VALENCIA COLLEGE

Rubric for Online Competencies: Criteria for Quality Course Design and Delivery

This rubric contains criteria for online courses in the sections of Start Right, Accessibility and Usability, Learning Outcomes, Course Activities, Instructional Materials, Course Technology, Course Support, and Engaged Teaching.

Within each section, instructors will utilize the **Quality Course Design Criteria** to review an online course. Similiarly, the **Delivery Criteria** will be used to evaluate the alignment between the Design Criteria and the observable actions completed by the instructor. The Delivery Criteria are aligned with one or more performance indicators from the [Essential Competencies of a Valencia Educator](#) listed below:

ASMT Assessment	**INDV** Inclusion & Diversity	**LCTP** Learning-centered Teaching Practice	**LFMP** LifeMap	**LOBP** Outcomes-based Practice	**PRFC** Professional Commitment	**SOTL** Scholarship of Teaching & Learning

This rubric supports faculty as they develop, redesign, and deliver quality online courses that improve the online student learning experience. Additionally, it supports peer and dean review of quality online course design and delivery. This rubric is designed for the purpose of continuous improvement of quality online learning.

Rubric Instructions: Read each criterion statement carefully. For "how to" meet each criterion, consider the **Annotations and Resources** for further explanations and examples. Additionally, the annotations include essential competency acronyms and the performance indicators addressed by each criterion. The number represents the order in which the performance indicators are presented on the [TLA website](#).

- ✓ A design criterion is "met" if there is a clear presence of defined online components. A delivery criterion is met with appropriate evidence of instructor actions.
- ✓ A criterion is "not met" if the content does not exist or if the evidence is incomplete.
- ✓ A criterion is "not applicable" if it does not apply to the course being reviewed.

1 Start Right *In Section 1, the Design Criteria are used to review general course information, start right content, and the clear presence of online components. The Delivery Criteria describe actions to support the Design Criteria. In this section, information aligns with the **Essential Competencies of Inclusion and Diversity, LifeMap, Assessment, Outcomes-based Practice** and **Learning-centered Teaching Practices.***

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
1.1 Course features a dedicated orientation module that serves as an obvious starting point.	___	___	**1.1** Instructor directs students to a clear course starting point within the orientation module.	___	___	An orientation module could be defined as any designated space for Start Right materials. Examples of starting points include directions/labels "Start Here", "Getting Started", etc. that are clearly visible when the course is opened. Syllabus example LFMP 5
Feedback:			**Feedback:**			
1.2 Course includes a syllabus which is easily located.	___	___	**1.2** Instructor develops a syllabus consistent with college/ department syllabus guidelines. The document is clearly labeled, available to students, and easily located.	___	___	Instructor updates course with a current syllabus, for the entire term, consistent with syllabus guidelines. Guidelines are provided by the program or department. A clearly labeled syllabus can be accessed in the course. It is considered best practice to provide the syllabus to students approximately a week before a course starts. The content of the syllabus may be populated into the Syllabus link or embedded as a document link LFMP 1
Feedback:			**Feedback:**			
1.3 Course includes a course schedule for the entire term which is easily located.	___	___	**1.3** Instructor creates an accurate course schedule for the entire term. The document is available to students and easily located.	___	___	Instructor updates course with a current course schedule for entire term. The course schedule is labeled as "Course Summary" and is accessed through the Syllabus link. Course Summary example LFMP 1
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
1.4 Orientation module contains directions on how to navigate the class environment and the description of overall course structure.	___	___	**1.4** Instructor provides communication that directs students on how to navigate the class environment and the course structure.	___	___	Best practices include sending a pre-orientation informational message, via Learning Management System (LMS) or Atlas, including • how to login and get started • required course materials • how to get course materials Course structure is described as using logical segments that organize a class. Examples include weekly modules, chapters, topics, etc. <mark>Examples of start right message</mark> LFMP 1, 2, 6
Feedback:			**Feedback:**			
1.5 Orientation module includes a catalog description and learning outcomes/ competencies.	___	___	**1.5** Instructor labels the current course catalog description and course learning outcomes/ competencies from the Course Information Management (CIM).	___	___	Course learning outcomes and catalog description are provided in the Valencia College course outlines accessed through the ***Course Information Management, CIM*** system. In the course, learning outcomes are easily identifiable and prominently stated. LOBP 2,7
Feedback:			**Feedback:**			
1.6 Orientation module includes mandatory prerequisite knowledge in the discipline and/or any required skills/competencies.	___	___	**1.6** Instructor labels the required prerequisite knowledge in the discipline and/or any skills/competencies in the orientation module.	___	___	Prerequisites and/ or required competencies are found in Course Information Management (CIM) system on the course outline LFMP 4
Feedback:			**Feedback:**			
1.7 Orientation module includes a multimedia message with an instructor introduction.	___	___	**1.7** Instructor creates a personalized welcome multimedia message.	___	___	A welcome multimedia message can include a personalized video/ audio introduction by the instructor or content types such as text with images, animations, or interactive subject matter. Examples of content could include • an up-to-date personal introduction • graphic significant to discipline or personal photos • course overview • syllabus review • course schedule • other important information for the course Example video script, LFMP 2
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
1.8 Orientation module includes course policies and course expectations for students and instructors.	___	___	**1.8** Instructor provides course policies and course expectations for the student and instructor in the orientation module.	___	___	Instructor can provide policies and expectations via the orientation module or the syllabus. Clear ways to ensure student understanding of policies and expectations include syllabus quiz, student contract, scavenger hunt, etc. Expectations of performance and behavior from students and the instructor are defined ASMT 5, LFMP 5
Feedback:			**Feedback:**			
1.9 Orientation module includes course communication protocol.	___	___	**1.9** Instructor provides course communication protocol in the orientation module and consistently models proper usage of netiquette.	___	___	Instructor includes communication guidelines and consistently models actions for student behaviors such as netiquette and "Principles For How We Treat Each Other" principles or similar class expectations. Title IX, Valencia Netiquette LFMP 5
Feedback			**Feedback:**			
1.10 Orientation module includes grading criteria and policies for the entire term.	___	___	**1.10** Instructor defines grading criteria and communicates policies for the entire term in the orientation module.	___	___	Instructor provides students with information to explain how grades are calculated, the grading scale and grading policies for the entire term ASMT 5
Feedback:			**Feedback:**			
1.11 Orientation module includes minimum technical skills expected of the student.	___	___	**1.11** Instructor directs students to information regarding technical skills needed for the course in the orientation module.	___	___	Instructor includes a description or lists the basic computer technical skills the student should possess to navigate successfully through the technologies associated with the course. Examples of technical skills are Microsoft Word, PowerPoint, and Excel. Instructor can provide a tutorial or method for students to use online tools before required assignments to reduce anxiety or resolve technical issues before tasks are due. Valencia Minimum Tech Skills Resource Canvas Student Getting Started Guide Canvas Student Guide LFMP 5, INDV 1
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
1.12 Orientation module clearly states the course technology requirements and includes active technical support links and/ or information.	___	___	**1.12** Instructor directs students to clear information about technology requirements and clearly labels LMS and active technical support links and/or information in the orientation module and course.	___	___	Instructor provides information, instructions, and/or access to required tools within the course and provide clear explanations of optional technology, including any additional costs. Active links are located within the course where students will use the technology (i.e., near the materials requiring its use) <mark>Accessibility Statements for Technology Resource</mark> LFMP 4, 5
Feedback:			**Feedback:**			
1.13 Orientation module provides written definitions of activities that constitute plagiarism and/or academic misconduct and consequences of such behavior.	___	___	**1.13** Instructor directs students to the orientation module for guidelines regarding online academic integrity and results of misconduct.	___	___	Include work of Academic Integrity team. Valencia academic dishonesty policies, Title 9 policy. Provide multiple examples of unacceptable actions and their consequences within this course LFMP 4, 5
Feedback:			**Feedback:**			
1.14 Course materials provide information about how students with disabilities may receive accommodations.	___	___	**1.14** Instructor includes accurate information for Office for Students with Disabilities and how students with disabilities may receive accommodations.	___	___	Instructor provides contact information to OSD and how students with disabilities may receive accommodations. Office for Students with Disabilities Faculty Resource Guide INDV 1, 4, 6
Feedback:			**Feedback:**			
1.15 Orientation module includes a link and an explanation of how the college's academic support services, student services, and online resources can help students succeed in the course and how students can obtain them.	___	___	**1.15** Instructor directs students to links and information on the college's academic support services, student services, and online resources. Instructor explains how students can obtain services and resources to succeed in the course.	___	___	The instructor provides active links to Valencia Learning Support services and/or Student Services (college-wide or on their campus). The instructor may also reference useful areas in the student's Atlas account. Learning Support and Mental Health LFMP 3, 4
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
1.16 Orientation module or first content module includes required academically related activity to verify student attendance before No Show reporting.	___	___	**1.16** Instructor directs students to the required academically-related activity to verify student attendance in the orientation module or first content module.	___	___	Instructor should clearly and explicitly identifies the mandatory attendance activity that students need to complete before the beginning of the No Show period. Examples of activity include course discussion, assignment, syllabus quiz, etc. The activity must take place in LMS/ Atlas email Attendance Regulation ASMT 5 LFMP 1, 4
Feedback:			**Feedback:**			
1.17 Orientation module or first content module includes an activity that allows students to introduce themselves.	___	___	**1.17** Instructor deploys an activity in the orientation module or first content module that allows each student to introduce him/herself to the class and participates with the students.	___	___	Instructors should provide a personalized response to each student's introduction, as this is best practice. Introduction activities should help build a sense of course community. <mark>Provide examples of introductions</mark> INDV 4 , LCTP 1 , LFMP 1, 2
Feedback:			**Feedback:**			

Acknowledgement of Outstanding Online Innovation and Quality

Please describe any component of the online course that creates a profound "start right" student learning experience or is innovative in a way that integrates course learning outcomes and/or technology.

2 Accessibility and Usability: *In Section 2, the Design Criteria are used to review if the course is built to accommodate student needs, including ADA compliance. The Delivery Criteria are used to review if the instructor actions demonstrate the clear presence of accessibility and usability of the course. In this section, the information aligns with the **Essential Competency** of **Inclusion** and **Diversity** and **Outcomes-based Practice**.*

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
2.1 Organization is clear and consistent throughout the course.	___	___	**2.1** Instructor provides clear directions about how to progress through the course.	___	___	• Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules) • Content flows in a logical progression as seen through the student view • Content is presented using appropriate mechanisms (content modules, single pages, links to external resources) • Content is enhanced with visual and auditory elements; supplementary resources are made available and are well-integrated with other course materials (integrated publisher resources, e-textbooks, course manuals, etc.) LOBP 4
Feedback:			**Feedback:**			
2.2 Navigation of course is clear, consistent and can be accomplished on a keyboard.	___	___	**2.2** Instructor utilizes clear labels to guide course navigation.	___	___	The course is easy to navigate (related content organized together, self-evident titles). Content has clear navigation and is well-integrated with other course materials (integrated publisher resources, e-textbooks, course manuals, etc.) LOBP 4, INDV 1, 4
Feedback:			**Feedback:**			
2.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	___	___	**2.3** Instructor ensures that accessibility issues are addressed throughout the course (Including: sight, mobility, hearing, cognition, ESL, and technical) and corrects any accessibility problems. Instructor verifies that course materials use standard universal formats to ensure accessibility.	___	___	Instructor provides alternative resources for content (e.g. transcripts, for example) or enables assistive processes (e.g. voice recognition, for example) for those needing accommodation. Examples include audio transcripts, closed captioning, etc. Faculty Resource Guide INDV 1, 4, 6
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
2.4 Non-text elements are accurately and completely described.	___	___	**2.4** Instructor confirms the accurate description of all non-text elements.	___	___	Every non-text element is described completely to represent its meaning. Non-text elements include tables, images, graphics, videos, etc. not supported with text and require "alt" tags, captions, transcripts, etc. Universal Design Online Content Inspection Tool INDV 1, 6
Feedback:			**Feedback:**			
2.5 Accessibility considerations, design factors such as color, text size manipulations, audio and video controls, and alt tags are consistent throughout course.	___	___	**2.5** Instructor confirms content readability, employs correct spelling and grammar throughout the course content, and verifies that content is visually and functionally consistent throughout the course.	___	___	Design factors such as color scheme, icon layout, text size manipulations, audio and video controls, and alt tags are consistent throughout the course. Faculty can use Universal Design Online Content Inspection Tool INDV 4, 6
Feedback:			**Feedback:**			
2.6 All course videos are captioned and all audio files provide transcripts. If no videos or audio files were used, please select N/A.	___ N/A ___	___	**2.6** Instructor ensures the correct captioning of all videos and accurate transcripts of audio files. If no videos or audio files were used, please select N/A.	___ N/A ___	___	Instructor reviews videos and audio files to verify correct captioning of videos and accurate transcripts of audio are deployed in the course. INDV 1, 4, 6
Feedback:			**Feedback:**			

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Please describe any component of the online course that creates an excellent accessible or usable student learning experience, or is innovative in a way that integrates course learning outcomes and/or technology.

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3 Learning Outcomes, Course Activities, and Instructional Materials *In Section 3, the Design Criteria are used to review if the course includes the essentials of learning outcomes, course activities, instructional materials. The Delivery Criteria are used to review if the instructor actions support the clear presence of these criteria. In this section, the information aligns with the Essential Competencies of **Assessment**, **Outcomes-based Practice**, and **Learning-centered Teaching Practice**.*

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/ Resources
3.1 The module learning outcomes describe outcomes that are measurable and consistent with the course-level outcomes/competencies.	___	___	**3.1** Instructor utilizes module learning outcomes that are measurable and aligned with course learning outcomes/competencies.	___	___	Module learning outcomes should be measurable by utilizing action verbs to clearly state what is being assessed. Module outcomes need to align/ reinforce the course learning outcomes from the CIM. How to Write a Measureable Learning Outcome , LOBP 7
Feedback:			**Feedback:**			
3.2 The module learning outcomes are clearly described and easy to locate.	___	___	**3.2** Instructor includes module learning outcomes that are simply phrased and employs outcomes that are easily identifiable and prominently stated.	___	___	Module learning outcomes should be phrased in a way that students would understand the learning goals for the module from their point of view. Outcomes are easily identifiable and prominently stated. How to Write a Measureable Learning Outcome , LOBP 7
Feedback:			**Feedback:**			
3.3 Course materials are presented to students in modules or chunks that are current, functional, and aligned with course learning activities and outcomes.	___	___	**3.3** Instructor delivers organized course materials that are current, functional, and aligned with course learning outcomes.	___	___	Course materials are organized in modules or chunks (units, chapters, content folders, etc.) and include a variety of course content from reading materials, instructions, assignments, assessments, etc. In order to keep course materials current and functional, faculty should update module content at the beginning of each term and throughout the term where possible. Aligning Learning Activities and Outcomes LOBP 4
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/ Resources
3.4 Course content provides critical thinking opportunities and aligns with the achievement of the learning outcomes/competencies.	___	___	**3.4** Instructor utilizes and models activities, course materials, and/or resources that foster critical thinking. Instructor explains concepts with examples or models aligned with learning outcomes/competencies and level of the course.	___	___	Course content, including course materials and resources, provide critical thinking opportunities (e.g. actively conceptualize, analyze, synthesize, make inferences, evaluate data, reflect on content, provide reasoning, engage in discussion, problem-solving, and communication) for students regarding course concepts. These materials should support module and course-level outcomes. General Education Outcomes Critical Thinking Rubric , LOBP 2
Feedback:			**Feedback:**			
3.5 The assessments are sequenced, appropriately varied, and measure the stated learning outcomes/competencies.	___	___	**3.5** Instructor provides directions to students on how to use the varied assessments to achieve learning outcomes/competencies.	___	___	Instructor should provide directions about assessments (e.g. formative, summative). Assessments should organize learning in measurable growth steps that align with stated learning outcomes. "Appropriately varied assessment" is defined as an array of discipline-appropriate strategies to meet learning outcomes and foster student engagement. Assessment Basics ASMT 1 , LOBP 2
Feedback:			**Feedback:**			
3.6 The instructional materials contribute to the achievement of the course and module learning outcomes/competencies.	___	___	**3.6** Instructor explains the connection between the instructional materials and the achievement of course and module learning outcomes/competencies.	___	___	The instructor explains how the materials contribute to the module learning outcomes (e.g. this could appear in module overview, announcement, weekly email, etc). Publisher or instructional materials should provide students with the resources necessary to achieve the course learning outcomes or competencies. LOBP 3, LCTP 6
Feedback			**Feedback:**			

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Please describe any component of the online course that demonstrates creative course activities for the student learning experience or is innovative in a way that integrates course/module learning outcomes and/or instructional materials.

4 Course Technology and Course Support *In Section 4, the Design Criteria are used to review if the course includes components of course technology and course support. The Delivery Criteria are used to review if the instructor actions support the clear presence of these online components. In this section, the information aligns with the **Essential Competencies** of **Inclusion and Diversity**, **Outcomes Based Practice** and **Professional Commitment**.*

Quality Course Design Criteria	Criteria Met	Criteria Met	Delivery Criteria	Criteria Met	Criteria Met	Annotations/ Resources
4.1 The technology tools used in the course are effective and support the learning outcomes /competencies.	____	____	**4.1** Instructor confirms that technology tools are effective and support the learning outcomes/competencies. Instructor confirms course links are active.	____	____	Faculty verify technology is effective, viewable in mobile app, and links are active LFMP 2, LCTP 7
Feedback:			**Feedback:**			
4.2 The course tools promote student engagement and active learning.	____	____	**4.2** Instructor utilizes tools to promote active learning in course activities and assessments.	____	____	Instructor includes tools native to the LMS or relevant technologies that promote active learning such as (but not limited to): discussion forums, formative assessments, SoftChalk Lessons with embedded activities, wikis, interactive video presentations, etc. LCTP 1
Feedback:			**Feedback:**			
4.3 Active links to privacy policies are provided for all the external tools required in the course. If no outside technologies are used, check N/A.	____ / N/A ___	____	**4.3** Instructor verifies that links to privacy policies for tools used outside of the college LMS are active. If no outside technologies are used, check N/A.	____ / N/A ___	____	==Privacy policies for frequently used resources outside of Canvas== PRFC 4
Feedback:			**Feedback:**			

Acknowledgement of Outstanding Online Innovation and Quality

Please describe any component of the online course that demonstrates creative course technology or support for the student learning experience or is innovative in a way that integrates course/module learning outcomes and/or instructional materials.

5 Engaged Teaching *In Section 5, the Design Criteria are used to review the instructor presence, facilitation, course interactions. The Delivery Criteria are used to review if the instructor actions support the clear presence of these components. In this section, the information aligns with the **Essential Competencies of Learning-centered Teaching Practices, Outcomes-based Practice** and **Scholarship of Teaching and Learning.***

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/ Resources
5.1 Course features a clear communication policy detailing the method and frequency of instructor responses	___	___	**5.1** Instructor assures presence of clear course communication policy and adheres to such policy. Instructor acknowledges student questions within 48 hours, and provides answers to questions where feasible in this timeframe.	___	___	The course communication plan, which includes the instructor response practices, should be easily located in the course or listed in the course syllabus. A plan for communication should include contact information, preferred communication method and expected response times to messages and assignments. Best practice email response time is generally 24-48 hours, M-F. If special circumstances arise outside the normal policy, the instructor should notify the students ASAP of the unanticipated situation. LFMP 1
Feedback:			**Feedback:**			
5.2 Course includes clear instructor feedback policy that specifies response time for feedback on student performance	___	___	**5.2** Instructor response time for feedback on student performance is consistent with his/her feedback policy.	___	___	Instructor provides feedback on student performance within the time specified in the instructor feedback policy, easily located in the course or listed in the syllabus. Best practice for feedback on student performance ranges from instantaneous to a week or longer depending on the intricacies of the course work. LFMP 1 ASMT 6
Feedback:			**Feedback:**			
5.3 Course includes an online gradebook and tools that provide student feedback on all types of assessments	___	___	**5.3** Instructor keeps online gradebook current, incorporates constructive student feedback while the course is in progress, and keeps gradebook visible to students.	___	___	Instructors should actively monitor student engagement in the course and individually contact struggling students. Instructors should keep online gradebook current. Best practice is to ensure the gradebook remains updated as the course progresses through the term, paying special attention to withdrawal deadlines. Academic Progress Policy ASMT 1,4,6
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/ Resources
5.4 The course provides students with opportunities to receive formative feedback on their learning progress.	___	___	**5.4** Instructor directs learning activities and assessments in which the students receive formative feedback on their learning progress throughout the course.	___	___	The instructor structures opportunities for students to receive formative feedback (e.g. self-evaluations, formative assessment, etc.) Students are provided timely and substantive feedback throughout the course. Examples of feedback can be associated with each assignment ASMT 2
Feedback:			**Feedback:**			
5.5 Course includes an introduction preview to each learning module which outlines the module learning outcomes/competencies, course content, learning activities, and assessments for the module.	___	___	**5.5** Instructor directs students to learning module preview which offers an introduction to the module learning outcomes/competencies, course content, learning activities, and assessments.	___	___	Instructors provide a welcome preview to each new module (a multimedia segment or written content). This includes an overview/introduction for all components. Instructor can include module guidance through scheduled text, audio and/or video updates. LOBP 1,4
Feedback:			**Feedback:**			
5.6 Learning activities provide opportunities for interaction that support active learning.	___	___	**5.6** Instructor facilitates interactions to support active learning and communication.	___	___	Active learning is defined as an approach to instruction in which students engage the material they study through reading, writing, talking, listening, and reflecting. Activities provided within the course should foster active learning and encourage student interactions as appropriate throughout the course. Interactions include instructor: peer, peer: peer, peer: content and should support the module-level and course-level outcomes. Instructor can promote cooperative learning and/or collaboration by using learning activities that encourage probing questions, provide examples, and promotes critical thinking to align with learning outcomes. LCTP 1, 3, 4 6
Feedback:			**Feedback:**			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/ Resources
5.7 Course includes opportunities for student input on their educational experience for course activities.	___	___	**5.7** Instructor acknowledges and responds to student input on their educational experience pertaining to course activities.	___	___	Instructor should provide opportunities for students to give input on how course activities promote their educational experience in connection to making progress to learning outcomes (e.g. choice among assignment topics, classroom assessment techniques, mid-term feedback or similar feedback opportunities during student participation in the course). LCTP 5
Feedback:			**Feedback:**			
5.8 Course features models/examples and clear expectations for participation, conduct, and performance.	___	___	**5.8** Instructor utilizes a rubric or grading strategy to explain how participation, conduct, and/or performance is evaluated in alignment with the grading policy.	___	___	Instructor provides clear descriptions for criteria used to evaluate student performance and participation within the course *(*syllabus, netiquette, guidelines, rubrics, checklists). Examples include performance, participation and communication expectations and guidelines summarized within the course syllabus and grading policy. LCTP 6, ASMT 5
Feedback:			**Feedback:**			

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Committee Recommendations

1. To assure consistent accessibility quality of publishers' materials, it is recommended to create an accessibility evaluation training for faculty engaged in selecting instructional materials for adoption.

2. To assure a catalog description and learning outcomes for all courses can be accessed, an alternative source should be provided to instructors if a course outline is not available in the Course Information Management system.

3. Faculty teaching online courses should be required to post students grades in the Canvas gradebook.

4. To assure consistent and appropriate content, it is recommended to create repositories with samples, policies, and templates of the following information:

   - Information with general technical expectations/skills statement(s) and technology accessibility statements for faculty use in their courses.
   - College wide policies and procedures to include on course syllabi
   - Pre-orientation information and how to log on to Canvas
   - College-wide netiquette policies
   - Communication examples for engaging students' introduction discussions
   - Privacy policies for commonly used resources outside of Canvas
   - Instructor communication plan examples