



<b>Distance Education and Technology Committee Agenda</b>		<b>Tuesday, September 24, 2019 3:00 p.m. - 4:00 p.m., L-201</b>
<b>Type of Meeting:</b> Regular <b>Please Review/Bring:</b> Agenda Packet		
<b><u>Committee Members:</u></b> Perry Jehlicka, Faculty Co-Chair Greg Bormann, VPAA Co-Chair Designee Administrative Council – <i>VACANT</i> Dr. Scott Lee, AP&P Representative Stephanie Mattila, Counseling Faculty Representative Jimmie Bowen, Faculty Member Mary Jacobs, Faculty Member Ken Lee, Faculty Member Dr. Ariel Tumbaga, Faculty Member Ken Sawicki, ITS Alternative Media Specialist John Toth, AVFCT Member Sheri Langaman, Classified Union Representative Dean LoNigro, ITS Management Member Greg Krynen, ITS Technical Trainer Mike Wilmes, ITS Systems Administrator Dr. Alex Parisky, IMC Representative VACANT – ASO Representative		
Items	Action	
I. Call to Order		
II. Approval of Agenda		
III. Opening Comments from Co-chairs		
IV. Open Comments from the Public		
V. Approval of Minutes	A. September 10, 2019 DETC Minutes (attachment)	
VI. Discussion Items	A. DETC Goals for the Year – Perry Jehlicka <u><a href="#">DETC GOALS FOR 2019-2020</a></u> 1. <b>Develop an AVC online redesign plan by the end of Spring 2020 and a corresponding implementation action plan in collaboration with ITS</b> 2. <b>Develop a faculty certification program for the campus - The program will help serve as a training platform for faculty that teach online.</b> 3. <b>Develop a POCR Committee to help prepare faculty that want to submit their courses for OEI review.</b> B. AVOnline Redesign – Perry Jehlicka C. Faculty Certification – Perry Jehlicka D. Develop a POCR Committee or AVC E. Faculty Certification Training – Dr. Alex Parisky F. Course Review Prep – Greg Bormann (attachment) G. CVC OEI Course Design Rubric (attachment)	
VII. Action Items		
VIII. Adjournment		
<b>NEXT MEETING: 11/8/19</b>		



<b>Distance Education and Technology Committee Minutes</b>		<b>Tuesday, September 24, 2019 3:00 p.m. - 4:00 p.m., L-201</b>
<b>Type of Meeting:</b> Regular <b>Please Review/Bring:</b> Agenda Packet		
<b><u>Committee Members:</u></b> Perry Jehlicka, Faculty Co-Chair Greg Bormann, VPAA Co-Chair Designee Administrative Council – <i>VACANT</i> Dr. Scott Lee, AP&P Representative - <i>ABSENT</i> Stephanie Mattila, Counseling Faculty Representative Jimmie Bowen, Faculty Member Mary Jacobs, Faculty Member Ken Lee, Faculty Member Dr. Ariel Tumbaga, Faculty Member Ken Sawicki, ITS Alternative Media Specialist - <i>ABSENT</i> John Toth, AVFCT Member Sheri Langaman, Classified Union Representative - <i>ABSENT</i> Dean LoNigro, ITS Management Member Greg Krynen, ITS Technical Trainer Mike Wilmes, ITS Systems Administrator - <i>ABSENT</i> Dr. Alex Parisky, IMC Representative Perla Chavez – ASO Representative		
Items	Action	
I. Call to Order	<i>Called to order at 3:06pm</i>	
II. Approval of Agenda	Agenda was unanimously approved.	
III. Opening Comments from Co-chairs	Perry Jehlicka <ul style="list-style-type: none"> <li>● Approved for Division Representatives and Faculty Senate (2 At-Large spots)</li> <li>● "Can Innovate" Webinar, Friday, October 25th - Possibility to offer to campus?</li> <li>● Dr. Scott Lee - DETC handbook changes will be voted on and updated.</li> </ul>	
IV. Open Comments from the Public	There were no comments from the public.	
V. Approval of Minutes	A. September 10, 2019 DETC Minutes (attachment) <ul style="list-style-type: none"> <li>a. Minutes were unanimously approved.</li> </ul>	
VI. Discussion Items	A. DETC Goals for the Year – Perry Jehlicka <p style="text-align: center;"><b><u>DETC GOALS FOR 2019-2020</u></b></p> <ol style="list-style-type: none"> <li>1. Develop an AVC online redesign plan by the end of Spring 2020 and a corresponding implementation action plan in collaboration with ITS</li> <li>2. Develop a faculty certification program for the campus - The program will help serve as a training platform for faculty that teach online.</li> <li>3. Develop a POCR Committee to help prepare faculty that want to submit their courses for OEI review.</li> </ol>	



	<p>A discussion ensued regarding the goals above and comments were made from members of the committee.</p> <ul style="list-style-type: none"> <li>B. AVOnline Redesign – Perry Jehlicka</li> <li>C. Faculty Certification – Perry Jehlicka</li> <li>D. Develop a POQR Committee for AVC Make POQR committee as a sub-committee of DETC. Awaiting further official confirmation.</li> <li>E. Faculty Certification Training – Dr. Alex Parisky Dr. Alex Parisky presented a sample Canvas page with rough outline and examples.</li> <li>F. Course Review Prep – Greg Bormann (attachment)</li> <li>G. CVC OEI Course Design Rubric (attachment) For those working towards a completely online program, there is a program curriculum being created on course design, how to improve contact, etc.</li> </ul>
VII. Action Items	<p>Perry Jehlicka</p> <ul style="list-style-type: none"> <li>● Please take a moment to look at the goals discussed in section VI and provide your comments. Requesting the goals be the action item for October.</li> </ul>
VIII. Adjournment	<p><b><u>Meeting adjourned at 3:35pm.</u></b></p>
<b>NEXT MEETING: 10/8/19</b>	

# Course Design Academy Participation Agreement

We know that designing a robust and engaging online course is a continual process. As you begin your Course Design Academy journey, we'd like to discuss a few expectations that will support your success.

## OEI Responsibilities

We're dedicated to providing support and resources to help you align your course, including:

- \* A comprehensive peer review by trained OEI course reviewers;
- \* A Section 508/ADA compliance assessment;
- \* Individualized instructional design support;
- \* Personalized professional development;
- \* Remediation for accessibility issues.

## Your Responsibilities

In return, you agree to: *(please check each box)*

- Submit your completed Course Review Prep form along with your course submission
- Dedicate 3-4 hours each week to revising your course based on feedback received
- Complete the alignment process in approximately 12-16 weeks
- Make revisions in the MasterShell (not in an active teaching shell)
- Identify course content requiring accessibility remediation, as requested (e.g., provide list of insufficiently captioned videos)
- Engage in regular interaction, both synchronous and asynchronous, with your instructional designer (ID)
- Alert your ID if you will miss a scheduled meeting
- Give notice to your ID if you take a leave of absence (longer than two weeks) from the Course Design Academy\*
- Complete the CDA feedback survey once your course is aligned

*\* If you're inactive for more than six months, your course may need to be re-reviewed upon your reengagement (to ensure feedback addresses any changes to the latest version).*

## Acknowledgement

My name below indicates I understand the support the OEI will provide me and I agree to each of the designated expectations for my participation in the Course Design Academy.

**Your Name:**

We're excited to begin our work together!

We've created the following Course Review Prep form to help you ensure your course is in the best shape possible prior to submitting for review. (The time and attention you take now will make your entire experience simpler and more enjoyable.)

# Course Review Prep Form

This checklist (based on Online Education Initiative’s [Course Design Rubric](#)) is designed to help you prepare your course for review. Each rubric element below provides a direct link to an explanation/example in our [Course Design Resources](#).

Please carefully and thoroughly consider how each rubric element is implemented in your course.

We request that items highlighted in yellow be given particular attention prior to submitting your course.

## A: CONTENT PRESENTATION

<b>A1:</b> I’ve included <a href="#">unit objectives</a> in the individual learning units/modules.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
<b>A2:</b> My objectives include <a href="#">demonstrable learning outcomes</a> and are written in language that is student-centered.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A1-A2 are demonstrated in your course (e.g., “Week 1 objectives are: 1) define assets, liabilities and owner’s equity, 2) describe causes of change in owner’s equity, 3) prepare a simple balance sheet”):		
Location of example described above (e.g.: “objectives are included on each module overview page” OR page URL):		
<b>A3:</b> I’ve ensured unit <a href="#">content and activities are aligned with unit objectives</a> and the connection between content/activities and unit objectives is made clear to the students.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A3 is demonstrated in your course:		
Location of example described above:		
<b>A4:</b> I’ve set up <a href="#">navigation and content flow</a> that are easily determined by the user, including a clear starting point.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A4 is demonstrated in your course:		
Location of example described above:		
<b>A5:</b> I’ve presented content in visibly <a href="#">distinct learning units</a> or modules.  I’ve consistently structured and sequenced my learning units or modules, allowing students to better anticipate and manage their workload.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A5 is demonstrated in your course:		
Location of example described above:		

<p><b>A6:</b> I've <a href="#">chunked page content</a> in manageable segments using <b>descriptive headings</b> and subheadings that facilitate online reading and enhance student understanding of the material.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A6 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p><b>A7:</b> I've used <a href="#">Canvas tools</a> to reduce the labor-intensity of learning and <b>streamline access</b> to materials and activities for students.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A7 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p><b>A8:</b> I've used a <a href="#">variety of media</a> (e.g., text, <b>audio, video, and/or graphics</b>) throughout the course.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A8 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p><b>A9:</b> I've included <a href="#">instructions for learners</a> to work with content in meaningful ways (e.g. guiding students to take notes during a video, <b>explaining the purpose</b> of an external resource, etc.), and those instructions are directly <b>embedded</b> with the content or activity. I have not included content as direct links within a module.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A9 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p><b>A10:</b> I've provided <a href="#">individualized learning opportunities</a>, such as <b>remedial</b> activities or resources for <b>advanced</b> learning.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A10 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p><b>A11:</b> Learners have the opportunity to give <a href="#">anonymous feedback</a> to me regarding course design and/or course content at or after course completion.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A11 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		

<b>A12:</b> <a href="#">Institutional and instructor policies</a> relevant for learner success (e.g., academic honesty, add/drop, late work, grading, etc.) are included and easy to find.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A12 is demonstrated in your course:		
Location of example described above:		
<b>A13:</b> I've included clearly labeled links to <a href="#">institutional services</a> , such as disability resources, online tutoring, online counseling and online readiness.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A13 is demonstrated in your course:		
Location of example described above:		
<b>A14:</b> I've provided an explanation of <a href="#">technology support</a> and ensured relevant contact information	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A14 is demonstrated in your course:		
Location of example described above:		

## B: INTERACTION

<b>B1:</b> I <a href="#">initiate contact</a> prior to or at the beginning of the course and provide <b>multiple resources</b> to help	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B1 is demonstrated in your course:		
Location of example described above:		
<b>B2:</b> I've included <a href="#">regular instructor-initiated contact</a> using Canvas communication tools in my course	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B2 is demonstrated in your course:		
Location of example described above:		
<b>B3:</b> I encourage students to <a href="#">initiate contact with me</a> through easily accessed contact information that includes expected <b>response times</b> .	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B3 is demonstrated in your course:		
Location of example described above:		

<b>B4:</b> I've provided and encourage opportunities for <a href="#">student-initiated interaction</a> (non-graded and unstructured) <b>with other students</b> that contribute to a <b>student-centered</b> learning environment.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B4 is demonstrated in your course:		
Location of example described above:		
<b>B5:</b> I've included opportunities for <a href="#">regular effective contact among students</a> (e.g., discussions, group	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B5 is demonstrated in your course:		
Location of example described above:		
<b>B6:</b> I've provided guidelines explaining <b>required levels of</b> <a href="#">student participation</a> (i.e., quantity and quality of interactions) along with a <b>rubric</b> or equivalent grading document explaining how participation will be evaluated.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B6 is demonstrated in your course:		
Location of example described above:		

## C. ASSESSMENT

<b>C1:</b> I've developed assessment activities that lead to the <a href="#">demonstration of learning outcomes</a> . Where possible, I've designed assessments to mimic <b>authentic</b> situations to facilitate learning transfer.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C1 is demonstrated in your course:		
Location of example described above:		
<b>C2:</b> I've ensured that assessments <a href="#">align with the unit objectives</a> .	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C2 is demonstrated in your course:		
Location of example described above:		
<b>C3:</b> I've included both <a href="#">formative and summative</a> assessments.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C3 is demonstrated in your course:		
Location of example described above:		



<b>C4:</b> I've included <a href="#">multiple assessments</a> throughout the course and provide students with <b>timely feedback</b> .	<b>Yes</b> <input type="checkbox"/>	<b>Unsure</b> <input type="checkbox"/>
Describe at least one specific example of how C4 is demonstrated in your course:		
Location of example described above:		
<b>C5:</b> I've included <a href="#">rubrics or descriptive criteria</a> for desired outcomes in all or most of the assessments.	<b>Yes</b> <input type="checkbox"/>	<b>Unsure</b> <input type="checkbox"/>
Describe at least one specific example of how C5 is demonstrated in your course:		
Location of example described above:		
<b>C6:</b> I've provided <a href="#">instructions</a> that clearly explain to students how to successfully complete each assessment.	<b>Yes</b> <input type="checkbox"/>	<b>Unsure</b> <input type="checkbox"/>
Describe at least one specific example of how C6 is demonstrated in your course:		
Location of example described above:		
<b>C7:</b> I've included a <a href="#">clear description of how meaningful, timely feedback</a> on assessments will be provided. I've provided students with <b>instructions on accessing feedback</b> in Canvas.	<b>Yes</b> <input type="checkbox"/>	<b>Unsure</b> <input type="checkbox"/>
Describe at least one specific example of how C7 is demonstrated in your course:		
Location of example described above:		
<b>C8:</b> I've included opportunities for <a href="#">student self-assessment</a> , with feedback.	<b>Yes</b> <input type="checkbox"/>	<b>Unsure</b> <input type="checkbox"/>
Describe at least one specific example of how C8 is demonstrated in your course:		
Location of example described above:		

Adapted from original by Liz du Plessis, Distance Education, Santa Rosa Junior College (12/16/16).



California  
Community  
Colleges

Online Education  
Initiative

# COURSE DESIGN RUBRIC

The California Virtual Campus-Online Education Initiative (CVC-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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Revised October 2018

*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

<b>Date:</b>	
<b>College:</b>	
<b>Instructor Name:</b>	
<b>Local Course ID:</b>	
<b>Course C-ID:</b> (if applicable)	
<b>Reviewer Name:</b>	

Review Type:  Self     Peer     Lead     Accessibility

**Information below this line will be completed by the Lead Reviewer**

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Aligned Sections:

<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
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**The OEI Course Design Rubric** was developed in 2014 by the OEI Professional Development work group to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone revisions and updates since then in response to changes in available instructional technology and feedback from both instructors and reviewers.

Courses that are peer reviewed and aligned to the OEI Course Design Rubric:

- have met the CCC's highest level of design standards to support online student success and
- can be made available for cross enrollment to students at participating colleges.

The Rubric is divided into four sections.

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## **SECTIONS A-C**

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### **Section A: Content Presentation**

The 14 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 six 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, both between and among instructors and students.

### **Section C: Assessment**

The eight 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 activities, 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 are aligned *and* go even further to enhance the student experience in the online learning environment.

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## SECTION D

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### Accessibility

The 16 elements in this section are reviewed to determine if a student using assistive technologies will be able to access the instructor's course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance"). The accessibility elements in Section D focus on instructor-generated content that is primarily under the control of faculty when developing a course. Since Section D addresses elements that are required to be present, the elements in this section, when applicable, are only marked as **Incomplete or Aligned**.

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### Creative Commons Licensed Content

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In addition to preparing courses for the CVC 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 campus-based POCR (Peer Online Course Review) process.

Visit [CVC.edu](https://cvc.edu) for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions.

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## Section A: Content Presentation - Unit Objectives

Incomplete	Aligned	Additional Exemplary Elements
<p><b>A1: Placement of Objectives</b></p> <p><input type="checkbox"/> Objectives are not included in individual learning units.</p>	<p><input type="checkbox"/> Objectives are included in the individual learning units.</p>	<p><input type="checkbox"/> Objectives are consistently placed and easy to locate in each learning unit.</p>
<p><b>A2: Clarity of Objectives</b></p> <p><input type="checkbox"/> Objectives do not include demonstrable learning outcomes.</p>	<p><input type="checkbox"/> Objectives consistently include demonstrable learning outcomes.</p>	<p><input type="checkbox"/> Objectives are written in language that is student-centered.</p>
<p><b>A3: Alignment of Objectives</b></p> <p><input type="checkbox"/> Learning unit content is not aligned with or sufficient to meet unit objectives.</p>	<p><input type="checkbox"/> Content is clearly aligned with and sufficient to meet the learning unit objectives.</p>	<p><input type="checkbox"/> The connections between content and learning unit objectives are made explicitly clear to the students.</p>

### Criteria A1 – A3 Comments:



## Section A: Content Presentation - Use of the CMS

Incomplete	Aligned	Additional Exemplary Elements
<p><b>A4: Course Navigation</b></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 explaining how to navigate the specific course are included.</p>
<p><b>A5: Unit-level Chunking</b></p> <p><input type="checkbox"/> Content is not presented in distinct learning units or modules.</p>	<p><input type="checkbox"/> Content is meaningfully segmented into distinct units or modules to aid learning.</p>	<p><input type="checkbox"/> Learning units or modules are consistently structured and sequenced to reduce cognitive load.</p>
<p><b>A6: Page-level Chunking</b></p> <p><input type="checkbox"/> Page content is not chunked in manageable segments using headings, making 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>
<p><b>A7: Effective Use of Course Management (CMS) Tools</b></p> <p><input type="checkbox"/> CMS tools that could reduce the labor intensity of learning are not used effectively.</p>	<p><input type="checkbox"/> CMS tools are used to reduce the labor-intensity of learning and streamline access to materials and activities for students.</p>	<p><input type="checkbox"/> CMS tools are used to provide integrated and innovative learning materials and activities for students.</p>
<p><b>A8: Effective Use of Multimedia</b></p> <p><input type="checkbox"/> Content is presented primarily using one medium.</p>	<p><input type="checkbox"/> A variety of media, such as text, audio, video, images and/or graphics are used throughout.</p>	<p><input type="checkbox"/> Multimedia is used creatively throughout the course to facilitate student-centered learning.</p>

### Criteria A4 – A8 Comments:

## Section A: Content Presentation - Learner Support

Incomplete	Aligned	Additional Exemplary Elements
<p><b>A9: Instructions</b></p> <p><input type="checkbox"/> Instructions for working with course content are missing or incomplete (e.g., links to articles or videos are provided without any guidance for how the student should work with the material).</p>	<p><input type="checkbox"/> Course design includes instructions for learners to work with content in meaningful ways (e.g., guiding students to take notes during a video; explaining what to look for in an article, etc.).</p>	<p><input type="checkbox"/> Instructions are directly embedded with the content.</p>
<p><b>A10: Learning Support</b></p> <p><input type="checkbox"/> There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.</p>	<p><input type="checkbox"/> Individualized learning opportunities, such as remedial activities to support Basic Skills or resources for advanced learning, are provided.</p>	<p><input type="checkbox"/> Frequent individualized learning opportunities are provided throughout the course.</p>
<p><b>A11: Learner Feedback</b></p> <p><input type="checkbox"/> Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.</p>	<p><input type="checkbox"/> Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.</p>	<p><input type="checkbox"/> There are opportunities to give anonymous feedback both during course delivery and after course completion.</p>
<p><b>Criteria A9 – A11 Comments:</b></p>		
Empty space for comments		

## Section A: Content Presentation - Institutional Support

Incomplete	Aligned	Additional Exemplary Elements
<p><b>A12: Course Policies</b></p> <p><input type="checkbox"/> Institutional/instructor policies relevant for learner success are not included or are difficult to find.</p>	<p><input type="checkbox"/> Policies relevant for learner success (e.g., academic honesty, course drop/withdrawal, computer use, etc.) are included and easy to find.</p>	<p><input type="checkbox"/> Institutional/instructor policies are provided in units or activities where they are most relevant.</p>
<p><b>A13: Student Services</b></p> <p><input type="checkbox"/> Links to institutional services are not included, thus requiring students to exit the course to find support resources.</p>	<p><input type="checkbox"/> Links to institutional services (such as disability services, online counseling, online tutoring, online readiness, the library, etc.) are included and clearly labeled.</p>	<p><input type="checkbox"/> Links to institutional services are provided in the modules, assignments, and/or activities where they may be needed most.</p>
<p><b>A14: Technology Support</b></p> <p><input type="checkbox"/> Information about and links to technology support are not included or easily found.</p>	<p><input type="checkbox"/> Technology support is explained to students, and relevant contact information and/or links are easily found.</p>	<p><input type="checkbox"/> Links to technology support and troubleshooting tips are provided where they may be needed throughout the course.</p>
<p><b>Criteria A12 – A14 Comments:</b></p>		
Empty space for comments		

## Section B: Interaction - Instructor Contact

Incomplete	Aligned	Additional Exemplary Elements
<b>B1: Pre-Course Contact</b>		
<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.
<b>B2: Regular Effective Contact</b>		
<input type="checkbox"/> The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.	<input type="checkbox"/> The course design includes regular instructor-initiated contact with students using CMS communication tools.	<input type="checkbox"/> The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.
<b>B3: Student-Initiated Contact</b>		
<input type="checkbox"/> Instructor contact information, including expected response times, is missing or not easy to find.	<input type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	<input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.

### Criteria B1 – B3 Comments:

## Section B: Interaction - Student-to-Student Contact

Incomplete	Aligned	Additional Exemplary Elements
<b>B4: Student-Initiated Contact with Other Students</b>		
<input type="checkbox"/> Students are not given opportunities to initiate interaction with other students in the course.	<input type="checkbox"/> Opportunities for student-initiated interaction with other students are available and encouraged.	<input type="checkbox"/> The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.
<b>B5: Regular Effective Contact Among Students</b>		
<input type="checkbox"/> Students have no or limited opportunities to engage in regular effective contact with other students (e.g., limited to a single Q&A Discussion Forum only).	<input type="checkbox"/> Regular effective contact among students is designed and facilitated 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.
<b>B6: Participation Levels</b>		
<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 consistently provided.	<input type="checkbox"/> A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.
<b>Criteria B4 – B6 Comments:</b>		
<div style="border: 1px solid black; height: 300px;"></div>		

## Section C: Assessment - Effective Assessment

Incomplete	Aligned	Additional Exemplary Elements
<p><b>C1: Authenticity</b></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><b>C2: Validity</b></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><b>C3: Variety</b></p> <p><input type="checkbox"/> Assessments are limited primarily to one type of assessment (either formative or summative).</p>	<p><input type="checkbox"/> Both formative and summative assessments are used throughout the course.</p>	<p><input type="checkbox"/> Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).</p>
<p><b>C4: Frequency</b></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>
<p><b>Criteria C1 – C4 Comments:</b></p>		
Empty space for comments		

## Section C: Assessment - Guidance and Feedback

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










## Section D: Accessibility

Instructors need to verify that content they create or add to their courses is accessible to all students. Third party tools and platforms (publisher content, LTI/Apps, etc.) procured by the college or department represent an institutional responsibility. It is important for faculty, administration, and vendors to work together to ensure that such proprietary course materials meet prevailing accessibility standards. The following were noted in this course and may require additional accessibility review by the college:













- LTI/Apps     
  Media Player     
  Links to 3rd party websites     
  Publisher content

Because the review of course accessibility is a snapshot in time, instructors and administrators should engage in an on-going effort to ensure that equitable access to instructional content is maintained in the course and that all areas of accessibility are addressed.

For information on the accessibility of services and tools made available through the California Community College Chancellor's Office CVC-OEI grant, please visit [CVC.edu](http://CVC.edu). For other web and information technology accessibility needs, please visit the [CCC Accessibility Center](#).

<p><b>D1: Heading Styles</b></p> <p>Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles.</p> <p><b>Check:</b></p> <p> <input type="checkbox"/> Canvas Content             <input type="checkbox"/> Documents (e.g., MS Word)             <input type="checkbox"/> PDFs             <input type="checkbox"/> Digital Presentations  <input type="checkbox"/> Spreadsheets         </p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p><b>D1 Comments:</b></p>			
<p><b>D2: Lists</b></p> <p>Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader.</p> <p><b>Check:</b></p> <p> <input type="checkbox"/> Canvas Content             <input type="checkbox"/> Documents (e.g., MS Word)             <input type="checkbox"/> PDFs             <input type="checkbox"/> Digital Presentations  <input type="checkbox"/> Spreadsheets         </p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p><b>D2 Comments:</b></p>			
<p><b>D3: Links</b></p> <p>Links are identified with meaningful and unique text in place of displaying the URL.</p> <p><b>Check:</b></p> <p> <input type="checkbox"/> Canvas Content             <input type="checkbox"/> Documents (e.g., MS Word)             <input type="checkbox"/> PDFs             <input type="checkbox"/> Digital Presentations  <input type="checkbox"/> Spreadsheets         </p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p><b>D3 Comments:</b></p>			



<p><b>D4: Tables</b></p> <p>Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables.</p> <p><b>Check:</b></p> <p><input type="checkbox"/> Canvas Content   <input type="checkbox"/> Documents (e.g., MS Word)   <input type="checkbox"/> PDFs   <input type="checkbox"/> Digital Presentations  <input type="checkbox"/> Spreadsheets</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p><b>D4 Comments:</b></p>			
<p><b>D5: Color Contrast</b></p> <p>There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision.</p> <p><b>Check:</b></p> <p><input type="checkbox"/> Canvas Content   <input type="checkbox"/> Documents (e.g., MS Word)   <input type="checkbox"/> PDFs   <input type="checkbox"/> Digital Presentations  <input type="checkbox"/> Spreadsheets</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p><b>D5 Comments:</b></p>			
<p><b>D6: Color and Meaning</b></p> <p>Color is not used as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element.</p> <p><b>Check:</b></p> <p><input type="checkbox"/> Canvas Content   <input type="checkbox"/> Documents (e.g., MS Word)   <input type="checkbox"/> PDFs   <input type="checkbox"/> Digital Presentations  <input type="checkbox"/> Spreadsheets</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p><b>D6 Comments:</b></p>			
<p><b>D7: Images</b></p> <p>All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain “image of”, “picture of” or file extension (e.g., “.jpg”).</p> <p><b>Check:</b></p> <p><input type="checkbox"/> Canvas Content   <input type="checkbox"/> Documents (e.g., MS Word)   <input type="checkbox"/> PDFs   <input type="checkbox"/> Digital Presentations</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p><b>D7 Comments:</b></p>			

<p><b>D8: Reading Order</b>  Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies.</p> <p><b>Check:</b>  <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations</p>	<p>N/A</p> <input type="checkbox"/>	<p>Incomplete</p> <input type="checkbox"/>	<p>Aligned</p> <input type="checkbox"/>
<p><b>D8 Comments</b></p>			
<p><b>D9: Slides</b>  Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology.</p> <p><b>Check:</b>  <input type="checkbox"/> Digital Presentations</p>	<p>N/A</p> <input type="checkbox"/>	<p>Incomplete</p> <input type="checkbox"/>	<p>Aligned</p> <input type="checkbox"/>
<p><b>D9 Comments:</b></p>			
<p><b>D10: Spreadsheets</b>  Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals.</p> <p><b>Check:</b>  <input type="checkbox"/> Spreadsheets (e.g., Excel, Google Sheets, etc.).</p>	<p>N/A</p> <input type="checkbox"/>	<p>Incomplete</p> <input type="checkbox"/>	<p>Aligned</p> <input type="checkbox"/>
<p><b>D10 Comments:</b></p>			
<p><b>D11: Accessibility Checkers</b>  Files and content pages pass any built-in accessibility check available in the software.</p> <p><b>Check:</b>  <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations  <input type="checkbox"/> Spreadsheets</p>	<p>N/A</p> <input type="checkbox"/>	<p>Incomplete</p> <input type="checkbox"/>	<p>Aligned</p> <input type="checkbox"/>
<p><b>D11 Comments:</b></p>			

<p><b>D12: Video</b> All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video.</p> <p><b>Check:</b> <input type="checkbox"/> Required video content inside the course management system or external video content linked to from within the course.</p>	<p>N/A</p> <input type="checkbox"/>	<p>Incomplete</p> <input type="checkbox"/>	<p>Aligned</p> <input type="checkbox"/>
<p><b>D12 Comments:</b></p>			
<p><b>D13: Audio</b> Audio files must be accompanied by complete and accurate transcripts.</p> <p><b>Check:</b> <input type="checkbox"/> Audio files inside the course management system and external audio-only content linked to from within the course.</p>	<p>N/A</p> <input type="checkbox"/>	<p>Incomplete</p> <input type="checkbox"/>	<p>Aligned</p> <input type="checkbox"/>
<p><b>D13 Comments:</b></p>			
<p><b>D14: Flashing Content</b> Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds.</p> <p><b>Check:</b> <input type="checkbox"/> Videos <input type="checkbox"/> Canvas Content <input type="checkbox"/> Files, including slides, documents, etc.</p>	<p>N/A</p> <input type="checkbox"/>	<p>Incomplete</p> <input type="checkbox"/>	<p>Aligned</p> <input type="checkbox"/>
<p><b>D14 Comments:</b></p>			
<p><b>D15: Live Captions</b> Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested.</p> <p><b>Check:</b> <input type="checkbox"/> Plan for captioning any live, synchronous video events planned for the course.</p>	<p>N/A</p> <input type="checkbox"/>	<p>Incomplete</p> <input type="checkbox"/>	<p>Aligned</p> <input type="checkbox"/>
<p><b>D15 Comments:</b></p>			

<p><b>D16: Auto-play</b>          Audio and video content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume.</p> <p><b>Check:</b>  <input type="checkbox"/> Audio and video content inside the course management system or linked to from within the course.</p>	<p>N/A</p> <input type="checkbox"/>	<p>Incomplete</p> <input type="checkbox"/>	<p>Aligned</p> <input type="checkbox"/>
<p><b>D16 Comments:</b></p>			

The California Virtual Campus-Online Education Initiative (CVC-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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