**Quality Online Learning and Teaching (QLT) Rubric-Abbreviated CSU Maritime**

**The Course Objectives part is comprised of 54 objectives organized into ten sections. *The abbreviated version targets ‘Primary 23 (P-23),’ essential objectives.***

1. **Course Overview and Introduction (8 objectives)**
2. **Assessment and Evaluation of Student Learning (6 objectives)**
3. **Instructional Materials and Resources Utilized (6 objectives)**
4. **Students Interaction and Community (7 objectives)**
5. **Facilitation and Instruction (8 objectives)**
6. **Technology for Teaching and Learning (5 objectives)**
7. **Learner Support and Resources (4 objectives)**
8. **Accessibility and Universal Design (7 objectives)**
9. **Course Summary and Wrap-up (3 objectives)**
10. **Mobile Design Readiness (optional) (4 objectives)**

**Please read each section title and objective carefully. Examples are provided to promote clarity. Use the ratings scale below to effectively assess how well you met each objective. It is helpful to make comments on each objective as to where/how the objective is being met and/or addressed in your course. See example below.**

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| **3** | **Exceeds/Always** | **Criterion evidence is clear, appropriate for the course, and demonstrates "best practices."** |
| **2** | **Meets/Often** | **Criterion evidence is clear and appropriate for the course, but there is some room for enhancement** |
| **1** | **Partially meets/Sometimes** | **Criterion evidence exists but needs to be presented more clearly and/or further developed.** |
| **0** | **Does not meet/Rarely or Never** | **No criterion evidence exists, or is present but not appropriate for the course.** |
| **NA** | **Objective does not apply to the course** | **It may be something only a fully online course would need and you are teaching a blended course for example.** |

**Example**

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**NOTE 1 : All courses (new or existing) that are proposed to be offered in an online or hybrid format for the first time must , at a minimum, meet the ‘Primary 23 (P-23),’ essential objectives as identified by CSU Maritime. These objectives are denoted by an \* in the rubric. Each P-23 objective must receive a score of 2 or above for the course to be approved by the Committee on Online Learning and Teaching (COLT)**

**NOTE 2: Once the course has been taught at least once, it may be reviewed again. The goal with such courses is to have each reviewed course obtain at least 85% of the total points possible while meeting all “Primary 23 P-23 essential objectives in the QLT instrument.**

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| **Section 1. Course Overview and Introduction (8 objectives)****Instructor gives a thorough description of the course, as well as introducing students to the course.** |
| **Objectives** | **Example** | **Rating** |
|  **(P-1) 1.1 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 support files.**  | **Welcome message or materials introducing course structure/ components is highly recommended.*** **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?**
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| **Feedback:** |
|  **(P-2) 1.2 Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information, brief biographical information, and a picture of the instructor.**  | **Instructor introduces him/herself 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).** |  |
| **Feedback:** |
|  **(P-3) 1.3 Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.**  | **Instructor introduces the purpose of the course, the course format (online/blended), and any prerequisite knowledge required.** |  |
| **Feedback:** |
|  **(P-4) 1.5 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, and copyright. Instructor may also provide sample work that demonstrates plagiarism. It is important to include any links to campus policies.** |  |
|  **Feedback:**  |

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| **Section 2. Assessment of Student Learning (6 objectives)****Student Evaluation and Assessment refers to the process used to gather evidence of the achievement of the Student Learning Objectives/Outcomes (SLOs). *We strongly recommend that instructors contact the Office of Academic Assessment for assistance and information about this section.*** |
| **Objectives** | **Example** | **Rating** |
| **(P-5) 2.1 All Student Learning Objectives/Outcomes (SLOs) are specific, well-defined, and measureable.** | **Learning Objectives are measurable and observable, e.g. define, apply, synthesize in [Bloom’s Taxonomy](http://en.wikipedia.org/wiki/Bloom%27s_Taxonomy). Note: If your course level objectives are mandated and not measurable, then module or weekly level objectives should be measurable and support course level objectives.** |  |
| **Feedback:** |
| **(P-6) 2.2 Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.** | **Instructor provides late submission policy and scale, weights of respective assignments, and the corresponding letter grade if scores are accumulated at the end.** |  |
| **Feedback:** |
| **(P-7) 2.3 The learning activities (including the assignments and ungraded activities) promote the achievement of the SLOs.** | **Instructors explain how learning activities such as assignments or discussions contribute to the achievement of the stated SLOs.****E.g., 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”. A forum having students talk about various body parts, would not align with the objective.** |  |
| **Feedback:** |  |
| **(P-8) 2.4 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 but the quality of their participation and contributions. A clear articulation of requirements to be successful at the assignment must be present.** |  |
| **Feedback:** |  |
|  **(P-9) 2.5 Throughout the semester, 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 blogs for reflection, peer review, practice test and draft of term paper, module summary. Instructor effectively uses Learning Management System gradebook (or similar) for timely quantitative and qualitative feedback** |  |
| **Feedback:** |  |

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| **Section 3. Instructional Materials and Resources (6 objectives)****Addresses the variety of materials and material formats the instructor has chosen to present course content and enable students to meet relevant learning outcomes and, when possible, the affordability of chosen course materials.** |
| **Objectives** | **Example** | **Rating** |
| **(P-10) 3.1 Instructor provides students with adequate time and notice to acquire course materials.** | **Instructor includes instruction in the syllabus or elsewhere in the course as to acquire course materials including textbooks, and other types of external resources. This information is released to students prior (emails, or announcements) to the course start.** |  |
| **Feedback:** |
| **(P-11) 3.5 There is a variety of instructional material types and perspectives, while not overly relying on one content type such as text.** | **Materials types include PowerPoint, videos, text. Multiple perspectives refer to different opinions from scholars in the field.** |  |
| **Feedback:** |  |
|  | **Section 4. Students Interaction and Community (Course Design) (7 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.** |
|  | **Objectives** | **Example** | **Rating** |
|  | **(P-12) 4.1 At the beginning of the course, instructor provides an opportunity to have students self-introduce to develop the sense of community.** | **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.** |  |
|  | **Feedback:** |
|  | **(P-13) 4.2 Instructor provides the information about being a successful online learner/student.** | **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-**](http://teachonline.csustan.edu/selfassessment.php) [**Assessment**](http://teachonline.csustan.edu/selfassessment.php) **from CSU Stanislaus.** **For a blended or flipped course, the instructor provides information about being a successful student in a collaborative, active learning classroom. Guidelines for active participation such as the** [**Rubric for Student Self-Assessment of Collaborative Work**](http://readingapprenticeship.org/wp-content/uploads/2014/01/RFU-append-rubric-self-assess2.pdf) **are provided to students. The instructor may also provide a face-to-face course overview or tutorial on being a successful learner in a blended or flipped course.**  |  |
|  | **Feedback:** |
|  | **(P-14 4.3 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 for across modules.** |  |
| **Feedback:** |  |
| **(P-15) 4.4 Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement.** | **For all activities, a statement of the task is provided, with clear and concise outcomes that are appropriate and reasonable. Rules for collaboration, assigning roles, benchmarks and expectations of participation are clearly stated.****For a blended course, face-to-face and online content and activities are clearly connected and integrated. Any given instructional activity is appropriate to the strengths and weaknesses of the modality (see, for example,** [**Blended Learning: Integrating Online and Face-to-Face Courses**](http://www.facultyfocus.com/articles/blended-flipped-learning/blended-learning-integrating-online-and-face-to-face-courses/) **and** [**Designing a Partially Online Course: What goes where and when**](https://youtu.be/k-QHw3A6tVQ)**.****For a flipped course, the instructor ensures student preparation by using a variety of methods; these could include, for example, the use of online assessments (e.g., quizzes) before the face-to face sessions that provide immediate feedback to students, as well as low-stakes assessment during the face-to-face sessions.** |  |
| **Feedback:** |  |
| **(P-16) 4.7 The course learning activities help students understand fundamental concepts, and build skills useful outside of the course.** | **Learning activities engage students in learning some basic concepts, but also give students opportunities to use higher level learning skills such as apply, analyze, etc, to make connections with real-world problem solving.** |  |
| **Feedback:** |  |

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|  | **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.** |
|  | **Objectives** | **Example** | **Rating** |
|  | **(P-17) 6.2 Instructor takes advantage of the current tools provided by the Learning Management System (or similar) to enhance learning.** | **The course uses a virtual classroom for synchronous web conferencing (e.g., chat, Zoom). The glossary tool is used to post important course terms. Group tools are used to enhance peer-to-peer engagement.** |  |
|  | **(P-18) 6.4 Instructor provides clear information regarding access to the technology and related resources required in the course.** | **Instructor provides information about where and how to acquire and use the technologies. For downloads, instructor provides direct links. Any costs are specified up-front. Tutorials are provided on how to use the tool/technology.** |  |

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| **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.** |
| **Objectives**  | **Example** | **Rating** |
| **(P-19) 7.2 The course syllabus (or related) lists and/or links to a clear explanation of the technical support provided by the campus and suggestions as to when and how students should access it.** | **Technical support may mean the Information Technology (IT) help desk where students would seek assistance when they have technical problems with the Learning Management System.** |  |
| **Feedback:** |
| **(P-20) 7.3 Course syllabus (or related) provides an introduction to campus academic (non-technical) support services and resources available to support students in achieving their educational goals. E.g., Disability Support Services, Writing Center, Tutoring Center).** | **Academic support services may include but not limited to the Library, writing center, online tutoring service. Resources may include online orientation for new students, successful learning strategies for online learners, Lynda.com training videos.** |  |
| **Feedback:** |

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| **Section 8. Accessibility and Universal Design (7 objectives)****Addresses the course’s adherence to accessibility and universal design principles that are critical to some learners but that benefit all learners. NOTE: We strongly recommend that instructors contact their campus disability service center for assistance and information related to this section.** |
| **Objectives** | **Example** | **Rating** |
| **(P-21) 8.1 Syllabus (or similar) links to the campus accessible policy, whether it is required or recommended that instructors do so.** | **San Francisco State University's (SFSU) Disability Programs and Resource Center (DPRC) has developed a** [**Disability Access Statement**](http://access.sfsu.edu/content/faq) **for course syllabi. In addition, the instructor can link students to the following URL for the DPRC:** [**http://access.sfsu.edu/content/students**](http://access.sfsu.edu/content/students) |  |
| **Feedback:** |
| **(P-22) 8.3 Students are given accessibility information and policies related to the online course environment.** | **Instructor provides the campus ADA compliance statement and the Learning Management System accessibility statement and/or provides a link to the institution's disability services and Learning Management System accessibility information. (E.g.,** [**Moodle Access**](http://docs.moodle.org/27/en/Accessibility) [**Statement**](http://docs.moodle.org/27/en/Accessibility)**)** |  |
| **Feedback:** |
| **(P-23) 8.5 Course documents and materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.** | **All text materials (readings, supplemental materials, worksheets, presentation notes, etc.) in the course must be available in a machine-readable digital text format and implement accessibility best practice. While most digital documents (Word documents, webpages, PDFs of journal articles, etc.) are already machine-readable, scans of printed texts or printed hardcopies of texts are generally NOT machine-readable. Instructors should coordinate with their campus DSS to assure that their text materials are machine-readable.****For example, DPRC at SF State provides an** [**Accessible Media Quick Converter**](http://access.sfsu.edu/content/accessible-media-quick-converter) **that can be used to quickly convert electronic document files, such as PDF scans of text, into accessible formats.****It is not required that all video (lecture recordings, films, online videos, etc.) be captioned or have audio descriptions or provide a downloadable transcript link, but instructors should give preference to videos with captions, transcripts or audio descriptions when feasible.****Captions or audio descriptions are REQUIRED only in two cases:**1. **A student registered with DSS requires captions or audio descriptions as an accommodation. The instructor should cooperate with DSS to provide captions or audio descriptions, as instructed by DSS staff.**
2. **The course is part of CSU Coursematch. Then ALL videos MUST be captioned (audio descriptions are not required for Coursematch). Instructors should contact and coordinate with their campus DSS office to provide captions before the videos are accessed by students.**

**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.** |  |
| **Feedback:** |  |