

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

**Course Reviewed: CAOT 078 Microcomputer Acctg Applications for the Electronic Office**

**Semester Start: Fall 2017**

**Originator: Mark Lampert Department Chair: Vilma Bernal**

**Approved: by Department Chair on 2/27/17**

**Approved: by DEC on 2/27/17**

Standard Category	Individual Standards	Comments
<p align="center"><b>Course Overview Introduction</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1 Instructions make clear how to get started and where to find various course components. <i>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.</i></li> <li><input type="checkbox"/> 1.2 Learners are introduced to the purpose and structure of the course.</li> <li><input type="checkbox"/> 1.3 Etiquette expectations for online discussions and other forms of communication are clearly stated.</li> <li><input type="checkbox"/> 1.4 Course and/or institutional policies are clearly stated, or a link to current policies is provided. <i>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.</i></li> <li><input type="checkbox"/> 1.5 Minimum technology requirements are clearly stated and instructions for use provided.</li> <li><input type="checkbox"/> 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.</li> <li><input type="checkbox"/> 1.7 Minimum technical skills expected of the learner are clearly stated.</li> <li><input type="checkbox"/> 1.8 The self-introduction by the instructor is appropriate and is easily accessible. <i>In addition to basic contact info, consider including field of study, teaching philosophy, past experiences teaching online classes, and photograph.</i></li> <li><input type="checkbox"/> 1.9 Learners are asked to introduce themselves to the class. <i>This can be done through an introductory discussion board.</i></li> </ul>	<p>Intro clear includes course tour. 1.2 through 1.9 all covered.</p> <p>COR for CAOT 78 updated Fall 2016. Includes intro of instructor, bio, and teaching philosophy</p> <p>All times 1.1 through 1.9 covered</p> <p>Initial review comments incorporated including course tour, teaching philosophy, and instructor bio</p>
<p><b>Learning</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1 The course learning objectives are clearly stated and aligned</li> </ul>	<p>SLOS on syllabus and rubrics imbedded in the</p>

<b>Objectives</b>	with current SLO's.	course
<b>Assessment &amp; Measurement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.1 The assessments measure the stated learning objectives or competencies.</li> <li><input type="checkbox"/> 3.2 The course grading policy is stated clearly.</li> <li><input type="checkbox"/> 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy. <i>Example: robust rubrics.</i></li> <li><input type="checkbox"/> 3.4 The assessment instruments selected are sequenced and varied. <i>Use two or more of the following assessments: written assignments, quizzes, and discussions.</i></li> <li><input type="checkbox"/> 3.5 The course provides learners with an opportunity to track their progress. <i>Example: up-to-date grade book with clearly labeled categories.</i></li> </ul>	<p>Good sequencing in each week with weekly outlines, progression of assessments, includes case studies from textbook, quizzes, 3.1 to 3.5 all covered.</p> <p>Suggest provide a sample of a case study, and rubric.</p> <p>Gradebook all inclusive</p>
<b>Instructional Materials</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 4.1 The instructional materials support learning objectives or competencies.</li> <li><input type="checkbox"/> 4.2 The link between instructional materials and learning activities is clearly explained.</li> <li><input type="checkbox"/> 4.3 All instructional materials used in the course are appropriately cited.</li> <li><input type="checkbox"/> 4.4 The instructional materials are current when relevant.</li> <li><input type="checkbox"/> 4.5 A variety of instructional materials is used in the course.</li> <li><input type="checkbox"/> 4.6 The distinction between required and optional materials is clearly explained.</li> </ul>	<p>Hybrid class. Lectures are on campus.</p> <p>Resources and lecture notes to be uploaded after each class. This is a routine instructor practice.</p>
<b>Course Activities and Learner Interaction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.</li> <li><input type="checkbox"/> 5.2 Learning activities provide opportunities for interaction that support active learning. <i>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.</i></li> <li><input type="checkbox"/> 5.3 The instructor's plan for communication response time and</li> </ul>	<p>5.1 activities match the objectives. SLOS assessed by relevant activities. eg. In File Creation (invoicing) – student prepares items, description, chronological number format, and apply it to an invoice, and account receivable</p> <p>Suggest: sample template, and rubric for grading.</p> <p>Class participation takes place of online discussion forums. .</p>

	<p>feedback on assignments is clearly stated.</p> <p><input type="checkbox"/> 5.4 The requirements for learner interaction are clearly stated. <i>Grounds for exclusion are made clear.</i></p>	5.4 normally assignments graded in a week along with announcements each week updating students on their progress.
<b>Course Technology</b>	<p><input type="checkbox"/> 6.1 The tools used in the course support the learning objectives and competencies.</p> <p><input type="checkbox"/> 6.2 Course tools promote learner engagement and active learning.</p> <p><input type="checkbox"/> 6.3 Technologies required in the course are readily obtainable.</p> <p><input type="checkbox"/> 6.4 The course technologies are current.</p>	6.1 -6.4 covered by robust use of Canvas. Recommend an video instructions on completing the forms. PPTs used in lecture along with PDFs – Publisher provides case studies and PPTS.
<b>Learner Support</b>	<p><input type="checkbox"/> 7.1 The course instructions articulate a clear description of the technical support offered and how to obtain it.</p> <p><input type="checkbox"/> 7.2 Course instructions articulate the institution’s accessibility policies and services. <i>Syllabus should clearly state how to gain access to Disabled Students’ Programs &amp; Services.</i></p> <p><input type="checkbox"/> 7.3 Course directs students to appropriate student services.</p>	Links to DSPTS, Help Desk, and other student services.
<b>Accessibility and Usability</b>	<p><input type="checkbox"/> 8.1 Course navigation and instructional materials are easy of use.</p> <p><input type="checkbox"/> 8.2 Information is provided about the accessibility of all technologies required in the course.</p> <p><input type="checkbox"/> 8.3 The course provides alternate means of access to course materials in formats that meet the needs learners with accessibility issues. <i>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.).</i></p> <p><input type="checkbox"/> 8.4 The course design facilitates readability.</p>	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. Alt text and captions on images.

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: \_\_\_/\_\_\_/\_\_\_      Notes (optional):  
 Approval Denied      Date: \_\_\_/\_\_\_/\_\_\_      Notes (optional):  
Name of Chair (serves as signature):

DE Committee:

Approval Granted      Date: \_\_/\_\_/\_\_\_\_      Notes (optional):  
 Approval Denied      Date: \_\_/\_\_/\_\_\_\_      Notes (optional):  
Names of Committee Members Present (serves as signature):