

BC Faculty Reviewer Form for E-Learning Courses

BC Course ID and Title: ISM3309C - Agile Product Ownership

Modality: Asynchronous

Faculty Developer(s): Ricardo Vargas

Faculty Reviewer: Tom Ayers

Reviewer Signature: THOMAS AYERS  Digitally signed by THOMAS AYERS
Date: 2026.09.30 08:21:36 -04'00'

Date Review Completed: 09/30/2026

Dear Faculty Reviewer,

Your role in the course review process is of vital importance in ensuring that learners achieve the stated learning outcomes and are successful in the course. It is necessary for courses to be well-aligned to support learners' successful achievement of the learning outcomes as stated in the official BC course outline.

Please document your review and recommendations by answering the following questions as accurately and in as detailed a manner as possible. We rely on your expertise in the subject matter to ensure that the following General Standards (GS) are met:

- GS1: Course Overview and Introduction
- GS2: Learning Objectives (Outcomes/Competencies)
- GS3: Assessment and Measurement
- GS4: Instructional Materials
- GS5: Learning Activities and Learner Interaction

Please complete and return this document. Use the spaces on the pages that follow to elaborate on how the evidence that exists within the course meets these General Standards, and provide recommendations on how the course can be improved.

GS1: Course Overview and Introduction

The overall design of the course is made clear to the learner at the beginning of the course. The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the beginning. **(Refer to the BC Quality Standards for E-Learning Course Design Sign-Off Form for Specific Learning Outcomes 1.1 to 1.11)**

-Provide **Evidence** that this course has met or does not meet GS1.

MET. The course opens with a Start Here – Orientation Module that must be completed before drop/add. The Welcome to ISM3309C page states the course purpose, describes the course as fully online, lists step-by-step instructions for starting (Student Success Guide, Student Toolbox, syllabus, then Syllabus Quiz), and sets expectations for time on task ("this is a 4-credit class"), working ahead, and using two required sources (textbooks plus LinkedIn Learning). The Syllabus and a term-specific Course Schedule (Fall 2026 Session 4, Oct 16–Dec 13) give the module-by-module path, due-date windows, the 30-minute/2-attempt Honorlock quiz rules, late-work, netiquette, communication (D2L email, 24–36 hour response), and academic honesty policies. A 10-question Syllabus Quiz and a "Meet the Product Owners" Student Introductions discussion confirm students have read the orientation and satisfy attendance verification. A Student Toolbox (Course Café Q&A forum, Student Success Guide, Student Resources, Library Research Menu) and a full Honorlock Student Resources module (requirements, how-to, FAQ, privacy and accessibility statements, practice/compatibility check) address technical readiness. Every module opens with a consistent "What Is This Module About, and What Do I Need to Do?" page, and the Module 1 page explains the course's practice-product vs. portfolio-product design so learners understand the structure from day one.

-Provide **Recommendations** on how this GS can be improved for this course.

I noticed the Student Introductions discussion states the bonus as "up to 10 bonus points ... up to 5% of your Discussions grade," while the syllabus and course schedule state that the two orientation items count for "up to 2 bonus points toward your final grade." Align the wording in all three places so learners receive one consistent statement of the bonus.

GS2: Learning Objectives (Outcomes/Competencies)

The learning objectives establish a foundation upon which the course is based. **(Refer to the BC Quality Standards for E-Learning Course Design Sign-Off Form for Specific Learning Outcomes 2.1 to 2.6)**

-Provide **Evidence** that this course has met or does not meet GS2.

MET. The five official BC course outline General Course Outcomes appear verbatim on the syllabus as CLO 1–5 and are used consistently in every activity. Each module overview page lists the CLOs and the outline's Specific Learning Outcomes (SLOs) the module develops and explains which activity develops which outcome (for example, Module 1 ties LinkedIn Assignments 1–2 to CLO 1/SLOs 1.1, 1.5, 1.6, 1.8, 1.9 and the Vision Board exercise and Discussion 1 to SLOs 1.10 and 3.2). Every assignment, discussion, milestone, and the Final Project page contains a "For information purposes only – Course Learning Outcome(s) this activity supports" block using the CLO wording verbatim. A Course Learning Outcomes Map page presents a five-column table (CLO / Assignment / Quiz / Discussion / Final Project) showing how each CLO is developed and assessed across all four assessment categories, and the Module 8 page maps each of the five portfolio sections to specific SLOs. Outcomes are written from the learner's perspective in measurable verbs (summarize, define, describe, illustrate, list, interpret) and are pitched at the appropriate upper-division (3000) level. Alignment is easy to trace from outcome to material to assessment.

-Provide **Recommendations** on how this GS can be improved for this course.

Two CLOs are worded as topic statements rather than performance statements (CLO 3 "The definition of 'value' varies..." and CLO 4 "Discovery and user research..."). The wording comes from the official outline, so no change is needed in the course, but the developer may wish to propose measurable verbs at the next outline revision.

GS3: Assessment and Measurement

Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives. Assessment is implemented in a manner that corresponds to the course learning objectives and not only allows the instructor a broad perspective on the learners' achievement, but also allows learners to track their learning progress throughout the course. **(Refer to the BC Quality Standards for E-Learning Course Design Sign-Off Form for Specific Learning Outcomes 3.1 to 3.8)**

-Provide **Evidence** that this course has met or does not meet GS3.

MET. Assessment is varied, scaffolded, and explicitly mapped to the CLOs. The grading policy is stated on the syllabus and in the Instructor Quick Start Guide: LinkedIn Learning Assignments 20%, Application Exercises 15%, Project Milestones 10%, Quizzes 10%, Discussions 20%, Final Project Portfolio 25%, with a published grading scale. Four Application Exercises (100 points each) let students practice each Product Owner technique on a low-stakes practice product; each exercise page includes submission requirements and a four-level analytic rubric with point ranges. Five Project Milestones repeat the same categories of work on the student's own portfolio product and are mastery-graded (complete = 100, off-mark work returned for one resubmission), giving learners formative feedback before the summative Final Project Portfolio, which integrates all five CLOs and is scored with an eight-criterion rubric (60 points content, 40 points cohesion, revision, and professional presentation). Five two-part discussions (100 points each) use a shared analytic rubric structure and a clearly stated missing-post policy. Five module-scoped quizzes (15/15/20/25/25 items) are Honorlock-proctored, 30 minutes, 2 attempts, and combine textbook True/False items with LinkedIn Learning multiple-choice items, exactly as described to students. Learners can track progress through the milestone feedback cycle and the D2L gradebook.

-Provide **Recommendations** on how this GS can be improved for this course.

The Project Milestones are intentionally graded as complete/resubmit. Consider adding a short "what a complete submission includes" checklist on each milestone page so students can self-check before submitting and the resubmission standard is transparent.

GS4: Instructional Materials

A variety of contextualized instructional materials enables learners to achieve stated learning objectives. The focus of this Standard is on supporting the course objectives through instructional materials that prepare learners to effectively interact with course topics and ideas, rather than on qualitative judgments about the instructional materials. **(Refer to the BC Quality Standards for E-Learning Course Design Sign-Off Form for Specific Learning Outcomes 4.1 to 4.6)**

-Provide **Evidence** that this course has met or does not meet GS4.

MET. Instructional materials are current, varied, and clearly tied to the outcomes. Two required texts are listed with ISBN (Pichler, Agile Product Management with Scrum; McGreal & Jocham, The Professional Product Owner), and the course deliberately sequences chapters in teaching order (Validation Ch. 4 before Value Ch. 3), explained to students on the module pages and to instructors in a Textbook Reference document. Fifteen LinkedIn Learning courses from the College's institutional subscription (about 15½ hours of video) supply the video instruction; each is presented on its own assignment page with instructor name, length, level, direct link, "What You'll Learn" focus points, and the CLO it supports. Supplemental materials are authoritative and correctly attributed — Roman Pichler's Product Vision Board template/checklist PDF and video, the Scrum.org Product Owner Open pre-assessment, and the Business Model Canvas. Module 1 is intentionally book-free so students can order texts without falling behind. The Instructor Toolbox includes a Registering for LinkedIn Learning page with screenshots, and the Quick Start Guide reminds instructors that materials should be Affordable, Accessible, and Equitable with links to Creative Commons and the U.S. Copyright Office. Materials are distinguished as required vs. optional throughout.

-Provide **Recommendations** on how this GS can be improved for this course.

The LinkedIn Assignment 3 (Customer Experience: Journey Mapping) dropbox currently contains the Application Exercise 3 (Personas & Stakeholder Map) instructions and rubric instead of the LinkedIn course description and link; replace it with the standard LinkedIn assignment page used for other Assignments 1, & 2–15.

GS5: Learning Activities and Learner Interaction

Learning activities facilitate and foster learner interaction and engagement. Course components that promote active learning contribute to the learning process. **(Refer to the BC Quality Standards for E-Learning Course Design Sign-Off Form for Specific Learning Outcomes 5.1 to 5.5)**

-Provide **Evidence** that this course has met or does not meet GS5.

MET. Active learning and interaction are built into every module. Learner–content: every module pairs LinkedIn Learning video courses and textbook readings with hands-on application. Modules 1–4 each include an Application Exercise on a practice product (Vision Board, Journey Map, Personas & Stakeholder Map, EBM Value Framework); Modules 3–7 each include a Project Milestone that applies the same categories of work to the student's own portfolio product; and Module 8 integrates the five milestones into the Final Project Portfolio. Learner–learner: five two-part discussions require an original post and two substantive responses with specific tasks (critique a Vision Board against Pichler's checklist, propose a safeguard against metric perversion, test a classmate's forecast with a different scenario), a stated minimum length, and a rule that "I agree" earns no credit; discussions span two modules so classmates have time to respond. Learner–instructor: the syllabus states response times (email within 24–36 hours, grades within 5 days), the milestones create a feedback-and-revise loop, and every page directs questions to the Course Café Q&A forum or the instructor. Students introduce themselves in a "Meet the Product Owners" discussion and may post by text or D2L video note. Requirements for participation are explicit and the missing-post deductions are published.

-Provide **Recommendations** on how this GS can be improved for this course.

Consider a brief instructor-presence item at the start of each module (a short welcome video or audio note in the module announcement) to complement the strong written guidance; the developer's weekly announcement templates are a natural place for this.

Further Review

Provide any additional comments here. Consider elaborating on the strengths of the course and what areas can be further improved.

Overall, ISM3309C – Agile Product Ownership meets all five General Standards and is an exceptionally well-designed asynchronous course. Its greatest strength is its coherence. It starts with a single design idea to learn each Product Owner technique on a low-stakes practice product, and then applies it to the student's own portfolio product. This practice runs from Module 1 through the Final Project Portfolio, and every page reinforces it. The result is a course in which students can see exactly why each activity exists and how it builds toward the summative assessment.

Specific strengths:

- Alignment that can be traced end to end. The official CLOs and SLOs appear on every module page and activity page, and a Course Learning Outcomes Map shows the coverage across all assessment types.
- A consistent, professional page template (navy headers, collapsible sections, "For due dates" and prerequisite call-outs, "For information purposes only" CLO blocks) that lowers cognitive load and makes the course easy to navigate and to teach.
- Formative-to-summative scaffolding are provided through Application Exercises with analytic rubrics, mastery-graded Project Milestones with a resubmission cycle, and a Final Project rubric that rewards integration and revision rather than reassembly.
- Purposeful use of institutional resources is provided through fifteen LinkedIn Learning courses with certificates as evidence, Honorlock-proctored module quizzes with published settings, and the Scrum.org Product Owner Open as a pre/post self-check.
- Exceptional instructor support is provided through an Instructor Toolbox that contains a Quick Start Guide with pre-term, during-term, and end-of-term checklists, suggested 6-, 8-, 12-, and 16-week schedules, a Textbook Reference explaining the reading order, assignment descriptions, discussion rubrics, and a change history. This is everything a new section instructor needs to teach the course as designed.
- Student-facing clarity is provided with a book-free first module, explicit prerequisite ordering, two-module discussion windows, and a Module 8 that asks for integration and polish rather than new work.

Areas for further improvement are minor and mostly course pre-launch housekeeping. None of these affects the soundness of the design.

I recommend the course be approved for delivery. The developer has produced a model course for Agile Product Ownership, and this review documents work that clearly reflects the quality of course design expected for student success.