

# VALENCIA COLLEGE

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

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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. Similarly, 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; it is designed for the purpose of continuous improvement of quality online learning. Additionally, it supports peer and dean review of quality online course design and delivery.

**Rubric Instructions:** Read each criterion statement carefully. 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			Delivery Criteria		Annotations and Resources	
	Criteria Met	Criteria Not Met		Criteria Met	Criteria Not Met	
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.	—	—	<p><b>Annotations</b> An orientation module could be defined as a designated space for Start Right materials; this may include directions/labels such as “Start Here” or “Getting Started”. These labels are clearly visible when the course is opened.</p> <p><b>Resources</b> <a href="#">LFMP 5</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
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.	—	—	<p><b>Annotations</b> 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</p> <p><b>Resources</b> <a href="#">Syllabus example</a> <a href="#">LFMP 1</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
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.	—	—	<p><b>Annotations</b> 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.</p> <p><b>Resources</b> <a href="#">Course Summary example</a> <a href="#">LFMP 1</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			

Quality Course Design Criteria			Delivery Criteria		Annotations and Resources	
	Criteria Met	Criteria Not Met	Criteria Met	Criteria Not Met		
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.	—	—	<b>Annotations</b> Best practices include sending a pre-orientation informational message, via Learning Management System (LMS) or Atlas, including <ul style="list-style-type: none"> <li>• how to log in and get started</li> <li>• required course materials</li> <li>• how to get course materials</li> </ul> Course structure is described as using logical segments that organize a class. Examples include weekly modules, chapters, topics, etc.
<b>Feedback:</b>			<b>Feedback:</b>		<b>Resources</b> <a href="#">Examples of Start Right message</a> <a href="#">LFMP 1. 2, 6</a>	
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).	—	—	<b>Annotations</b> 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.
<b>Feedback:</b>			<b>Feedback:</b>		<b>Resources</b> <a href="#">Course Information Management</a> <a href="#">LOBP 2.7</a>	
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.	—	—	<b>Annotations</b> Prerequisites and/or required competencies are found in the CIM system on the course outline.
<b>Feedback:</b>			<b>Feedback:</b>		<b>Resources</b> <a href="#">Course Information Management</a> <a href="#">LFMP 4</a>	

Quality Course Design Criteria		Criteria Met	Criteria Not Met	Delivery Criteria		Criteria Met	Criteria Not Met	Annotations and Resources
1.7 Orientation module includes a multimedia message with an instructor introduction.		—	—	1.7 Instructor creates a personalized welcome multimedia message.		—	—	<p><b>Annotations</b> A welcome multimedia message can include a personalized introduction by the instructor; this may include various content types such as text with images, audio, video, animations, or interactive subject matter. Examples of content could include</p> <ul style="list-style-type: none"> <li>• an up-to-date personal introduction</li> <li>• graphic significant to discipline or personal photos</li> <li>• course overview</li> <li>• syllabus review</li> <li>• course schedule</li> </ul> <p><b>Resources</b> <a href="#">Example video script</a>, <a href="#">LFMP 2</a></p>
<b>Feedback:</b>				<b>Feedback:</b>				
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.		—	—	<p><b>Annotations</b> Instructor can provide policies and expectations via the orientation module or the syllabus. Expectations of performance and behavior from students and the instructor are defined. Clear ways to ensure student understanding of policies and expectations include syllabus quiz, student contract, scavenger hunt, etc.</p> <p><b>Resources</b> <a href="#">ASMT 5</a>, <a href="#">LFMP 5</a></p>
<b>Feedback:</b>				<b>Feedback:</b>				
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.		—	—	<p><b>Annotations</b> Instructor includes communication guidelines and consistently models actions for student behaviors such as netiquette and similar class expectations.</p> <p><b>Resources</b> <a href="#">Principles For How We Treat Each Other Valencia Netiquette</a>, <a href="#">Title IX</a>, <a href="#">LFMP 5</a></p>
<b>Feedback:</b>				<b>Feedback:</b>				

Quality Course Design Criteria			Delivery Criteria		Annotations and Resources	
	Criteria Met	Criteria Not Met	Criteria Met	Criteria Not Met		
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.	—	—	<b>Annotations</b> Instructor provides students with information to explain how grades are calculated, the grading scale, and grading policies for the entire term  <b>Resources</b> <a href="#">Valencia grades</a> , <a href="#">ASMT 5</a>
<b>Feedback:</b>			<b>Feedback:</b>			
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.	—	—	<b>Annotations</b> Instructor includes a description of the basic computer technical skills the student should possess to navigate successfully through the technologies associated with the course. Examples of technical skills could include simple understanding of Microsoft Office applications, basic internet navigation skills, and multimedia awareness. Instructor can provide tutorials for using online tools when instructions are initially given, or as technical issues arise for students.  <b>Resources</b> <a href="#">Valencia Minimum Tech Skills Resource</a> <a href="#">Canvas Student Getting Started Guide</a> <a href="#">Canvas Student Guide</a> , <a href="#">Student Skillshops</a> <a href="#">LFMP 5</a> , <a href="#">INDV 1</a>
<b>Feedback:</b>			<b>Feedback:</b>			
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.	—	—	<b>Annotations</b> Instructor provides information, instructions, and/or access to required tools within the course and provides 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)  <b>Resources</b> <a href="#">Accessibility Statements for Technology Resource</a> <a href="#">LFMP 4, 5</a>
<b>Feedback:</b>			<b>Feedback:</b>			

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
1.13 Orientation module provides written definitions of activities that constitute plagiarism and/or academic misconduct, as well as consequences of such behavior.	—	—	1.13 Instructor directs students to the orientation module for guidelines regarding online academic integrity and results of misconduct.	—	—	<p><b>Annotations</b> Instructor includes an academic integrity statement and Valencia Academic Dishonesty Policies. The instructor provides examples of unacceptable actions and their consequences within this course.</p> <p><b>Resources</b> <a href="#">Valencia academic dishonesty policies, Title IX LFMP 4, 5</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
1.14 Orientation module provides information about how students with disabilities may receive accommodations.	—	—	1.14 Instructor includes accurate information for Office for Students with Disabilities (OSD) and how students with disabilities may receive accommodations.	—	—	<p><b>Annotations</b> Instructor provides contact information to OSD and how students with disabilities may receive accommodations.</p> <p><b>Resources</b> <a href="#">Office for Students with Disabilities Faculty Resource Guide INDV 1, 4, 6</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
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 access 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 access services and resources to support course success.	—	—	<p><b>Annotations</b> 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.</p> <p><b>Resources</b> <a href="#">Valencia Learning Support, Mental Health Services, LFMP 3, 4</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
1.16 Orientation module or first content module includes a required, academically-related activity that will 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.	—	—	<p><b>Annotations</b> Instructor should 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 or Atlas email.</p>

						<b>Resources</b> <a href="#">Attendance Regulation</a> <a href="#">ASMT 5</a> <a href="#">LFMP 1, 4</a>
<b>Feedback:</b>			<b>Feedback:</b>			
<b>1.17</b> Orientation module or first content module includes an activity that allows students to introduce themselves.	—	—	<b>1.17</b> Instructor deploys an activity in the orientation module or first content module that allows each student to introduce him/herself to the class; the instructor must participate with the students in this activity.	—	—	<b>Annotations</b> Instructors must provide a personalized response to each student's introduction. Introduction activities should help build a sense of course community.
			<b>Resources</b> <a href="#">Examples of introductions</a> <a href="#">INDV 4</a> , <a href="#">LCTP 1</a> , <a href="#">LFMP 1, 2</a>			
<b>Feedback:</b>			<b>Feedback:</b>			

## Acknowledgement of Outstanding Online Innovation and Quality

Please describe component(s) 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.

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**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 Competencies 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.	—	—	<p><b>Annotations</b> From the student view, content is made available in manageable segments (i.e. presented in distinct learning units or modules), flows in a logical progression, and is presented using appropriate mechanisms (content modules, single pages, links to external resources). The 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.)</p> <p><b>Resources</b> <a href="#">LOBP 4</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
2.2 Navigation of course is clear, consistent, and can be accomplished on a keyboard to meet universal design.	—	—	2.2 Instructor utilizes clear labels to guide course navigation.	—	—	<p><b>Annotations</b> 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.) The course uses keyboard navigation for universal design.</p> <p><b>Resources</b> <a href="#">Online navigation</a>, <a href="#">LOBP 4</a>, <a href="#">INDV 1, 4</a> <a href="#">Keyboard navigation for universal design</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
2.3 The course provides alternative access to course materials using formats that meet the needs of diverse learners.	—	—	2.3 Instructor verifies that course materials use standard universal formats to ensure accessibility.	—	—	<p><b>Annotations</b> Instructor provides alternative resources for content (e.g. transcripts) or enables assistive processes (e.g. voice recognition) for those needing accommodation. Accessibility issues are addressed throughout the course.</p> <p><b>Resources</b> <a href="#">Faculty Resource Guide</a>, <a href="#">INDV 1, 4, 6</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			



Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations and Resources
2.4 Non-text elements include an alternative text that accurately describes the material.	___	___	2.4 Instructor confirms the accuracy of description for all non-text elements.	___	___	<p><b>Annotations</b> Every non-text element includes an accurate description; this description is designed to represent the non-text materials' meaning. Non-text elements include tables, images, graphics, videos, etc. These are not supported with text and require additional clarification, such as "alt" tags, captions, transcripts, etc.</p> <p><b>Resources</b> <a href="#">INDV 1, 6</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
2.5 Accessibility considerations, design factors (e.g. color, text-size manipulations, audio, and video controls), and alt tags are consistent throughout the 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.	___	___	<p><b>Annotations</b> Design factors such as color scheme, icon layout, text size manipulations, audio and video controls, and alt tags are consistent throughout the course.</p> <p><b>Resources</b> <a href="#">INDV 4, 6</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
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, as well as accurate transcripts of audio files. If no videos or audio files were used, please select N/A.	___ N/A ___	___	<p><b>Annotations</b> Instructor reviews videos and audio files to verify correct captioning of videos. Instructor verifies accurate transcripts of audio are deployed in the course</p> <p><b>Resources</b> <a href="#">INDV 1, 4, 6</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			

## Acknowledgement of Outstanding Online Innovation and Quality

Please describe component(s) 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, and 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			Delivery Criteria			Annotations/Resources		
	Criteria Met	Criteria Not Met		Criteria Met	Criteria Not Met			
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.	—	—	<p><b>Annotations</b> 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.</p> <p><b>Resources</b> <a href="#">Using action verbs for learning outcomes</a> <a href="#">How to Write a Measureable Learning Outcome</a> , <a href="#">LOBP 7</a></p>		
<b>Feedback:</b>			<b>Feedback:</b>					
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.	—	—	<p><b>Annotations</b> Module learning outcomes should be phrased in a way that students would understand the learning goals for the module from the student's point of view. Outcomes are easily identifiable and prominently stated.</p> <p><b>Resources</b> <a href="#">How to Write a Measureable Learning Outcome</a> , <a href="#">LOBP 7</a></p>		
<b>Feedback:</b>			<b>Feedback:</b>					
3.3 Course materials are presented to students in modules or chunks that are relevant to and aligned with course learning activities and outcomes.	—	—	3.3 Instructor delivers organized course materials that are relevant to and aligned with course learning outcomes.	—	—	<p><b>Annotations</b> 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 relevant, faculty should update module content at the beginning of each term, and throughout the term, where possible.</p> <p><b>Resources</b> <a href="#">Aligning Learning Activities and Outcomes</a> <a href="#">LOBP 4</a></p>		
<b>Feedback:</b>			<b>Feedback:</b>					

Quality Course Design Criteria	Criteria Met	Criteria Not Met	Delivery Criteria	Criteria Met	Criteria Not Met	Annotations/Resources
<p><b>3.4</b> Course content provides critical thinking opportunities that align with student achievement in learning outcomes/competencies.</p>	—	—	<p><b>3.4</b> 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 the level of the course.</p>	—	—	<p><b>Annotations</b> 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.</p> <p><b>Resources</b> <a href="#">Critical Thinking for Disciplines</a> <a href="#">General Education Outcomes</a> <a href="#">Critical Thinking Rubric</a> , <a href="#">LOBP 2</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
<p><b>3.5</b> Various assessments are used throughout the course and are sequenced in measurable growth steps that align with student learning outcomes/competencies.</p>	—	—	<p><b>3.5</b> Instructor provides directions to students on how to use the varied assessments to achieve learning outcomes/competencies.</p>	—	—	<p><b>Annotations</b> Instructor should provide directions about assessments (i.e. formative, summative). Assessments should organize learning in measurable growth steps that align with stated learning outcomes.</p> <p><b>Resources</b> <a href="#">Assessment Basics</a>, <a href="#">ASMT 1</a> , <a href="#">LOBP 2</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
<p><b>3.6</b> The instructional activities/materials contribute to the achievement of the course and module learning outcomes/competencies.</p>	—	—	<p><b>3.6</b> Instructor explains how instructional activities/materials relate to the course and module learning outcomes/competencies.</p>	—	—	<p><b>Annotations</b> The instructor explains how the activities/materials contribute to the module learning outcomes (e.g. module overview, announcement, weekly email). Publisher or instructional materials should provide students with the resources necessary to achieve the course learning outcomes or competencies.</p> <p><b>Resources</b> <a href="#">LOBP 3</a>, <a href="#">LCTP 6</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			

## Acknowledgement of Outstanding Online Innovation and Quality

Please describe component(s) 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.

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**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 LifeMap, Learning-centered Teaching Practice, and Professional Commitment.***

Quality Course Design Criteria	Criteria Met	Criteria Met	Delivery Criteria	Criteria Met	Criteria Met	Annotations/Resources
<b>4.1</b> The technologies used in the course are effective and support the learning outcomes/competencies.	—	—	<b>4.1</b> Instructor confirms that technologies are effective and support the learning outcomes/competencies. Instructor confirms course links are active.	—	—	<b>Annotations</b> Instructor verifies technologies are effective, viewable in mobile app, and links are active.  <b>Resources</b> <a href="#">Using active links</a> , <a href="#">LFMP 2</a> , <a href="#">LCTP 7</a>
<b>Feedback:</b>			<b>Feedback:</b>			
<b>4.2</b> The technologies used in the course contribute to student engagement and active learning.	—	—	<b>4.2</b> Instructor utilizes technologies to promote active learning in course activities and assessments.	—	—	<b>Annotations</b> Instructor includes tools native to the LMS, or relevant technologies that promote active learning, such as discussion forums, formative assessments, embedded activities, wikis, interactive video presentations, etc.  <b>Resources</b> <a href="#">LCTP 1</a>
<b>Feedback:</b>			<b>Feedback:</b>			
<b>4.3</b> Active links to privacy policies are provided for all the external technologies required in the course. If no outside technologies are used, check N/A.	— N/A	—	<b>4.3</b> Instructor verifies that links to privacy policies for technologies used outside of the college LMS are active. If no outside technologies are used, check N/A.	— N/A	—	<b>Annotations</b> Instructor includes links to privacy policies for frequently used resources outside of the college LMS.  <b>Resources</b> <a href="#">Privacy policies for frequently used resources outside of LMS</a> , <a href="#">PRFC 4</a>
<b>Feedback:</b>			<b>Feedback:</b>			

## Acknowledgement of Outstanding Online Innovation and Quality

Please describe component(s) 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.

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**5 Engaged Teaching** *In Section 5, the Design Criteria are used to review the instructor presence, facilitation, and 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, LifeMap and Assessment.***

Quality Course Design Criteria			Delivery Criteria		Annotations/Resources	
	Criteria Met	Criteria Not Met		Criteria Met	Criteria Not Met	
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 said policy. Instructor acknowledges student questions in time frame consistent with his/her communication policy, and provides answers to questions when feasible in this time frame.	—	—	<p><b>Annotations</b> 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. In accordance with Valencia policy, faculty maintain student engagement within their 5-day work week; as such, email responses should be sent in an appropriate, timely manner. If special circumstances arise outside the normal policy, the instructor should notify the students ASAP of the unanticipated situation.</p> <p><b>Resources</b> <a href="#">LFMP 1</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
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.	—	—	<p><b>Annotations</b> Instructor provides feedback on student performance within the time specified in the instructor feedback policy (which is easily located in the course, or is listed in the syllabus). Feedback on student performance ranges from instantaneous to longer than a week, depending on the intricacy of individual course assignments.</p> <p><b>Resources</b> <a href="#">LFMP 1</a> <a href="#">ASMT 6</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			

Quality Course Design Criteria			Delivery Criteria		Annotations/Resources
	Criteria Met	Criteria Not Met	Criteria Met	Criteria Not Met	
5.3 Course includes an online gradebook accessible by students; in addition, course utilizes tools that provide feedback to learners on a variety of assessments.	—	—	5.3 Instructor keeps online gradebook current; in addition, instructor incorporates constructive feedback to learners during the course. The gradebook is visible to students	—	<p><b>Annotations</b> Instructor should actively monitor student engagement in the course, and individually contact struggling students. Instructors should keep online gradebook current. Instructor ensures the gradebook remains updated as the course progresses through the term, paying special attention to withdrawal deadlines.</p> <p><b>Resources</b> <a href="#">Academic Progress Policy ASMT 1.4,6</a></p>
<b>Feedback:</b>			<b>Feedback:</b>		
5.4 The course provides students with opportunities to receive formative feedback on their learning progress.	—	—	5.4 Instructor directs learning activities and assessments where the students receive formative feedback on their learning progress throughout the course.	—	<p><b>Annotations</b> Instructor structures opportunities for students to receive formative feedback (e.g. self-evaluations, formative assessment). Students are provided timely and substantive feedback throughout the course. Examples of feedback can be associated with each assignment.</p> <p><b>Resources</b> <a href="#">ASMT 2. Formative Assessment</a></p>
<b>Feedback:</b>			<b>Feedback:</b>		
5.5 Course includes an introduction overview 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 overview, which offers an introduction to the module learning outcomes/competencies, course content, learning activities, and assessments.	—	<p><b>Annotations</b> Instructor provides a welcome overview to each new module (i.e. multimedia segment or written content). This includes an introduction for all components. Instructor can include module guidance through scheduled text, or multimedia updates.</p> <p><b>Resources</b> <a href="#">LOBP 1.4</a></p>
<b>Feedback:</b>			<b>Feedback:</b>		

Quality Course Design Criteria			Delivery Criteria		Annotations/ Resources	
	Criteria Met	Criteria Not Met	Criteria Met	Criteria Not Met		
5.6 Learning activities provide opportunities for interaction that support active learning.	—	—	5.6 Instructor facilitates interactions to support active learning and communication.	—	—	<p><b>Annotations</b> Active learning is defined as an approach to instruction where 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 promote critical thinking to align with learning outcomes.</p> <p><b>Resources</b> <a href="#">Using Active Learning</a>, <a href="#">LCTP 1, 3, 4 6</a> <a href="#">Active Learning Activities</a> <a href="#">Using Cooperative Learning</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			
5.7 Course features models/examples and clear expectations for participation, conduct, and performance.	—	—	5.7 Instructor utilizes a rubric or grading strategy to explain how participation, conduct, and/or performance is evaluated in alignment with the grading policy.	—	—	<p><b>Annotations</b> Instructor provides clear descriptions for criteria used to evaluate student performance and participation within the course (e.g. syllabus, netiquette, guidelines, rubrics, checklists). Examples include performance, participation and communication expectations, and guidelines summarized within the course syllabus and grading policy.</p> <p><b>Resources</b> <a href="#">Assessment resources</a>, <a href="#">LCTP 6</a>, <a href="#">ASMT 5</a></p>
<b>Feedback:</b>			<b>Feedback:</b>			



Please describe component(s) of the online course that creates a profound student learning experience or engaged teaching interaction that is innovative in a way that integrates course learning outcomes

## Committee Recommendations

1. The ROC and Course Peer Review process should be reviewed annually.
2. 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.
3. 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.
4. Faculty teaching online courses should be required to post students grades in the Canvas gradebook.
5. 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

DRAFT