
**MEETING OF THE DISTANCE EDUCATION & ACADEMIC TECHNOLOGY
COMMITTEE
— NOTES —
Thursday, May 24, 2018**

PRESENT: Marlene Forney, Jessie Mellor, Linda Morrow, Lillian Payn, Steve Perry

CALL TO ORDER: The May 24, 2018 workgroup meeting was called to order by the Chair-elect Steve Perry at 2:30 p.m. in Room LL 104 (*for lack of a quorum*).

ACTION ITEMS to discuss:

1. Steve Perry was appointed to the DE & AT Committee at the last Faculty Senate meeting.
2. Faculty Senate President Travis Ritt Requests: Rubric for DE, similar to OEI Rubric: We discussed the existing Best Practices Checklist. Travis clarified what he was looking for in terms of a recommendation to the Faculty Senate:
 - a. We need to strengthen the Best Practices Checklist, since it has not been updated for about 6 years, other than updating links. Lillian pointed out that former Vice President Cuaron was clear that since this was an Accreditation recommendation, and they approved our Checklist, that we must be cautious about changing it and also, about changing the name.
 - b. Our members thought that the OEI Rubric was very complex and would be complicated to implement, as it is written.
 - c. Steve made a first pass at a draft. He matched the OEI categories to our existing checklist.
 - d. The workgroup discussed terms, such as “course” and “class”, the differences and purposes of Curricunet approval and Peer Review for class observations completed online.
 - e. The draft will be reviewed again to continue to polish it, so that DE&AT Committee could possibly make a recommendation to the Senate early Fall.

ADJOURNMENT: 4:00 pm

(attachments: Best Practices Checklist, OEI Rubric, and Steve’s draft 1

ONLINE COURSE BEST PRACTICES CHECKLIST

(VALIDATION OF PREPAREDNESS TO TEACH ONLINE)

PALOMAR COLLEGE
Spring 2012
(updated links 1/14)

SUBMITTED BY
ACADEMIC TECHNOLOGY COMMITTEE

Introduction

Following the 2009 Accreditation process, Palomar College was advised to develop a means of validating the quality of its Distance Education program. The Senate Academic Technology Committee was charged with this task which resulted in the development of the checklist rating instrument presented below. A committee of dedicated instructors, some of whom teach online, identified the important elements of a high quality (Accomplished) online course. The process the committee took was the familiar one of reviewing the relevant literature, examining what other institutions had done in this regard (see reference section) and then developing our own checklist document based partly upon the best practices of other institutions.

The Senate Academic Technology Committee (ATC) developed a checklist instrument, the *Online Course Best Practices Checklist* that was designed to identify the necessary and desirable attributes and best practices that an accomplished online course would have. A pilot-test of the checklist was conducted during the Spring, 2009 semester by arrangement with the instructors-of-record for several online courses. Based on the pilot-test, some modifications to the checklist were made. [The Faculty Senate approved a title change March 5, 2012.]

It is suggested that the *Online Course Best Practices Checklist* may serve as a series of benchmarks that can be used to provide formative assessments of online courses. The instructor may use the checklist with any online course being developed or offered as a self-assessment, or with another faculty member, such as the Department Chair or Academic Technology Coordinator. Note that this assessment rating instrument is not intended to be used in any TERB-related evaluation.

Online Course Best Practices Checklist

How to use the Best Practices Checklist

This checklist provides a roadmap to developing a high quality course beginning with the online syllabus and continuing with course design/organization, aesthetic design, interaction and collaboration, effective use of technology and assessments. In addition, the course design shows a good faith effort to ensure universal access for all students and meets Section 508 standards of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

Use the columns to the right of each statement to assess whether or not the course contains that particular element. Place a ✓ next to the item if the statement has been met. Not applicable (N/A) is marked when the element does not apply to a particular course. A space for comments is provided next to each checkbox.

Course Title _____

Section# _____

Instructor _____

Date _____

Section 1: Course Information

This section refers to the online course syllabus and course information including objectives, student learning outcomes, course requirements and academic integrity.	✓	N/A	COMMENTS
Syllabus is easily located.			
Syllabus is available in a printer-friendly format.			
Course catalog information is provided: Description, units, prerequisites.			
Instructor contact information is available.			
Instructor office hours are available (online/on-campus).			
Required and supplemental textbooks, readings lists and course materials are listed.			
Learning objectives are clearly stated.			
Course Student Learning Outcomes are stated.			
Course communication instructions/guidelines are stated (i.e. Instructor email guidelines).			
Grading policy is clearly stated.			
Directions are CLEAR and easy to understand for tasks/assignments.			
Academic integrity policy is clearly presented.			
Specific technology requirements are stated (if needed).			
Late and make-up work policy is clearly stated.			
<u>Student support</u> : Course contains extensive information about being an online learner and links to campus resources.			
An orientation for the course is offered, online or on campus.			

Section 2: Course Design and Organization

Course Design and Organization refers to elements of instructional design in an online course. This includes: the structure, instructional strategies, and the overall course set-up or course classroom.	✓	N/A	COMMENTS
Course is well-organized and easy to navigate.			
Course structure is clear and understandable.			
Content is made available to students in manageable segments or "chunks" (e.g. organized by weeks, units, chapters).			
Content is appropriate for student learning of course objectives.			
Course schedule (calendar) is summarized in one place and clearly identifies overall plan of the course.			
Accessibility issues are addressed: color compliance and screen readability.			
All links used in the course are accurate and up-to-date.			
A timeframe is stated for modules, activities, and assessment.			

Section 3: Aesthetic design

Aesthetic design refers to the overall appearance of the course and includes visual aspects such as color, typeface, images and other elements key to presenting the course material.	✓	N/A	COMMENTS
A course banner is used to identify the course.			
Color and texture do not overpower the course information.			
Sufficient contrast between text and background makes information easy to read.			
Design keeps course pages to a comfortable length with white space.			
Images are used in course design to support course content.			
Images are accompanied by text descriptions (Alt text) or captions for images that require a more complex description.			
Typeface is easy to read. Documents are created using Sans Serif fonts (e.g. Calibri, Arial or Tahoma) with a size of 12 point or higher.			
Styles such as titles and headings are used to format the document.			
Data organized in rows and columns are put in a table.			
Spelling and grammar are accurate.			

Section 4: Interaction and Collaboration

Interaction and Collaboration refers to the extent to which there is student-instructor, student-student, and student-content interaction. Exemplary courses should integrate many different ways to interact and collaborate in the online environment.	✓	N/A	COMMENTS
Student participation requirements/expectations are clearly stated.			
Instructor provides announcements/reminders.			
Instructor email response time is clearly stated.			
Regular feedback about student performance is provided in a timely manner throughout the course (example: discussion board posts, assignments, quizzes, etc.).			
Course promotes an active discussion area which encourages students to reply to each other.			
<p>Contact is initiated with students in a variety of ways: (Select all that apply.)</p> <p><input type="checkbox"/> Announcements <input type="checkbox"/> Phone conversations</p> <p><input type="checkbox"/> Participation in discussion board <input type="checkbox"/> Chat sessions or virtual meetings</p> <p><input type="checkbox"/> Email <input type="checkbox"/> Voice enabled messages</p> <p><input type="checkbox"/> Participation in online group collaboration projects</p> <p><input type="checkbox"/> Face-to-face meetings (review sessions, scheduled meetings)</p>			
<p>Communication/collaboration tools used in the course:</p> <p><input type="checkbox"/> Email <input type="checkbox"/> Chat room <input type="checkbox"/> Discussion board</p> <p><input type="checkbox"/> Whiteboard <input type="checkbox"/> other <input type="checkbox"/> Student presentations</p>			

Section 5: Effective use of Technology

Effective Use of Course Technology refers to the successful integration of technology into the online course and its use in a variety of formats that help students to achieve course goals and objectives.	✓	N/A	COMMENTS
Course makes effective use of online instructional tools.			
Course materials are presented using appropriate formats compatible across computer platform (pdf, rtf, mp3, etc.).			
Audio materials (mp3, wav, etc.) are accompanied by a transcript.			
Videos and screencasts are closed-captioned.			
Presentations are created using design templates found in the software and incorporate the above practices.			
Computer-simulated demonstrations are used to convey information.			
Social media tools (such as, Twitter, Facebook, Flickr) are used.			
What tools are used in the course? (Select all that apply)			
<input type="checkbox"/> Email	<input type="checkbox"/> Chat	<input type="checkbox"/> Journals	
<input type="checkbox"/> Calendar	<input type="checkbox"/> Gradebook	<input type="checkbox"/> Video/DVD	
<input type="checkbox"/> Graphics/Images	<input type="checkbox"/> Wikis	<input type="checkbox"/> Image Database	
<input type="checkbox"/> Blogs	<input type="checkbox"/> Animations	<input type="checkbox"/> Whiteboard	
<input type="checkbox"/> Audio	<input type="checkbox"/> Survey	<input type="checkbox"/> Podcasts	
<input type="checkbox"/> Quiz tool	<input type="checkbox"/> Glossary	<input type="checkbox"/> presentations/portfolios	

Section 6: Assessment /Evaluation

The assessment category focuses on the ways in which the student is evaluated toward achieving the student learning outcomes and the quality, type, structure, and security of the assessments used.	✓	N/A	COMMENTS
Assessments are used throughout the course (e.g. not just one final exam).			
Anti-plagiarism software is used for written assignments.			
Sample assignments are provided to illustrate instructor expectations.			
Detailed instructions and tips for completing assignments are provided.			
Appropriate security measures are enabled when computer testing, such as:			
Time limitations are placed on exams given online.			
Exams are password protected.			
Exams are proctored in a supervised environment if exams are given face to face.			
Exams are composed of question pools where possible to ensure online students have equivalent but different online tests.			
Questions on exams are seen one at a time.			
Students cannot backtrack.			

References

- California State University – Chico’s influential *Rubric for Online Instruction* was developed to “develop and evaluate online courses” <http://www.csuchico.edu/celt/roi/> This rating system is now used throughout the California State University system as well as in other colleges and universities.
- The North American Council for Online Learning (NACOL) produced a document “designed to provide states, districts, online programs, and other organizations with a set of quality guidelines for online teaching.” That document, *The National Standards for Quality Online Teaching* consists of a rating guide intended to identify high quality online courses http://www.inacol.org/cms/wpcontent/uploads/2013/02/iNACOL_TeachingStandardsv2.pdf
- The seminal article by Chickering and Gamson, *Seven Principles for Good Practice in Undergraduate Education* has been used as a guide to good practice in thousands of college classrooms. Chickering and Ehrmann, in *Implementing The Seven Principles: Technology as Lever* showed how the seven principles could be implemented in a technology-rich environment <http://www.tltgroup.org/programs/seven.html>
- The University of Miami’s *Good Practices in Teaching with Technology* <http://www.campbell.edu/content/661/1,1770,2666-1;3212-3,00.html>
- Quality Matters (QM) is a faculty-centered, peer review process designed to certify the quality of online courses and online components. <https://www.qualitymatters.org/rubric> (*You have to create a login to get this document*)
- Ensuring The Appropriate use Of Educational Technology: An Update For Local Academic Senates. The Academic Senate For California Community Colleges. [ATC educational tech asccc.pdf / http://asccc.org/sites/default/files/Educational_Technology.pdf](http://asccc.org/sites/default/files/Educational_Technology.pdf)
- Georgia Southern University Center For Online Learning. <http://academics.georgiasouthern.edu/col/>
- 2013 Blackboard Exemplary Course Program Rubric. <http://www.blackboard.com/About-Bb/Catalyst-Awards/Exemplary-Course-Program.aspx>
- Sunal, D.W., Sunal, C.S., Odell, M.R., Sundberg, C.A. *Research-Supported Best Practices for Developing Online Learning*. Journal of Interactive Online Learning. <http://www.ncolr.org/jiol/issues/pdf/2.1.1.pdf>

COURSE DESIGN RUBRIC

The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in **high quality online courses**.



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Revisions approved by the Online Education Initiative Steering Committee December 9, 2016.

This page is intentionally left blank for printing purposes. If you plan to print the document for your own reference, you may check the page numbers to print just what you need.

Online Course Review Information

Faculty Name:	
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Date:	
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College:	
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Local Course ID:	
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Course C-ID:	
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Review type:	<input type="checkbox"/> Self <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> ACE
---------------------	--

Reviewer Name:	
-----------------------	--



Information below this line will be completed by the Lead Reviewer

Lead Reviewer:	
-----------------------	--

Aligned Sections:	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
	<input type="checkbox"/> D <input type="checkbox"/> E

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to assure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone three major revisions since then, including the current iteration, in response to changes in available instructional technology and feedback from both instructors and reviewers.

For a course to be offered to students in the CCC Course Exchange, it must first go through a course review process that ensures alignment with the OEI Course Design Rubric. The Rubric is divided into five sections.

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In addition to preparing courses for the CCC Course Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses.
- A tool for instructors seeking to update or improve existing courses.
- The foundation for starting a local POCR (Peer Online Course Review) Club.

Visit cconlineed.org for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions

SECTIONS A-C

Section A: Content Presentation

The 13 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Section B: Interaction

The 8 elements in this section address instructor initiated and student initiated communication. Key elements of quality course design covered in this section include regular effective contact, student-to-student collaboration, and communication activities that build a sense of community among online learners.

Section C: Assessment

The 8 elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing assessments, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete:

The element is missing or present to a degree that does not adequately support student success in online learning.

Aligned:

The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements:

This designation recognizes design choices that further enhance the student experience in the online learning environment.

Review Results

If any element in Section A-C is Incomplete, the instructor will receive on-going support from a dedicated Course Design Specialist to bring the element(s) into alignment with the rubric.

SECTION D

Accessibility

The 23 elements in this section are reviewed to determine if a student using assistive technologies will be able to access course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as “508 Compliance”).

Since Section D addresses elements that are required by law to be present, the elements in this section can only be marked as **Incomplete or Aligned**.

Review Results

If any element in Section D is Incomplete, the instructor will receive on-going support from a dedicated Course Design Specialist or an Accessibility Expert to bring the element(s) into alignment with the rubric.

SECTION E

Institutional Accessibility Concerns

The 4 elements in this section cover accessibility of external tools and third-party content. While the accessibility elements in Section D are primarily under the control of faculty when developing a course, the elements in Section E may be outside the purview of the instructor which would require additional consideration or intervention at the institutional level.

Review Results

If a course is aligned in all Sections except E, the OEI Chief Professional Development Officer and the Director of Accessibility will look at the specific accessibility issue(s) and work with the instructor on a plan for making the course accessible.

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Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A1: Placement of Unit-level Objectives		
<input type="checkbox"/> Objectives are not included in individual learning units/modules.	<input type="checkbox"/> Objectives are included in the individual learning units/modules.	<input type="checkbox"/> Objectives are included in assessments.
A2: Clarity of Unit-level Objectives		
<input type="checkbox"/> Objectives do not include demonstrable learning outcomes.	<input type="checkbox"/> Objectives include demonstrable learning outcomes.	<input type="checkbox"/> Objectives are written in language that is student centered.
A3: Alignment of Unit-level Objectives		
<input type="checkbox"/> Unit content and activities are not aligned with unit objectives.	<input type="checkbox"/> Unit content and activities are aligned with unit objectives.	<input type="checkbox"/> The connection between the content/activities and the unit objectives are made explicitly clear to the students.

Section A: Content Presentation

Criteria A1 – A3 Comments:

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
<p>A4: Course Navigation</p> <p><input type="checkbox"/> Navigation and content flow are not easily determined.</p>	<p><input type="checkbox"/> Navigation and content flow are easily determined by the user.</p>	<p><input type="checkbox"/> Clearly labeled tutorial materials that explain how to navigate the specific course are included.</p>
<p>A5: Unit-level Chunking</p> <p><input type="checkbox"/> Content is not presented in visibly distinct learning units or modules.</p>	<p><input type="checkbox"/> Content is presented in visibly distinct learning units or modules.</p>	<p><input type="checkbox"/> Learning units or modules are consistently structured and sequenced allowing students to better anticipate and manage their workload.</p>
<p>A6: Page-level Chunking</p> <p><input type="checkbox"/> Page content is not chunked in manageable segments using headings; long pages of text make online reading difficult.</p>	<p><input type="checkbox"/> Page content is chunked in manageable segments using headings that facilitate online reading.</p>	<p><input type="checkbox"/> Page content uses descriptive headings and subheadings that enhance student understanding of the material.</p>

Section A: Content Presentation

Criteria A4 – A6 Comments:

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A7: Effective Use of CMS Tools		
<input type="checkbox"/> CMS tools that could reduce the labor intensity of learning are not used effectively.	<input type="checkbox"/> Course Management System (CMS) tools are used to reduce the labor-intensity of learning in a way that streamlines access to materials and activities for students.	<input type="checkbox"/> CMS Tools are used to provide integrated and innovative learning materials and activities for students.
A8: Student Centered Teaching		
<input type="checkbox"/> Content is presented using only one modality.	<input type="checkbox"/> A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning.	<input type="checkbox"/> Technology is used creatively to emphasize student-centered learning throughout the course.
A9: Instructions		
<input type="checkbox"/> Instructions for working with course content is incomplete, or non-existent.	<input type="checkbox"/> Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource).	<input type="checkbox"/> Instructions are directly embedded with the content or activity.
A10: Individualized Learning		
<input type="checkbox"/> There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.	<input type="checkbox"/> Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.	<input type="checkbox"/> Numerous individualized learning opportunities are provided throughout the course.

Section A: Content Presentation

Criteria A7 – A10 Comments:

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A11: Learner Feedback		
<input type="checkbox"/> Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.	<input type="checkbox"/> Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.	<input type="checkbox"/> There are opportunities to give anonymous feedback both during course delivery and after course completion.
A12: Institutional Policies		
<input type="checkbox"/> Institutional policies relevant for learner success are not included or are difficult to find.	<input type="checkbox"/> Institutional policies relevant for learner success (e.g., plagiarism, academic honesty, technical support, and DSPS) are included and easy to find.	<input type="checkbox"/> Institutional policies are provided in units or activities where they are most relevant.
A13: Student Services		
<input type="checkbox"/> Links to institutional services are not included, thus requiring students to exit the course management system to find links for support.	<input type="checkbox"/> Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled.	<input type="checkbox"/> Links to institutional services are provided in units or activities when they may be needed most.

Section A: Content Presentation

Criteria A11 – A13 Comments:

Section B: Interaction

Incomplete	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact		
<input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course.	<input type="checkbox"/> Instructor initiates contact prior to or at the beginning of course.	<input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.
B2: Instructor Initiated Contact		
<input type="checkbox"/> The plan for communication is unclear or missing.	<input type="checkbox"/> The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments.	<input type="checkbox"/> The instructor's plan to engage in regular effective contact includes the use of a wide variety of communication tools.
B3: Technology Support		
<input type="checkbox"/> The instructor's role for supporting course technology is not explained to the students.	<input type="checkbox"/> The instructor's role for supporting course technology is explained to students, and links to technology support are provided.	<input type="checkbox"/> Links to technology support are provided where needed throughout the course.
B4: Instructor Contact Info		
<input type="checkbox"/> Contact information for the instructor is missing or not easy to find.	<input type="checkbox"/> Contact information for the instructor is easy to find and includes expected response times.	<input type="checkbox"/> Students can choose from a variety of tools to contact the instructor.

Section B: Interaction

Criteria B1 – B4 Comments:

Section B: Interaction

Incomplete	Aligned	Additional Exemplary Elements
B5: Student Initiated Interaction		
<input type="checkbox"/> Students are not given opportunities to initiate interaction.	<input type="checkbox"/> Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged.	<input type="checkbox"/> Student-initiated interaction contributes to a student-centered learning environment.
B6: Student-to-Student Interaction		
<input type="checkbox"/> Student-to-student interaction may be present but is not a required part of the course.	<input type="checkbox"/> Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course.	<input type="checkbox"/> Student-to-Student collaboration is designed to build workplace skills such as teamwork, cooperation, negotiation, and consensus-building.
B7: Learning Community		
<input type="checkbox"/> Communication activities that help build a sense of community among learners are not included.	<input type="checkbox"/> The course includes communication activities that are designed to build a sense of community among learners.	<input type="checkbox"/> The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B8: Participation Levels		
<input type="checkbox"/> Guidelines explaining required levels of student participation are not provided.	<input type="checkbox"/> Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided.	<input type="checkbox"/> A rubric or equivalent grading document is included to explain how participation will be evaluated.

Section B: Interaction

Criteria B5 – B8 Comments:

Section C: Assessment

Incomplete	Aligned	Additional Exemplary Elements
<p>C1: Authenticity</p> <p><input type="checkbox"/> There is little or no evidence of authenticity built into assessments.</p>	<p><input type="checkbox"/> Assessment activities lead to the demonstration of learning outcomes.</p>	<p><input type="checkbox"/> Assessments are designed to mimic authentic environments to facilitate transfer.</p>
<p>C2: Validity</p> <p><input type="checkbox"/> Students are evaluated on performance unrelated to the stated objectives.</p>	<p><input type="checkbox"/> Assessments appear to align with the objectives.</p>	<p><input type="checkbox"/> Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.</p>
<p>C3: Variety</p> <p><input type="checkbox"/> Assessment types are limited to only one type of assessment (either formative or summative).</p>	<p><input type="checkbox"/> Both formative and summative assessments are used.</p>	<p><input type="checkbox"/> Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).</p>
<p>C4: Frequency</p> <p><input type="checkbox"/> Assessments are few and infrequent.</p>	<p><input type="checkbox"/> Multiple assessments are administered during the duration of the course.</p>	<p><input type="checkbox"/> Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.</p>

Section C: Assessment

Criteria C1 – C4 Comments:

Section C: Assessment

Incomplete	Aligned	Additional Exemplary Elements
C5: Rubrics/Scoring Guide		
<input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes may not be included for some assessment activities.	<input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are included.	<input type="checkbox"/> Rubrics and/or descriptive criteria for desired outcomes include models of “good work.”
C6: Assessment Instructions		
<input type="checkbox"/> Assessments include little or no instruction.	<input type="checkbox"/> Instructions clearly explain to students how to successfully complete the assessments.	<input type="checkbox"/> Instructions are written clearly and with exemplary detail to ensure understanding.
C7: Feedback		
<input type="checkbox"/> There is little to no evidence of meaningful feedback on student assessments.	<input type="checkbox"/> The course includes a clear plan for providing meaningful, timely feedback on assessments.	<input type="checkbox"/> Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
C8: Self-Assessment		
<input type="checkbox"/> There is little to no evidence that students are provided opportunities for self-assessment	<input type="checkbox"/> Opportunities for student self-assessment with feedback are present.	<input type="checkbox"/> There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.

Section C: Assessment

Criteria C5 – C8 Comments:

Section D: Accessibility – Content Pages

Incomplete	Aligned	N/A
D1: Heading Styles <input type="checkbox"/> Content Pages do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles. <input type="checkbox"/> Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.).		<input type="checkbox"/>
D2: Lists <input type="checkbox"/> Numbers, letters, or symbols are manually inserted to create a list. <input type="checkbox"/> Lists are created using the Bullet or Numbered List tool in the rich text editor.		<input type="checkbox"/>
D3: Links <input type="checkbox"/> Links are not descriptive, or URLs are displayed instead of meaningful links; and/or underlining is used for emphasis or for denoting headings. <input type="checkbox"/> Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.		<input type="checkbox"/>
D4: Tables <input type="checkbox"/> Tables do not use designated header cells. <input type="checkbox"/> Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.		<input type="checkbox"/>
D5: Color Contrast <input type="checkbox"/> Insufficient color contrast between foreground (text or graphics) and the background could create difficulties for low vision and color blind students. <input type="checkbox"/> There is sufficient color contrast between foreground and background to meet Section 508 standards.		<input type="checkbox"/>
D6: Color and meaning <input type="checkbox"/> Visual elements alone have been used to convey meaning. <input type="checkbox"/> Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.		<input type="checkbox"/>
D7: Images <input type="checkbox"/> Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text. <input type="checkbox"/> Every image (including those used in Pages, Discussions, Quizzes and Assignments) uses descriptive alternative text that includes any text visible in the image, does not contain "image of" or "picture of", and uses "" if the image is purely decorative.		<input type="checkbox"/>

Criteria D1 – D7 comments on following page.

Content Pages (Criteria D1 – D7) Comments:

Section D: Accessibility – Files

Incomplete	Aligned	N/A
D8: Heading Styles <input type="checkbox"/> Documents do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles. <input type="checkbox"/> Documents consistently use heading styles (i.e. Heading 2, Heading 3, etc.).		<input type="checkbox"/>
D9: Lists <input type="checkbox"/> Numbers, letters, or symbols are manually inserted to create a list. <input type="checkbox"/> Lists are created using the Bullet or Numbered List tool.		<input type="checkbox"/>
D10: Links <input type="checkbox"/> Links are not descriptive, or URLs are displayed instead of meaningful links; and/or underlining is used for emphasis or for denoting headings. <input type="checkbox"/> Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.		<input type="checkbox"/>
D11: Tables <input type="checkbox"/> Tables do not use designated header cells. <input type="checkbox"/> Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.		<input type="checkbox"/>
D12: Color Contrast <input type="checkbox"/> Insufficient color contrast between foreground (text or graphics) and the background could create difficulties for low vision and color blind students. <input type="checkbox"/> There is sufficient color contrast between foreground and background to meet Section 508 standards.		<input type="checkbox"/>
D13: Color and meaning <input type="checkbox"/> Visual elements alone have been used to convey meaning. <input type="checkbox"/> Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.		<input type="checkbox"/>
D14: Images <input type="checkbox"/> Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text. <input type="checkbox"/> Every image uses descriptive alternative text that includes any text visible in the image, doesn't contain "image of" or "picture of", and uses "" if the image is purely decorative.		<input type="checkbox"/>

Section D: Accessibility – Files criteria continued on following page.

Section D: Accessibility – Files continued

Incomplete	Aligned	N/A
D15: Digital Reading Order		<input type="checkbox"/>
<input type="checkbox"/> Reading order is not correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.	<input type="checkbox"/> Reading order is correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.	
D16: Digital Presentations		<input type="checkbox"/>
<input type="checkbox"/> Some slides have identical titles, reading order is not properly set (slides have had elements added to the layout), and/or images/charts do not include alternative text. Some text visible in slides is not visible in Outline View.	<input type="checkbox"/> Every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.	
D17: PDFs		<input type="checkbox"/>
<input type="checkbox"/> PDFs contain accessibility issues and do not pass the Adobe Accessibility Check.	<input type="checkbox"/> PDFs pass the Adobe Accessibility Check with no substantial errors.	
D18: Spreadsheets		<input type="checkbox"/>
<input type="checkbox"/> Spreadsheets lack labels and supplemental explanations that would allow a student with visual or motor impairment to make use of the content using assistive technologies.	<input type="checkbox"/> Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.	

Criteria D8 – D18 comments on following page.

Files (Criteria D8 – D18) Comments:

Section D: Accessibility – Multimedia

Incomplete	Aligned	N/A
D19: Audio and Video		<input type="checkbox"/>
<input type="checkbox"/> Accurate transcripts are not included for audio and/or closed captioning for video is not present.	<input type="checkbox"/> Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.	
D20: Live Broadcast		<input type="checkbox"/>
<input type="checkbox"/> Live broadcasts do not have synchronized captions.	<input type="checkbox"/> Live broadcasts include a means for displaying synchronized captions.	
D21: Auto-Play		<input type="checkbox"/>
<input type="checkbox"/> Multimedia is set to auto-play.	<input type="checkbox"/> Multimedia is not set to auto-play.	
D22: Flashing Content		<input type="checkbox"/>
<input type="checkbox"/> Contains blinking or strobing multimedia.	<input type="checkbox"/> Multimedia (including gifs and images) do not blink or strobe.	

Section D: Accessibility – Accommodation

Incomplete	Aligned	N/A
D23: Instructional Materials Inventory		<input type="checkbox"/>
<input type="checkbox"/> Inherently inaccessible learning objects are present, and an instructional material inventory and plan for accommodation has not been provided.	<input type="checkbox"/> An Instructional Material Inventory of each inherently inaccessible learning object is provided with a plan that has been reviewed and approved by the DSPS office for accommodating students with disabilities.	

Instructional material inventory form available at: <http://bit.ly/material-inventory>

Criteria D19 – D23 comments on following page.

Multimedia (Criteria D19 – D22) & Accommodation (D23) Comments:



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Online Course Best Practices Rubric (Spring 2018) (Validation of Preparedness to Teach Online)

- DRAFT (May 24, 2018)-

This is a first attempt at blending Palomar's "Online Course Best Practices Checklist" with the Course Design Rubric for the Online Education Initiative.

I have taken the approach of starting with the current "Checklist" and expanding it into a rubric format. The original 2012 Best Practices text was accepted by accreditation so most of it was brought over unchanged.

Additionally, I have pulled over some additional text from OEI Rubric into this new document. I have listed the OEI Rubric section number (e.g. D.2) to indicate where the text we currently use matches the intent of wording in the OEI Rubric.

I added four rubric categories within the six sections used with the current "Checklist", with names that blended with the categories used in the OEI Rubric, as follows:

1. Exceeds Expectations - Exemplary
2. Satisfactory
3. Needs Improvement - Promising
4. Incomplete - Unacceptable

For the most part, I choose to take the current "Checklist" text and put that in the "Satisfactory" category by default.

I see the Exemplary category as meeting all of the items in the Satisfactory category with some exceptional additions. I have added some items to Exemplary category from the OEI Rubric and some are just suggestions I have. This is an area where we should get some more suggestions from members of the committee.

Any additional text I created (or significantly changed text) are **bolded**.

Any text added from the OEI Rubric is in ***bolded/italics***.

Any deletions I made have ~~strike-through~~ text.

This rubric categories and not currently in a grid format so that text will be easier to edit. Once we agree on the final text it can be reformatting into a grid.

Please suggest Additions, Changes, or Deletions needed.

NOTE: The items listed in the Satisfactory categories are from the stand point of a **course**, not a particular class being taught. Some items in the Exemplary category are from a **class** perspective, what an instructor actually does when teaching the class. Open for discussion!

Section 1: Course Information and Objectives (A.1, B.1, D.1, D.2)

Exceeds Expectations - Exemplary

1. Meets all criteria listed in the “Satisfactory” section below and meets some or all of the following criteria:

(to be defined)

Satisfactory

1. Syllabus is easily located
2. Syllabus is in a printer-friendly format
3. Syllabus is has all required sections: **(A.1, B.1)**
 - a. Course catalog description
 - b. Instructor Contact Information
 - c. Instructor Office Hours
 - d. Required and Supplemental textbooks, reading lists and course materials are listed.
 - e. Learning objectives are clearly stated
 - f. Student Learning Outcomes (SLOs) are stated.
 - g. Course communication instructions/guidelines are stated **(B.1)** (e.g. email, discussion posts, announcements, etc.)
 - h. Grading Policy is clearly stated, including policies on late and make-up work.
 - i. Academic integrity policy is clearly stated.
4. Specific technology requirements are clearly stated. **(D.1)**
5. Student Support Resources are easily located
 - a. An orientation for the course is offered online and/or on-campus
 - b. Links to information on how to be a successful online learner
 - c. Links to campus resources that support online learning **(D.2)**
 - d. **Links to institutional services, such as Library, or writing center, are clearly labeled and easy to find.**
6. Directions for tasks/assignments are easily located and clearly stated

Needs Improvement - Promising

(define this)

Incomplete - Unacceptable

1. Does not meet enough “Satisfactory Criteria”. Course may not be offered online.

Section 2: Course Design / Content Presentation (A.2, D.3, D.4)

Exceeds Expectations - Exemplary

Meets all criteria listed in the “Satisfactory” section below and meets some or all of the following criteria:

- a. **Video presentations/demonstrations are provided.**
- b. (more to be defined)

Satisfactory

1. Course is well organized and easy to navigate
2. Course structure is clear and understandable
 - a. Content is presented in manageable segments or “chunks” (e.g. organized by weeks, units, modules, chapters, etc.)
 - b. A time-frame is specified for modules, activities, and assessment
3. Content is appropriate for student learning of the course objectives
4. Course schedule (calendar) is summarized in one place and clearly identifies the overall plan for the course
5. Accessibility Issues are addressed **(D.3, D.4)**
 - a. ***Course materials are compliant with Section 508 and WCAG 2.0 (AA) and can be effectively used with equal ease by all students. (D.3)***
 - b. ***There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible or, in the presence of such inaccessible materials, DSPS approved plan for the accommodation is in place and ready to be provided as necessary for each inaccessible learning activity or instructional media. (D.4)***
 - b. ***(more to be defined)***
6. There are no “broken” links in the course and all links refer the appropriate web pages.

Needs Improvement - Promising

(define this)

Incomplete - Unacceptable

1. Does not meet enough “Satisfactory Criteria”. Course may not be offered online.

Section 3: Aesthetic Design and Accessibility (A2, D4)

Exceeds Expectations - Exemplary

Meets all criteria listed in the “Satisfactory” section below and meets some or all of the following criteria:

a. Video Presentations

- i. Use an appropriate frame rate.
- ii. Use a non-serif font at a minimum of 14-px
- iii. Are recorded at 1280x720px resolution.
- iv. Have audio at an appropriate Hz rate

b. (more to be defined)

Satisfactory

0. ~~A course banner is used to identify the course~~
1. The color and texture used in the course site support the course information but do not overpower it.
2. There is sufficient contrast between text and background to make the text easy to read.
3. Pages do not use horizontal scrolling or an excessive amount of vertical scrolling
4. Page design incorporates “white space” to make content easier to read.
5. Images/Graphics are provided to support course content
 - a. The “Alt” text description is specified.
 - b. **Images do not “clash” with the content**
 - c. **Animated GIFs and blinking text are not used**
6. San-Serif fonts are primarily used (e.g. Ariel, Helvetica, Verdana) that are installed on most computers
7. **HTML tables are to be only used for data presentation in rows and columns and are not used to control the placement of elements on the page.**
8. **CSS (styles) are to be used to format the document. These may be provided automatically by the CMS’s Visual editor and/or by the class instructor.**
9. The Spelling and Grammar are correct.

Needs Improvement - Promising

(define this)

Incomplete - Unacceptable

1. Does not meet enough "Satisfactory Criteria". Course may not be offered online.

Section 4: Interaction and Collaboration (A3, B.2, B.3, D.3, D.4)

Exceeds Expectations - Exemplary

Meets all criteria listed in the "Satisfactory" section below and meets some or all of the following criteria:

1. **Instructor policy on response time to emails, discussion post is within 24 hours, excepting weekends and holidays.**
2. **The instructor provides regular feedback using a weekly status report.**
3. **The instructor contacts any student who falls behind the class assignment or activity scheduled and inquires what could be done to help them succeed or what they might need.** help
4. **Instructor may provides feedback with video or audio files.**
5. (more to be defined)

Satisfactory

1. Student participation requirements/expectations are clearly stated in Syllabus.
2. A mechanism is available for instructor to post announcements to all students in the class.
3. The Policy on the Instructor Response time on emails, discussion posts, etc are clearly stated.
Note: Palomar College requires that an online instructor respond to student communications within 48 hours
4. The policy that the instructor will give regular feedback, in a timely manner throughout the class, regarding a student's performance will be clearly stated.
5. Course promotes an active discussion to promote student to student interaction.
(e.g. award participation points to student use of the discussion area)
6. Use of the Canvas's email system and/or Palomar's email system is generally required. **Any other emails, that come from outside Palomar's or Canvas's system shall be saved in a document and preserved on Canvas**
7. **Instructor may optionally use Group projects**
8. **Instructor may optionally use Chat sessions or virtual meetings (by agreement with student)**

Needs Improvement - Promising

(define this)

Incomplete - Unacceptable

1. Does not meet enough "Satisfactory Criteria". Course may not be offered online.

Section 6: Assessment / Evaluation (C1, C2)

Exceeds Expectations - Exemplary

1. Meets all criteria listed in the "Satisfactory" section below and meets some or all of the following criteria:
 - a. **Higher order thinking is required (e.g. analysis, problem-solving, etc.) (C.2)**
 - b. **Opportunities for student self-assessment are plentiful, and provide feedback that allows students to see additional help when necessary (C.2)**
 - c. **Assessments are designed to mimic authentic environments (C.2)**
 - d. (to be defined)

Satisfactory

1. Assessments are used throughout the course. (e.g not limited to a mid-term and final exam)
2. A policy of using Anti-Plagiarism software for written assignments shall be stated.
3. Detailed instructions or completing assignments are provided. Optionally, instructor 3 may provided tips or hints on how to complete the assignments.
4. ~~Sample assignments are provided to illustrate instructor expectations.~~
Assignment expectations shall be clearly stated and illustrated so that a student may check their work against those expectations before submitting assignments.
Models of "good" work may be shown. (C.1)
5. **Optional security measures that an instructor may choose to use with computer exams:**
 - a. Time limitations are placed on exams given online
 - b. Exams have additional password protection
 - c. **Exams may be proctored online using camcorders (or other software enabled methods)**
 - d. **Exams may be proctored on-campus for a fully online course, but only if that expectation was made clear to the student when registering for the class.**
 - e. Exams may be composed of question pools where it is possible to ensure online students have equivalent, but different, online tests.
 - f. Exams may be set up to reveal only one question at a time, with no ability to backtrack.
6. **Assessments match the stated objectives (C.1)**
7. **Learners are directed to the appropriate objective(s) for each assessment.**

Needs Improvement - Promising

(define this)

Incomplete - Unacceptable

1. Does not meet enough "Satisfactory Criteria". Course may not be offered online.