

Online/Hybrid Courses Criteria, Checklist and Rubric

Online/Hybrid Courses Criteria

1. Course Integrity: The course's adherence to online teaching best practices

- The course is well organized and includes the following components.
- Course "netiquette" guidelines. Course "netiquette" refers to a set of guidelines for student's online communication. It is important to establish some netiquette guidelines, so students are aware of your expectations. Your netiquette guidelines may include:
 - Appropriate use of language and tone
 - Your expectations for grammar, punctuation, text fonts and colors
 - Respect and consideration for other students
 - Use of sarcasm, humor, and/or the posting of jokes
 - Issues of privacy and information sharing outside of class
- A clear explanation of how students can succeed in online learning. Students are also directed to further resources for online learning.

2. Course Assessment: Alignment of assessment tools, course objectives, and delivery mode

- The department included a clear assessment plan.

3. Course Equity minded and diversity practices: Course adherence to a clear understanding of the population it serves

- The department provided a plan for equity minded pedagogical practices.

4. Course Accessibility: Availability of technology resources and assistance for instructor and student success

The department provided evidence of an accessibility plan.

- The course teaches students how to use all course technology including the learning management system
- An accessibility and accommodation statement for students with disabilities is provided.
 - Consideration in the selection and design of online activities is given to learners who may have visual or auditory challenges.
 - Instructor utilizes the principles of Universal Design whenever possible and uses the accessibility tools within the learning management system
 - Instructor has providing captioning for all course videos

Rubric for Online Courses

Criterion	Initial	Emerging	Developed	Highly Developed
<p>Course Integrity: The course's adherence to online teaching best practices, is well organized and includes the following components.</p> <ul style="list-style-type: none"> • Course "netiquette" guidelines • A clear explanation of how students can succeed in online learning 	<p>There is little or no evidence of online best practices that provide students clear understanding of course expectations and resources for student success in online settings.</p>	<p>There are implicit references to online best practices that provide students clear understanding of course expectations and resources for student success in online settings.</p>	<p>There are explicit references to online best practices that provide students clear understanding of course expectations and resources for student success in online settings but the specifics are clear.</p>	<p>There are explicit references that include specific examples of online best practices that provide students clear understanding of course expectations and resources for student success in online settings.</p>
<p>Instructor Training: Evidence of Department/Program plan for vetting/training online instructors Examples include ACUE, FDC Training, QM, QLT, AT LMS Training etc.</p>	<p>There is no mention of a plan to vet/train instructors</p>	<p>There is an implicit reference to a vetting/training plan</p>	<p>There is an explicit plan to vet/train online instructors, but the specifics are unclear</p>	<p>There is an explicit plan to vet/train online instructors that includes specific examples of how instructors will prepare for online instruction</p>
<p>Active Learning: There is evidence of robust active learning opportunities in the course Examples include</p>	<p>There are no active learning opportunities in the course</p>	<p>There are implicit references to active learning opportunities</p>	<p>There are explicit references to active learning opportunities,</p>	<p>There are explicit references to active learning opportunities, and they are</p>

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group projects, think-pair-share, breakout rooms, discussion board, and collaborative learning strategies			but they are not well scaffolded	carefully scaffolded into the course
<p>Assessment: There is evidence of a robust assessment plan that includes a balance of formative and summative assessment Examples include low-stakes assignment for feedback/ final project or exam, rubrics for assignments and projects, etc</p>	There is no clear assessment plan	There is an implicit reference to an assessment plan	There is an explicit assessment plan but does not include formative and summative assessment	There is an explicit assessment plan that includes formative and summative assessment
<p>Accessibility: There is evidence that the course has been designed to follow campus guidelines for accessibility and universal design Examples include closed captioning videos, meaningful hyperlinks, alt text for images, headers in documents etc.</p>	There is little evidence that the course is accessible	There is some implicit evidence that the course is accessible	There is explicit evidence that the course is accessible, but it is not comprehensive	There is explicit evidence that the course is accessible, and it is comprehensive
<p>Equity: The course is grounded in equity minded and inclusive pedagogical</p>	There is little evidence that the course is grounded in equity minded	There is implicit evidence that the course is grounded in	There is some evidence that the course is grounded in equity minded	There is explicit evidence that the course is grounded in



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practices. Examples of such practices include transparent assignments, opportunities for student reflection, contract grading, opportunities to submit revised work, etc.	and inclusive pedagogical practices	equity minded and inclusive pedagogical practices	and inclusive pedagogical practices, but it is not comprehensive	equity minded and inclusive pedagogical practices
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