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

Earth Science 1 - for Spring 2017
Reviewed by Myriam Levy, Said Pazirandeh, Daniel Waktola, and David Jordan
Review Dates:
Approved: by Department Chair on 4/17/17 by DE on 4/17/17

Department Chair:
   √Approval Granted Date: _04_/_17_/_2017___
   ❑   Approval Denied   Date: __/__/____
   Name of Chair – **Said Pazirandeh (reviewed by appointed content review faculty Daniel Waktola)**
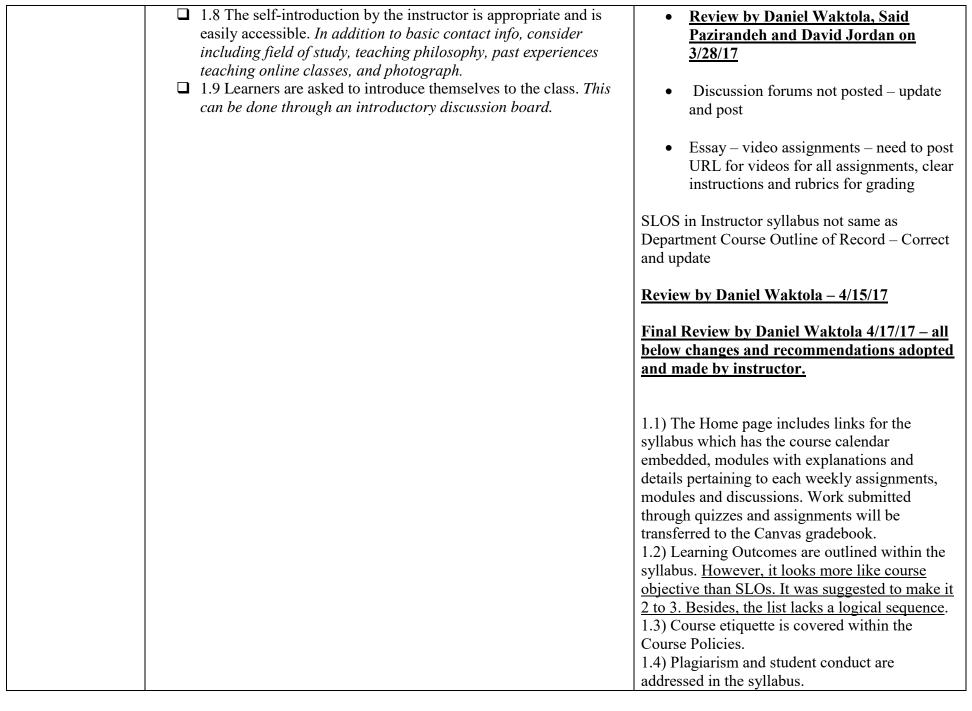*DE Committee:*
   ❑   **Approval Granted   Date: 04/17/17**
   ❑   Approval Denied   Date: __/__/____
Names of Committee Members Present Myriam Levy and David Jordan, DE Co-Chair

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.	**Review by Myriam Levy on 3/20/17** • Instructor needs to update syllabus – attach a new syllabus link • Fix assignment deadlines to either 111:59 pm or all 11 pm to be clear to students • Add introduction and teaching philosophy to week 1 module for Class Overview • Add your personal introduction to Assignment #3 and also under your profile under Account on Canvas for future use • Add specific essay requirements and rubric (either attach rubric or create one in Canvas) for how students will be graded • Edit announcement #1 to post your personal information

	❑ 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.*	• **Review by Daniel Waktola, Said Pazirandeh and David Jordan on 3/28/17** • Discussion forums not posted – update and post • Essay – video assignments – need to post URL for videos for all assignments, clear instructions and rubrics for grading SLOS in Instructor syllabus not same as Department Course Outline of Record – Correct and update **Review by Daniel Waktola – 4/15/17** **Final Review by Daniel Waktola 4/17/17 – all below changes and recommendations adopted and made by instructor.** 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 quizzes and assignments will be transferred to the Canvas gradebook. 1.2) Learning Outcomes are outlined within the syllabus. However, it looks more like course objective than SLOs. It was suggested to make it 2 to 3. Besides, the list lacks a logical sequence. 1.3) Course etiquette is covered within the Course Policies. 1.4) Plagiarism and student conduct are addressed in the syllabus.

		1.5) <u>There isn't</u> a section addressing the minimum technology requirements in the Syllabus. 1.6) <u>There isn't</u> a section addressing the minimum course prerequisites (if any) and Technology requirements (if any) in the syllabus. 1.7) <u>There isn't</u> a section listing the specific technical skills needed by the students. 1.8) The Home page contains the instructor's teaching experience, philosophy and a link to his contact information. 1.9) The first discussion assignment is asking students to introduce themselves to the class.
Learning Objectives	❑ 2.1 The course learning objectives are clearly stated and aligned with current SLO's.	2.1) <u>The outlined SLOs (which totals 7) are more like objectives than SLOs. Therefore, There is a separate list of course objectives.</u>
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) The assignments correspond to a specific chapter and section. 3.2) The expectations are clearly stated for each assignment. 3.3) The rubric is clearly stated. 3.4) Course components, assignments, discussion, quizzes, mid and final exam are weighted and listed under weekly assignments in the syllabus. 3.5) Grades are transferred to Canvas at the end of each week. Discussion grades will be transferred to Canvas after due dates.
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.	4.1) Each weekly module includes Video based assignments. <u>However, there isn't any video clip that serves as alternative teaching material</u>. 4.2) Learning objective relates to a specific chapter and section. 4.3) Yes.

	❑ 4.6 The distinction between required and optional materials is clearly explained.	4.4) The instructional materials are imported from the latest edition of Earth Science Textbook. 4.5) This course uses reading chapters coupled with video and written assignments. 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.* ❑ 5.3 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.*	5.1) The learning activities correspond to the given Student Learning Objective. 5.2) *Student-Student*: Weekly discussions with peer posts. *Learner-Content*: this is achieved through assignments and quizzes. *Instructor-Learner*: Self-introduction and discussion postings along with email and virtual office hours are utilized. 5.3) Yes. Response times/ways for different reasons is covered in the syllabus. 5.4) Inactivity and cheating consequences are covered in the syllabus.
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) Yes, the tools used support the learning objectives and competencies. 6.2) The quizzes and assignments and discussion forums promote active learning. But there isn't video lectures or animations that demonstrate the internal and external processes. 6.3) Students must purchase the textbook. 6.4) Yes. The textbook is recent, 2017 edition.
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) NA. 7.2) There is a section on "Reasonable Accommodations" in the syllabus. Also, the Welcome letter addresses DSPS. 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 navigate with multiple headings to choose from and allow to select a previous or future section.
8.2) NA.
8.3-8.4) The course materials are accessible by alternative ways, which appears to be DSPS compliant. For those that are hearing challenged, there is a close captioning for the video assignments. |

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.