted   Date: 02/19/2017**   Notes (optional): The overall structure is well designed. Only a couple of minor changes are suggested.

❑ Approval Denied   Date: __/__/____   Notes (optional):

Name of Chair (serves as signature): Debby Wong

DE Committee:

√ **Approval Granted   Date: _2_/19__/_2017___**   Notes (optional):

❑ Approval Denied   Date: __/__/____   Notes (optional):

Names of Committee Members David Jordan