Quality Learning & Teaching QLT Rubric 3rd Edition (2022)
Peer Review

The rubric consists of 52 objectives organized across 9 sections as follow:

- **Section 1 Course Overview and Introduction (9 objectives):** Instructor gives a thorough description of the course, as well as introduces students to the course. The instructor uses the LMS (e.g., Blackboard, Canvas, Moodle, or other platform) to establish a positive learning environment and ethos of mutual engagement.
- **Section 2 Student Learning and Assessment (6 objectives):** Student Assessment refers to the process used to gather evidence of the achievement of the Student Learning Objectives/Outcomes (SLOs or other discipline specific standards). It is recommended that instructors work with their assessment specialists from the campus and departments for assistance and collaboration.
- **Section 3 Instructional Materials and Resources Utilized (6 objectives):** Addresses the variety of materials and material formats the instructor has chosen to present course content and enable students to meet relevant student learning outcomes and, when possible, the affordability of chosen course materials.
- **Section 4 Students Interaction and Community (6 objectives):** Addresses (1) the opportunities students have to interact with the content, their peers, and their instructor, and (2) how well the course design encourages students to become active learners and contribute to the online course community.
- **Section 5 Facilitation and Instruction (9 objectives):** Addresses how well the instructor facilitates the course, communicates with students, engages students to be active learners, and develops a learning partnership that creates a class where students feel valued. This is often described as one's Teaching Philosophy.
- **Section 6 Technology for Teaching and Learning (5 objectives):** Addresses how well the instructor utilizes technology to effectively deliver course content, engage students in learning activities (individual, student-to-student, and instructor-to-student), and allow students to express themselves or demonstrate learning.
- **Section 7 Learner Support and Resources (4 objectives):** Addresses the program, academic, and/or technical resources available to learners. Though instructors may not play the direct support role, they should be aware of potential issues and promote what is available to support students.
- **Section 8 Accessibility and Universal Design (4 objectives):** Addresses the course's adherence to accessibility and universal design principles that are critical to some learners but that benefit all learners. NOTE: It is strongly recommended that instructors contact their campus disability service center for assistance and information related to this section.
- **Section 9 Course Summary and Wrap-up (3 objectives):** Addresses the opportunities students are given to summarize the semester, provides closure to the course, and reflects on their learning.

A subset of 24 QLT objectives are identified as "CORE" elements that should be present in a quality online or hybrid course with the term "CORE" denoted to the right of the objective number. This subset was originally identified by CSU San Marcos and further updated by the QLT Rubric Committee.

Review the Instructor QLT Self-Review document and keep it for reference and note-taking while you are reviewing the course. Read each section title and objective carefully and look for "evidence" from the course for how each QLT objective is addressed. Next, identify how each objective is Met/Not Met using the 0-3 rating scale and remember the 5-minute rule (*If you can't find evidence of an objective within 5-minutes, then a student will not either and most likely give up*).

Write constructive feedback for any rating that is **NOT MET** using the "5 elements of Effective Feedback" which include: 1) A **positive statement to set the tone;** 2) Offer a **Solution;** 3) Must be **Observable** (can you visually identify if it has been implemented); 4) Be **Respectful**, and 5) Remember there is always **RFI (room for improvement)**.

For ratings of 2 or 3 that are **MET**, you are encouraged to include any ideas you have for improving those objectives. This level of feedback could be brief, can include an exemplar from QuARRy (ocs.calstate.edu/quarry), and does not need to include the "5 Elements of Effective Feedback."

Rating Scale:

Rating	Meaning	Description
3 Met	Exceeds/Always	Criterion evidence is clear, appropriate for the course, and demonstrates "best practices."
2 Met	Meets/Often	Criterion evidence is clear and appropriate for the course, but there is some room for improvement.
1 Not Met	Partially Meets/Sometime	Criterion evidence exists but needs to be presented more clearly and/or further developed.
0 Not Met	Does Not Meet/Rarely or Never	No criterion evidence exists, or is present, but not appropriate for the course.
NR	Not able to be reviewed	Reviewers do not have "access" to review evidence of an objective in a course due to FERPA student privacy rights (E.g., Section 5 addresses delivery). This rating option (NR) is used for select QLT objectives.

Section 1 Course Overview and Introduction Objectives	Section 1 course Overview and Introduction Examples	Rating
1.1 (CORE) The instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and other course materials.	Welcome messages or materials introducing course structure/components are included, with first communication about the LMS and course access occurring prior to the class start date (e.g., one week prior and repeated 2-3 days prior). ● Is there a welcome letter distributed via email prior to the LMS publish date? ● Is there a "start here" or "welcome" link? ● Is there a course tour or overview? ● Are there clear statements for students about how to begin coursework?	
Course Evidence/Idea(s) for Course Improvement:		
1.2 (CORE) Detailed instructor information is available to students and includes multiple and preferred formats for being contacted by students, availability information, brief biographical information including pronouns, and a picture of or video from the instructor.	The instructor introduces themself to the class and provides more than one way to be contacted such as email, phone, and/or office hours (in-person and/or online). Preferred communication format is clearly specified. ● Are there working links to the instructor's email, scheduling, calendaring apps, social media, and/or other communication platforms?	
Course Evidence/Idea(s) for Course Improvement:		
1.3 (CORE) Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.	The instructor introduces the purpose of the course, the course format (online/blended), and any prerequisite knowledge required. If there are no prerequisites, indicate "None." ● Is there a description that expands on the campus catalog description? ● Is the course format explicitly spelled out? ● Is the course's relevance to their degree progress and potential career goals discussed?	

Section 1 Course Overview and Introduction Objectives	Section 1 course Overview and Introduction Examples	Rating
Course Evidence/Idea(s) for Course Improvement:		
1.4 Online course etiquette expectations across relevant communication and dialog modalities (e.g., email, chat, online discussion forums, messaging threads) are presented and clear to the student, addressing diversity, equity, and inclusion.	Rules of conduct may include use of the language and formatting. For blended or flipped courses, face-to-face etiquette, and participation expectations (e.g., pair work, group work, discussions) are presented and clear to the student in the syllabus. Rules of conduct include expectations regarding listening, respecting others' opinions, and contributing to pair and group work. Samples - [Create Expectations for an Inclusive Learning Environment](#); [Online Etiquette Rules](#). ● Is there guidance for conduct in the event of disagreements or differences in perspectives? ● Do you encourage your students to inform you when they feel a microaggression went undetected or was ignored?	
Course Evidence/Idea(s) for Course Improvement:		
1.5 (CORE) Academic integrity or "code of ethics" is defined. Related institutional policies for students to adhere are clearly stated and/or links to those policies (e.g., online catalog; institution web page) is provided.	Policies typically include cheating, plagiarism, copyright, and course grievance procedures. The instructor may also provide sample work that demonstrates plagiarism. It is important to include any links to campus policies. ● Are working links to applicable campus policies readily located? ● Are students expected/required to submit an affirmation of compliance (e.g., an honor code) with assignments, papers, and/or exams? Or is affirmation only implicit? ● Are course and campus policies, procedures, and possible consequences clearly identified?	

Section 1 Course Overview and Introduction Objectives	Section 1 course Overview and Introduction Examples	Rating
Course Evidence/Idea(s) for Course Improvement:		
1.6 A list of technical competencies necessary for course completion is provided, identifying, and delineating the role/extent the online environment plays in the total course.	Technical competencies may include the use of the LMS, downloading and uploading files, communication tools, collaboration tools, discipline-specific software or hardware. Frequency of access to the internet and device(s) needed to succeed in the course are clearly stated. In addition, instructors may want to point students to the CSU Stanislaus Online Readiness Self-Assessment. ● Are the attributes/skills needed for successful online/blended learning (e.g., self-discipline and motivation, time management, initiative, and perseverance) noted?	
Course Evidence/Idea(s) for Course Improvement:		
1.7 The instructor provides samples of student work and provides opportunities for students to ask questions. These are in addition to email inquiries, office hours, or individual appointments.	Samples of student work should include those that are satisfactory as well as those that are unsatisfactory. ● Do (key) assignment instructions include FAQs or open-forum Q&A opportunities? ● Are there reminders throughout the course that students continuously have the opportunity to ask questions (e.g., via email, messaging threads, forums)?	
Course Evidence/Idea(s) for Course Improvement:		
1.8 The instructor asks students to share or reflect on their own learning goals.	The instructor encourages students to share or reflect why they take the course and asks about the relevancy of the course to their academic degree, daily life, and potential career goals. ● Is there a Learner Profile Survey or other opportunities to promote metacognition?	

Section 1 Course Overview and Introduction Objectives	Section 1 course Overview and Introduction Examples	Rating
	● Does the instructor ask students to share biographical information, goals, and personal details as they pertain to success in the course (e.g., name, pronouns, major, why taking the course, concerns re: disability, technology access, extenuating circumstances such as caretaking responsibilities, potential career goals, any questions)?	
Course Evidence/Idea(s) for Course Improvement:		
1.9 The course syllabus includes a personal or departmental statement that is aligned with the institution or college's messages relating to diversity, equity, and inclusion, and provides means by which students can address violations of these policies and ideals with their instructor, peers, and/or university administrators.	Sample Diversity statements: ● Access CSU Stanislaus College of Education's Diversity Statement. ● Access Chico State's commitment to equity, diversity, and inclusion. ● Access Cal Poly's statement on diversity. ● Access CSU QLT course syllabi diversity statement.	
Course Evidence/Idea(s) for Course Improvement:		

Section 2 Student Learning and Assessment Objectives	Section 2 Student Learning and Assessment Examples	Rating
2.1 (CORE) All Student Learning Objectives/Outcomes (SLOs) are specific, well-defined, and measurable.	Student Learning Objectives are measurable and reflect a hierarchy of critical thinking and application. Chronological module, weekly, chapter level objectives must be present, and scaffold student learning objectives. Samples of Taxonomies include: Bloom's Taxonomy Original and Revised (Forehand, M. 2005), Technology Padagogy Wheel (Carrington, A), Integrated Course Design (Fink, 2003) ● Are the module level objectives present? ● Do the module level objectives scaffold the SLOs? ● Are SLOs and module level objectives prominently included in the LMS module? ● Are the SLOs and module objectives specific, well-defined, and measurable?	
Course Evidence/Idea(s) for Course Improvement:		
2.2 (CORE) Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.	Statement describing how grades are calculated and late submission policy is provided. ● Is the grading policy prominently provided in the syllabus and the "Start Here/Getting Started" module of the LMS? ● Is there a table/list of all assignments provided along with their respective weights, points, or percentage?	
Course Evidence/Idea for Course Improvement:		
2.3 (CORE) The learning activities (including the assignments and ungraded activities) must align to the course or module SLOs and promote or reference the specific SLO to be achieved.	The instructor explains how learning activities such as assignments or discussions contribute to the achievement of the stated SLOs. Aligned Example: A quiz asking students to identify and label body parts would align with an objective such as "Students will be able to identify and label body parts of a human female". Misaligned Example: A forum having students talk about various body parts, would not align with the objective. ● Is the SLOs or module level objective referenced in the learning activities (#)? ● Is it clear how the activities align to the SLOs or module level objective(s)?	
Course Evidence/Idea(s) for Course Improvement:		

Section 2 Student Learning and Assessment Objectives	Section 2 Student Learning and Assessment Examples	Rating
2.4 (CORE) The assessment instruments (e.g., rubrics, grading sheets) are detailed and appropriate to the student work and respective outcomes being assessed. This includes assessing modes of online participation and contributions.	There are multiple ways for students to demonstrate competence or mastery. E.g., research project, paper, tests, presentations, or multimedia projects. Students are not just graded for online participation (e.g., number of required postings per week), but the quality of their participation and contributions. A clear articulation of requirements to be successful at the assignment must be present.	
Course Evidence/Idea(s) for Course Improvement:		
2.5 (CORE) Throughout the semester, the instructor provides multiple opportunities to give feedback on students' learning and to help students "self-check" their learning.	Activities may include but not limited to mid-point surveys or blogs for reflection, peer review, self-check practice quizzes, draft of assignment submitted for instructor feedback, and exemplary assignment/samples. The instructor effectively uses LMS gradebook or similar for timely quantitative and qualitative feedback. Substantive feedback is provided at multiple checkpoints in the course.	
Course Evidence/Idea(s) for Course Improvement:		
2.6 Throughout the semester, the instructor provides multiple opportunities to solicit feedback from their students about their learning and on the course for the improvement of the course.	The instructor may use anonymous mid-point and end of course surveys, instructor office hours, and Question Cafe to solicit feedback or attitudinal data on the effectiveness or difficulty of the resources and activities to improve the course in the future.	
Course Evidence/Idea(s) for Course Improvement:		

Section 3 Instructional Materials and Resources Objectives	Section 3 Instructional Materials and Resources Examples	Rating
3.1 The instructor provides students adequate time, notice, and options (when	The instructor provides instructions in the syllabus or elsewhere in the course to acquire course materials including textbooks, and other types of external resources. This information is released to	

Section 3 Instructional Materials and Resources Objectives	Section 3 Instructional Materials and Resources Examples	Rating
possible) to acquire course materials, including textbooks ordered through campus processes per federal guidelines.	students, as appropriate, through emails/notifications using class rosters available to faculty/announcements via the course LMS to help in effective preparation for the classes. ● Are course materials provided in the course catalog/in registration in advance? ● Do course materials include both Open Educational Resources (e.g., MERLOT) and external materials? ● Are "last minute" material changes and/or auxiliary materials communicated with enough lead time before instruction begins?	
Course Evidence/Idea(s) for Course Improvement:		
3.2 Syllabus lists whether textbooks and materials are required or recommended.	The instructor separates the materials and labels them as either required or recommended. Supplemental resources and optional content are clearly labeled as such and placed at the bottom of course pages.	
Course Evidence/Idea(s) for Course Improvement:		
3.3 (CORE) The instructor articulates the purpose of all materials as to how they are related to the course and module learning objectives.	For required and recommended materials, there are brief statements as to the value/purpose in meeting student learning objectives/outcome(s). If external links/websites are used, the links should be self-evident, or a short description of the specific link needs to be provided instead of posting a general link for students to explore. Consider using the "Transparent Assignment Design" template as it makes learning more explicit for students.	
Course Evidence/Idea(s) for Course Improvement:		
3.4 (CORE) There is a variety of instructional materials that include diverse perspectives.	Materials may include diverse racial, cultural, social, and/or global perspectives, providing for discussion and appreciation of diversity, equity, and inclusion goals at CSU/CSU campus. ● Is there diversity in authors' backgrounds, as appropriate? ● Are there multiple perspectives represented from scholars in the field?	
Course Evidence/Idea(s) for Course Improvement:		

Section 3 Instructional Materials and Resources Objectives	Section 3 Instructional Materials and Resources Examples	Rating
3.5 (CORE) There is a variety of instructional material types that lead to more UDL/access and student engagement, while not overly relying on one content type such as text.	Materials types include PowerPoint, videos, audio, text, and/or websites. ● Are there journal articles and external websites? ● Are there podcasts or any other audio files? ● Does the instructor use visuals such as infographics or images?	
Course Evidence/Idea(s) for Course Improvement:		
3.6 Modeling academic integrity, instructor appropriately cites all resources and materials used throughout the course.	Course resources and materials include text, images, tables, videos, audio, and website. In addition to citation, when possible, direct link to the source may be provided.	
Course Evidence/Idea(s) for Course Improvement:		

Section 4 Students Interaction and Community Objectives	Section 4 Students Interaction and Community Examples	Rating
4.1 (CORE) At the beginning of the course, the instructor provides an opportunity to have students self-introduce themselves to develop a sense of community.	The instructor may encourage students to post their pictures and share some personal information such as hobbies to build the community at the beginning. Example: Icebreaker forum, glossary posts, or a blog.	
Course Evidence/Idea(s) for Course Improvement:		
4.2 The instructor provides information about being a successful learner/student.	The instructor provides a self-assessment for students to identify their readiness for learning online and learning strategies or provides a link to an online readiness survey such as the Online Readiness Self- Assessment from CSU Stanislaus. The instructor also provides feedback or an action plan for students to aid them in successfully completing their course. ● Is there an activity (learner survey) to help students identify roadblocks for being a successful student? Topics in a survey may include collaboration, internet connectivity,	

Section 4 Students Interaction and Community Objectives	Section 4 Students Interaction and Community Examples	Rating
	hardware issues, commitments outside of class, diversity considerations, past experiences with online courses, etc.	

Course Evidence/Idea(s) for Course Improvement:

| 4.3 (CORE) Navigation throughout the online components of the course is logical, consistent, and efficient. | Discussions are organized in clearly defined forums, threads, or communities. The course carries consistent structure across modules. The number of steps users take to reach primary content is minimized.

● Are design elements used repetitively?
● Is everything labeled clearly (self-describing) and intuitive?
● Would it take a student more than 5 minutes to find something?
● Can students easily return to the homepage?
● Does it take two clicks or less to access primary course content, activities, and assessments from the course landing page?
● Content did not require excessive scrolling (especially horizontal scrolling) to view. | |

Course Evidence/Idea(s) for Course Improvement:

| 4.4 (CORE) Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement. | Learning activities support active learning and interaction that support SLOs. Activities are clear with clear and concise outcomes that are appropriate and reasonable detail for actively participating. Video lessons that include assessments, polls, discussions, are examples to turn passive students into active students. Other activities include discussion, simulations, case studies, and presentations.

● What are the peer-to-peer interactions in the course?
● Do lectures incorporate active learning activities (e.g., embedded self-check questions for students)? | |

Course Evidence/Idea(s) for Course Improvement:

| 4.5 The modes and requirements for student interaction are clearly communicated. | Requirements for participation (e.g., frequency, length, timeliness) are included in the syllabus and/or in the description of the assignment within the module. Students are reminded of online course etiquette expectations and norms for equity and inclusion. | |

Section 4 Students Interaction and Community Objectives	Section 4 Students Interaction and Community Examples	Rating
Course Evidence/Idea(s) for Course Improvement:		
4.6 The instructor clearly explains their role regarding participation in the course. The instructor participates, facilitates student participation, and encourages students to take ownership and promote different points of view.	The instructor explains their role regarding participation in the course through the syllabus, welcome video, or related materials. This role is not universal and will vary based on the course content, type of course, LMS, etc.	
Course Evidence/Idea(s) for Course Improvement:		

Section 5 Facilitation and Instruction Objectives	Section 5 Facilitation and Instruction Examples	Rating
5.1 The instructor is helpful in normalizing a culturally responsive and sustainable and/or critical lens on course topics, respecting culturally diverse expressions while addressing microaggressions or disrespectful comments.	Through moderation of course discussions, the instructor presents areas where ideas or viewpoints differ. S/he uses differences as teachable moments, either resolving them based on hard data or acknowledging the respective viewpoints as valid. ● Engages students in critical self-reflection by modeling and inviting different worldviews/perspectives. ● Creates a safe and welcoming environment to maximize the opportunities for all students to learn, including but not limited to inviting students to share cultural experiences, validating students' experiences, reflecting on learning. ● Responds respectfully to student lack of knowledge or insight and takes appropriate measures to refocus perspectives. ● Consider choices of topics that show different perspectives. ● Includes examples or statements of respectful expressions for students to emulate. ● See examples of Microagressions or disrespectful comments and the message it sends. ● See two examples of strategies to address micro interventions in the classroom Example 1 and Example 2.	
Course Evidence/Idea(s) for Course Improvement:		
5.2 The instructor clearly helps students make connections between the content and the	Additional methods of helping students understand the importance of course topics may include observations, internships, and service-learning experiences.	

Section 5 Facilitation and Instruction Objectives	Section 5 Facilitation and Instruction Examples	Rating
course activities, and how their life experience and mastery of concepts gained in the course will integrate into their college degree, future career, and role as a global citizen.	● The instructor provides examples of roles within corporate or research teams and how the course information relates to that professional activity. ● Students are encouraged to discuss volunteer work, internships or other experiences that are similar to course topics or objectives. ● Guest speakers are invited to talk about their work, and how their education prepared them for the roles they play or the tasks they achieve. ● Provides real world examples that help students explore the systems and structures of power and oppression in local or global communities. ● Confronts and disrupts racial inequities (in the classroom and as related to the course's central concepts). ● Create a space where students can safely explore, share, and renew their own understanding of the course's concepts, while critiquing each other's perspectives. ● Allow students to locate and choose their own resources when exploring and unpacking a module or course concept.	
Course Evidence/Idea(s) for Course Improvement:		
5.3 (CORE) The instructor presents the course material and concepts in an orderly, effective, and engaging manner.	The instructor follows guidelines for effective lecturing including having clear objectives, and an organized amount of material. ● Learning management system tools are used effectively (content is delivered in a chronological manner, self-check quizzes or quick discussions and reflection posts are included, etc.), and all content is clear, easily accessed, and relevant to the learning objectives and course outcomes noted. ● Scaffolding (descriptions of learning outcomes, content and resources, and any formative assessment) occurs in a logical order and prepares the student completely for summative assessments. ● The instructor presents and scaffolds the course material and concepts in a variety of different ways to meet all learners.	
Course Evidence/Idea(s) for Course Improvement:		
5.4 The instructor empowers students with choices to encourage the exploration of new concepts and new	The instructor allows students latitude/choice around course topics. Note: The ability to do this varies by discipline and topic. ● Students in a Design course are each encouraged to explore new online apps for creating logos or wordmarks.	

Section 5 Facilitation and Instruction Objectives	Section 5 Facilitation and Instruction Examples	Rating
perspectives through the course experience.	Each student selects and learns a different app, and then creates a short tutorial for a fellow student. During the following week, students teach each other their chosen apps, each playing the role of explorer, solitary learner, teacher, and guided learner. ● Instructor encourages students to explore concepts through choice of topics that are relevant or meaningful to them.	
Course Evidence/Idea(s) for Course Improvement:		
5.5 The instructor helps to focus discussion/interaction on relevant issues. Instructor also provides how microaggressions (e.g., intentional, or unintentional negative attitudes toward marginalized groups) or disrespectful comments in the course discussions will be addressed.	● Discussion "wrap up" is offered after a significant concept is introduced to the students. ● The instructor offers a "reflection" opportunity for students to relate concepts to their own lives with optional responses to other students. ● If microaggressions or disrespectful comments arise, how the instructor addresses the situation. For example, use microaffirmations that foster inclusion and support (use positive language and recognize and validate the experiences of the students). ● See practices to address microaggression issues.	
Course Evidence/Idea(s) for Course Improvement:		
5.6 The instructor demonstrates commitment to students' learning by providing clear feedback in a timely manner.	The instructor uses the LMS to respond to student work submissions with scores and feedback related to strengths and/or weaknesses. ● Student questions and concerns are easily submitted within the course. ● Instructor includes a library of pre-written comments that can be customized to help save time allotted for feedback. ● The instructor uses rubrics in assessments that offer additional feedback. ● Additional forms of feedback go beyond written comments and are provided in a variety of formats, e.g., audio, video feedback and conversational grading, etc. ● Individual and group feedback as appropriate. ● Statement in syllabus about when students can expect feedback.	
Course Evidence/Idea(s) for Course Improvement:		

Section 5 Facilitation and Instruction Objectives	Section 5 Facilitation and Instruction Examples	Rating
5.7 The instructor provides communication in multiple formats to students about important goals and course topics as opportunities arise, enunciating respect to students' diverse identities, backgrounds, and cultures.	The instructor sends an announcement about a change of lecture focus and proper readings prior to class. The instructor may post a clarification on a common question about a topic. ● Instructor provides a "Current relevant topics" forum and invites class to post newsworthy and relevant items, where each contribution can be evaluated using lessons learned in class. ● A Social Media Marketing course provides a discussion forum where changes to social governance policies are noted as they occur, along with whether the change substantially affects course content. ● Class Announcements are sent frequently to keep an ongoing communication with the class. ● "Preloaded announcements" are an indication that they will occur.	
Course Evidence/Idea(s) for Course Improvement:		
5.8 (CORE) The instructor provides reminders of due dates and duration of respective modules, as well as other instructions and scaffolding strategies to support student learning.	● The instructor enters all date ranges and due dates into the LMS, and reminders are sent to students. ● Instructor provides an alternate method of communication for due dates in case of technology failures within the LMS. Two proactive approaches are a) a template for extending deadlines by X hours if technology fails and b) a secondary method of contacting students (email list, Twitter post, etc.) in case LMS announcements cannot be read. ● Instructor encourages students to create a backup plan in case technology fails. ● "Preloaded announcements" are an indication that they will occur.	
Course Evidence/Idea(s) for Course Improvement:		
5.9 The course resources, student tasks, activities, assessments, and instructional strategies build upon students' individual strengths and assets as it pertains to their cultural and linguistic backgrounds and funds of knowledge.	Begin each course by getting to know your students (via "all about me surveys," journal activities, discussion introductions, etc.), identifying their strengths and assets, and finding patterns. Once this is done, craft your lessons in a way that builds upon these assets to support student motivation and engagement. For example: ● In a sociology course, giving students the opportunity to explore the course's concepts in a way that draws upon their local community, culture, or family. ● When working with students who are interested in healthcare or education, ask them how they can draw upon	

Section 5 Facilitation and Instruction Objectives	Section 5 Facilitation and Instruction Examples	Rating
	their own language backgrounds to support communities that speak the same language. ● Provide comments and feedback to students in a way that draws and builds upon their assets and strengths.	
Course Evidence/Idea(s) for Course Improvement:		

Section 6 Technology for Teaching and Learning Objectives	Section 6 Technology for Teaching and Learning Examples	Rating
6.1 (CORE) The tools and media facilitate the achievement of course learning objectives/outcomes.	Tools can provide students with opportunities to explore and learn through videos, apps, simulations, and other types of technology tools. Tools and media that enhance student learning of the content may include: ● Wrap up videos that provide a summary of content for a topic area. ● Discussion forums that provide for an in-depth reflection on course material. ● Quiz or survey tools in the LMS are used as knowledge checks to assess student progress.	
Course Evidence/Idea(s) for Course Improvement:		
6.2 (CORE) Technological tools and resources used in the course enable student engagement and active learning.	The instructor integrates technologies that enable learners to actively participate with course content and engage with peers and the instructor, such as: ● Google docs/slides for peer collaboration and presentation development. ● Zoom for breakout rooms, chat and screen sharing to work on group projects. ● Discussion forums and/or social reading with annotation tools for peer-to-peer commenting and discussion. ● Video lessons with interactive content that engage students while viewing. ● The lecture promotes active learning through, for example, the use of interactive activities embedded in the lecture that provide immediate online feedback.	

Section 6 Technology for Teaching and Learning Objectives	Section 6 Technology for Teaching and Learning Examples	Rating
Course Evidence/Idea(s) for Course Improvement:		
6.3 The instructor provides clear information regarding access to the technology and related resources required in the course.	The instructor provides information about where and how to acquire and use the technologies. Tutorials are provided on how to use the tool/technology (e.g., can be explained in LMS, Syllabus, Instructor Video). Direct links to downloadable software or directions on how to access the software used in the course are provided with information on costs associated with the download. The instructor may provide additional resources and guides to technology loaner programs, wifi access, computer labs, etc. Minimum requirements for operating systems are explained, which may include: Windows 10, macOS 10.xx, Chrome OS, and accepted mobile devices. Resources for the technology used in the course are provided within the course, or with a direct link and explanation, which may include: Training videos, Tips and Quick Starts, and Exemplars.	
Course Evidence/Idea(s) for Course Improvement:		
6.4 Acceptable technological formats for assignment completion and submissions have been articulated.	Clear explanation of accepted formats and files, with clear explanation of minimum technology requirements to complete coursework is provided. For example: MS Word, MS Excel, MS PowerPoint, PDF, .mp4, and .mov. If considering allowing students to use different formats when submitting coursework, then clear and specific instructions are provided.	
Course Evidence/Idea(s) for Course Improvement:		
6.5 (CORE) The media used in the course exhibits adequate visual and/or sound quality and promotes ease of use for the learner.	To help with information retention and avoid cognitive overload, consider chunking videos into segments of 10 minutes or less and be mindful of narrative style. Best practices for media include: ● Clear audio, which minimizes background noise. ● Good lighting and appropriate background.	

Section 6 Technology for Teaching and Learning Objectives	Section 6 Technology for Teaching and Learning Examples	Rating
	● Clear images. ● Universal multimedia file formats.	
Course Evidence/Idea(s) for Course Improvement:		

Section 7 Learner Support and Resources Objectives	Section 7 Learner Support and Resources Examples	Rating
7.1 The instructor states their role in the support process and what type of things they can support.	The instructor provides clear examples of what they do to support students. ● Reviews/resets availability of assignments, course content, discussions, and quizzes ● Provides extra time and other accommodation requests	
Course Evidence/Idea(s) for Course Improvement:		
7.2 (CORE) The course syllabus and LMS include links with clear explanations of the types of technical support that include the day and hours of availability and location/ways students may access the supports.	● LMS tool documentation & LMS technical support examples: instructions on how to submit an assignment or use a tool to take a quiz; types of technical support and ways to reach them. ● Student computing help desk examples: ways to resolve general campus computing issues such as log in or software access. ● Publisher technical support examples: how to resolve textbook access code and electronic resource issues.	
Course Evidence/Idea(s) for Course Improvement:		
7.3 (CORE) Course syllabus and LMS include links with descriptions to campus academic support services and resources available to support students in achieving their educational goals.	● On-campus and online academic support services may include but are not limited to the library, writing center, online tutoring sessions, supplemental instruction, advising, counseling, transfer center. ● Resources may include online orientation for new students, and successful learning strategies for online learners.	
Course Evidence/Idea(s) for Course Improvement:		

Section 7 Learner Support and Resources Objectives	Section 7 Learner Support and Resources Examples	Rating
7.4 Course syllabus and LMS include links with descriptions as to the type of support students may receive from to the institution's non-academic and non-technical student support services and resources can help students succeed and how they can access these services.	Such services usually include but are not limited to online registration, advising and counseling. Consider including other campus supports such as: Basic Needs and economic support resources and student cultural centers.	
Course Evidence/Idea(s) for Course Improvement:		

Section 8 Accessibility and Universal Design Objectives	Section 8 Accessibility and Universal Design Examples	Rating
8.1 Course design and activities enact the core principles of Universal Design for Learning by incorporating multiple means of representation, action and expression, and engagement. Accessibility is therefore embedded in the course design rather than a reactive accommodation for those with registered disabilities.	Using the principles of Universal Design for Learning, as described in EnACT's UDL-Universe: A Comprehensive Faculty Development Guide or by CAST/About Universal Design for Learning, the course supports a wide-range of methods to present and engage with content, and allows students to demonstrate their learning in multiple modalities.This support does not entail sacrificing academic rigor or student learning outcomes. The goal is supporting the needs of all learners as opposed to having an inflexible teaching and learning process. Examples include: ● Students are given the option of presenting a final project in the form of a written essay, multimedia presentation, or a video. ● Course content is presented in written formats, as well as in video or audio.	
Course Evidence/Idea(s) for Course Improvement:		
8.2 (CORE) The Syllabus must include links to the campus' disability support services resources and policy related to the accessibility of courses and/or instructional materials and may be included in the LMS whether it is required or recommended by the institution. Students can	In addition to providing information about disability support services, the instructor provides students with a clear explanation of the instructor's role in supporting students registered with disability support services. The information signals that the instructor is familiar with disability support services resources and cooperates with disability support services to comply with any accommodation request. A link to the campus accessibility policy is provided. Some CSU campuses require specific language be included in the syllabus	

Section 8 Accessibility and Universal Design Objectives	Section 8 Accessibility and Universal Design Examples	Rating
clearly ascertain the role of the instructor in providing support for those officially registered with the campus disability support services office.	with regard to disability supports and accommodations, others offer sample language, and others offer no official guidance. Faculty are encouraged to review campus policies and consult with disability support services to ensure conformance with required and/or recommended campus practices. San Diego State Sample Syllabus Statement CSU Stanislaus Sample Syllabus Disability Statements Humboldt mandatory syllabus language regarding disability support	
Course Evidence/Idea(s) for Course Improvement:		
8.3 (CORE) Course design, documents, and learning materials created by the instructor or from external sources are in formats that are accessible to students using assistive technologies. A "met" score does not imply that all materials are fully accessible to all students, but that 85% or more of the materials meet general standards for accessibility.	All course materials (readings, supplemental materials, worksheets, presentation notes, media, etc.) in the course must be available in a machine-readable digital text format and implement accessibility best practice (e.g., Web Content Accessibility Guidelines). Instructors should coordinate with their campus disability support services to assure that their digital materials are in an accessible format. If accessibility of a particular course material is not practical, the instructor provides an equally effective accessible alternative for students. Instructors should collaborate with DSS and campus technology services to provide effective alternatives. To meet the 85% threshold, course content must: ● All documents, including PDFs, are searchable and tabbed, easily read by screen-readers. Files and documents contain correct reading order so that content accessed when using a screen reader is presented in the proper sequence. ● Slides (PowerPoint, Google Slides, etc.) are created using accessible slide layouts and each slide contains a unique title and appropriate reading order. ● Images contain a descriptive alternative text (or are appropriately marked as decorative). The alt text does not contain text such as "picture of," or "image of" and does not utilize the file name. ● Tables contain column and/or row header cells so that screen readers may navigate the table in the correct order. Tables contain a descriptive caption. ● Media (video and audio) is accompanied by accurate captions and/or transcripts. ● Links are identified with meaningful text in place of displaying the raw URL or using indicators such as "link" or "click here." ● Materials are formatted in a manner that is equitably accessible on a range of devices (computers, tablets, smartphones).	

Section 8 Accessibility and Universal Design Objectives	Section 8 Accessibility and Universal Design Examples	Rating
	● Heading styles are used consistently rather than manually changing text size/format. Heading levels (Heading 1, Heading 2) are used in correct, logical order. ● Lists are created using the formatted lists tool (bulleted and/or numbered lists) instead of being manually formatted so that lists are recognized when using a screen reader. ● Color contrast has a minimum 4:1 ratio between background colors and text. Color is not used in isolation to convey meaning. Color contrast can be checked using a. Color Contrast Accessibility Validator. ● Flashing lights/strobes are not utilized unless directly connected to curricular content. Flashing content must not flash more than three times in any one second period. ● Decorative moving images are used sparingly. When available, an accessibility check within the LMS and/or via an accessibility tool (e.g., Ally) should be completed. The CVC-OEI Course Design Rubric offers a valuable section on Accessibility (Section D) that can further support review of course materials. Note: In courses in which texts and course materials include significant use of formulas, symbols, and graphical representations, including STEM fields, extra steps may be needed to make materials accessible. In addition to working with DSS, the following resources may be of assistance: ● Cal Poly Pomona Instructional and STEM Materials Accessibility ● Salt Lake Community College STEM Accessibility	
Course Evidence/Idea(s) for Course Improvement:		
8.4 When utilized, the instructor and course use officially supported campus technologies, which are already fully accessible and assistive technology ready. Any third-party tools used are accessible and assistive technology ready when feasible.	Contact your campus academic technology unit for information regarding accessible campus technology solutions. If accessibility of a particular third-party tool is not practical, the instructor provides an equally effective accessible alternative for students. Instructors should collaborate with disability support services and campus technology services to provide effective alternatives.	
Course Evidence/Idea(s) for Course Improvement:		

Section 9 Course Summary and Wrap-Up Objectives	Section 9 Course Summary and Wrap-Up Examples	Rating
9.1 The instructor provides students opportunities to ask questions as a form of closure and to foster insight into accomplishments.	The instructor uses discussion threads to ask students (1) if they have any questions and (2) to reflect on their progress toward their learning objectives and outcomes.	
Course Evidence/Idea(s) for Course Improvement:		
9.2 The instructor provides closure to wrap-up the course.	The instructor sends a final course announcement that includes a summary of the major course themes, highlights from student work or discussion posts.	
Course Evidence/Idea(s) for Course Improvement:		
9.3 The instructor provides opportunities for students to reflect on their learning and connect their individual learning goals with the expectations (stated learning objectives and outcomes) of the instructor.	The instructor asks students questions to compare what they can do now, having met the student learning objectives, with what they could do prior to taking the course.	
Course Evidence/Idea(s) for Course Improvement:		