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

Course Reviewed: Psychology 014 – Abnormal Psychology   Semester Start: Fall 2017
Originator: Emily Bill   Department Chair: Mark Pursley
Approved: by Department Chair on 2/27/17
Approved: by DE Chair on 2/27/17

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.*	Intro clear includes course tour. 1.2 through 1.9 all covered. Instructor updated course tour, introduction, info and bio about instructor. Also COR was updated and submitted to Curriculum to be more current with ***Diagnostic and Statistical Manual of Mental Disorders*** (**DSM**) **standards (2013)**
Learning Objectives	❑ 2.1 The course learning objectives are clearly stated and aligned with current SLO's.	SLOS on syllabus and rubrics imbedded in the course

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.*	Good sequencing in each week with weekly guidance outlines progression of assessments, PPTS, quizzes, 3.1 to 3.5 all covered.
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 included in PPTS, links to libguides at Library. 4.1 to 4.6 covered.
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.* ❏ 5.3 The instructor's plan for communication response time and feedback on assignments is clearly stated.	5.1 activities match the objectives. SLOS assessed by relevant activities. Eg. Diagnose a client and case study provides a practical application of the principles. Participation required in discussions and support student to student interaction. Discussion participations are broken out into groups and thus easier for students to interact. 5.4 normally assignments graded in a week along with announcements each week updating students on their progress.

	❑ 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 -6.4 covered by robust use of Canvas. Recommend an intro video from instructor to start the course, and a few video updates during the course.
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.	Links to DSPS, Help Desk, and other student services.
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 course easy to navigation- limited navigation options for students to assist in ease of navigation. 8.4 course design simple and easy to navigate. Sharp text used.

Form is located at Located at: f
This rubric was adapted from "Standards from the QM Higher Education Rubric, Fifth Edition," which can be found
at https://www.qualitymatters.org/rubric. Italicized text represents clarifying comments from LAMC's Distance Education Committee. (Fall 2016)

Department Chair:
❑ Approval Granted   **Date: 2/27/17**   Notes (optional):
❑ Approval Denied   Date: __/__/____   Notes (optional):
Name of Chair (serves as signature):

DE Committee:
❑ Approval Granted   **Date: 2/27/17**   Notes (optional):
❑ Approval Denied   Date: __/__/____   Notes (optional):
Names of Committee Members Present (serves as signature):