

## African American History 4 - for online delivery – Fall 2017

**Department Vice-Chair/Content Expert: D’Art Phares/History**

**Reviewed: 4/26/17 – Comments: Quizzes need more rigor, and missing Midterm and Final Exam questions need to be created/uploaded into the exam, also correct the SLOS in the course syllabus. Please correct and resubmit for update review and approval .**

**All other component parts are very well organized and executed. The Course Outline of Record for the course is current (updated on 4/24/15).**

### Final Review and approval – 5/18/17

**All comments addressed, and Course meets requirements to be taught online.**

**Reviewed/Approved 5/18/17 – D’Art Phares – Vice Chair – History (**

**Reviewed/Approved 5/18/17 David Jordan DE Coordinator**

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

Located at: <http://lamission.edu/de/shell-review.docx>

Standard Category	Individual Standards	Comments
Course Overview Introduction	<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</li></ul>	<p><b><u>Reviewed by D’Art Phares, and David Jordan on 4/26/17 and 5/18/17 – all comments addressed, and course approved to teach online</u></b></p> <p><b><u>Recommendations in yellow below</u></b></p> <p>1.1 through 1.9 present Correct URL to login to canvas to <a href="http://ilearn.laccd.edu">http://ilearn.laccd.edu</a> Syllabus, and activities complete, and variety</p>

	<p>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></p> <ul style="list-style-type: none"> <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>ways to assess student learning— i.e. group presentation, research paper, quizzes, midterm and final and extra credit.</p> <p>Course tour and expectations clear and well organized.</p>
<p><b>Learning Objectives</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1 The course learning objectives are clearly stated and aligned with current SLO's.</li> </ul>	<p>Course Outline of Record is current, and was last updated 4/24/15, but the SLOS in the syllabus are not the same as the approved COR SLOS. Correct the SLOS in the course syllabus</p> <p><b><u>Here are the Course Outline of Record SLOS</u></b></p> <p>-</p> <p>1. Analyze the impact of slavery on the evolution of African-American status and culture from 1607 to 1876.</p> <p>2. Analyze the contributions of African-Americans to the social, political, and economic history of the United States</p> <p>The activities in each module have clearly articulated outcomes, and uses Blooms Critical thinking skills</p>
<p><b>Assessment &amp; Measurement</b></p>	<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.</li> </ul>	<p>3.1 to 3.5 OK,. grading policy is clearly stated. Objectives are clearly stated. Course includes a gradebook</p> <p><u>Group discussion forums</u> clear, along with</p>

	<p><i>Example: robust rubrics.</i></p> <ul style="list-style-type: none"> <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>outcomes, expectations, learning activity instructions for discussions akin to a rubric,</p> <p><u>Quizzes</u> for each chapter, only 3 true false for each quiz, and too much time to complete recommend more rigor with online quizzes.</p> <p><b>No Midterm and No Final Exam with questions provided.</b></p> <p><u>On Outline assignment</u> – instructions and activity clearly delineated, with guidelines and expectations</p>
<p><b>Instructional Materials</b></p>	<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>4.1 to 4.6</p> <p>Videos align with content and learning outcomes.</p>
<p><b>Course Activities and Learner Interaction</b></p>	<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 feedback on assignments is clearly stated.</li> <li><input type="checkbox"/> 5.4 The requirements for learner interaction are clearly stated.</li> </ul>	<p>5.1 to 5.4 present and clearly articulated.</p>

	<i>Grounds for exclusion are made clear.</i>	
<b>Course Technology</b>	<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.	6.1 – 6.4 all present
<b>Learner Support</b>	<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 &amp; Services.</i> <input type="checkbox"/> 7.3 Course directs students to appropriate student services.	7.1 to 7.3 all present
<b>Accessibility and Usability</b>	<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.	8.1 0- 8.4 all present all videos are closed captioned.

*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: 5/18/17 by D’Art Phares, Vice Chair, History:
  - Approval Denied      *DE Committee:*
  - Approval Granted      Date: 5/18/17 by David Jordan, DE Coordinator
  - Approval Denied      Date: \_\_/\_\_/\_\_\_\_      Notes (optional):
- Names of Committee Members Present (serves as signature):