

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

Course: CoSCi 488 – Security and Certification Preparation (3 units) – Fall 2017

Department Chair: Debby Wong – Originator – Carlos Garcia

Approved by Department Chair – 2/26/17

Approved by DE Chair – 2/26/17

Standard Category	Individual Standards	Comments
Course Overview Introduction	<ul style="list-style-type: none"> <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> <input type="checkbox"/> 1.2 Learners are introduced to the purpose and structure of the course. <input type="checkbox"/> 1.3 Etiquette expectations for online discussions and other forms of communication are clearly stated. <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> <input type="checkbox"/> 1.5 Minimum technology requirements are clearly stated and instructions for use provided. <input type="checkbox"/> 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. <input type="checkbox"/> 1.7 Minimum technical skills expected of the learner are clearly stated. <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> <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> 	<p>1.1) The Home page includes links for the syllabus which has the course calendar embedded, modules with explanations and details pertaining to each weekly assignments, modules and discussions. Work submitted through TestOut will be transferred to the Canvas gradebook.</p> <p>1.2) Learning Outcomes are clearly indicated within the syllabus.</p> <p>1.3) Nettiquette Policy is covered within the Course Policies.</p> <p>1.4) Plagiarism and student conduct are addressed under the Course Policies and the syllabus.</p> <p>1.5) There is a section addressing Software requirements/Materials in the Syllabus.</p> <p>1.6) There is a link on the home page regarding Course Prerequisites and Technology requirements.</p> <p>1.7) There is a paragraph listing the specific computer skills needed by the students.</p> <p>1.8) The Home page contains the instructor's teaching experience, philosophy and a link to his contact information.</p> <p>1.9) The first discussion assignment is Student Introductions</p>
Learning	<ul style="list-style-type: none"> <input type="checkbox"/> 2.1 The course learning objectives are clearly stated and aligned with current SLO's. 	<p>2.1) The SLO is stated in the syllabus.</p>

Objectives		
Assessment & Measurement	<ul style="list-style-type: none"> <input type="checkbox"/> 3.1 The assessments measure the stated learning objectives or competencies. <input type="checkbox"/> 3.2 The course grading policy is stated clearly. <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> <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> <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> 	<p>3.1) The assignments correspond to a specific chapter and section.</p> <p>3.2) The expectations are clearly stated for each assignment.</p> <p>3.3) The rubric is clearly stated.</p> <p>3.4) Course components, assignments, discussion, quizzes, labs and final exam are weighted and listed under Grade Distribution in the syllabus.</p> <p>3.5) Grades are transferred to Canvas at the end of each week. Discussion grades will be transferred to Canvas after the two-day grace period.</p>
Instructional Materials	<ul style="list-style-type: none"> <input type="checkbox"/> 4.1 The instructional materials support learning objectives or competencies. <input type="checkbox"/> 4.2 The link between instructional materials and learning activities is clearly explained. <input type="checkbox"/> 4.3 All instructional materials used in the course are appropriately cited. <input type="checkbox"/> 4.4 The instructional materials are current when relevant. <input type="checkbox"/> 4.5 A variety of instructional materials is used in the course. <input type="checkbox"/> 4.6 The distinction between required and optional materials is clearly explained. 	<p>4.1) Each weekly module includes Video lectures via TestOut pertaining to subcategories.</p> <p>4.2) Learning objective relates to a specific chapter and section.</p> <p>4.3) Yes. They are supplied through TestOut.</p> <p>4.4) The instructional materials are from TestOut and © 2017 TestOut Corporation.</p> <p>4.5) This course uses online video lectures with corresponding text and lab assignments.</p> <p>4.6) N/A</p>
Course Activities and Learner Interaction	<ul style="list-style-type: none"> <input type="checkbox"/> 5.1 The learning activities promote the achievement of the stated learning objectives or competencies. <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> 	<p>5.1) The learning activities correspond to the given Student Learning Objective.</p> <p>5.2) <i>Student-Student:</i> Weekly discussions with peer posts. <i>Learner-Content:</i> this is achieved through assignments, quizzes and labs. <i>Instructor-Learner:</i> Self-introduction and discussion postings along with email and virtual office hours are utilized.</p> <p>5.3) Yes. Response times/ways for different reasons is covered in the syllabus.</p> <p>5.4) Inactivity and cheating consequences are covered in the syllabus.</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> 5.3 The instructor’s plan for communication response time and feedback on assignments is clearly stated. <input type="checkbox"/> 5.4 The requirements for learner interaction are clearly stated. <i>Grounds for exclusion are made clear.</i> 	
Course Technology	<ul style="list-style-type: none"> <input type="checkbox"/> 6.1 The tools used in the course support the learning objectives and competencies. <input type="checkbox"/> 6.2 Course tools promote learner engagement and active learning. <input type="checkbox"/> 6.3 Technologies required in the course are readily obtainable. <input type="checkbox"/> 6.4 The course technologies are current. 	<p>6.1) Yes, the tools used support the learning objectives and competencies.</p> <p>6.2) Video lectures, labs and quizzes promote active learning.</p> <p>6.3) Students must purchase TestOut Security Pro.</p> <p>6.4) Yes. TestOut is current: © 2017 TestOut Corporation.</p>
Learner Support	<ul style="list-style-type: none"> <input type="checkbox"/> 7.1 The course instructions articulate a clear description of the technical support offered and how to obtain it. <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 & Services.</i> <input type="checkbox"/> 7.3 Course directs students to appropriate student services. 	<p>7.1) There is a student Support tab in TestOut. There is a help button in Canvas for technical support.</p> <p>7.2) There is a section on "Reasonable Accommodations" in the syllabus. Also, the Welcome letter addresses DSPTS.</p> <p>7.3) Students services and Resources are clearly linked in the syllabus.</p>
Accessibility and Usability	<ul style="list-style-type: none"> <input type="checkbox"/> 8.1 Course navigation and instructional materials are easy of use. <input type="checkbox"/> 8.2 Information is provided about the accessibility of all technologies required in the course. <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> <input type="checkbox"/> 8.4 The course design facilitates readability. 	<p>8.1) Canvas is easy to navigate with multiple headings to choose from and TestOut has arrows near the bottom of the page to select a previous or future section.</p> <p>8.2) Technologies required for this class are linked and easily accessible.</p> <p>8.3-8.4) The courseware is a TestOut product, which appears to be DSPTS compliant. For those that are hearing challenged, there is a text version displayed beside the video with the text highlighted as spoken in the video.</p>

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.

Department Chair:

Approval Granted Date: 02/26/ 2017 Notes (optional):

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

Name of Chair (serves as signature): Debby Wong

DE Committee:

Approval Granted Date: 02/26/2017 Notes (optional):

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

Names of Committee Members Present (serves as signature):