***Presented to Academic Senate on April 16, 2019***

Academic Quality Standards: **Telecourses**

***(****including* ***NCPACE, Pocket Education, “Telecourses” (including Instructor-***

***Developed Video Lectures),*** *and* ***Independent Study Coursesa*** *)*

**Instructions: Circle each element you have achieved. All “Required” elements must be met; most “Effective” elements should be met; meeting 80% in Effective signifies achievement; meeting Exemplary items signifies the highest level of achievement. Complete scoring at end (Exhibit B).**

**Syllabus, Course Overview**

**REQUIRED INSTRUCTOR BEHAVIORS**

1. The instructor visits the DL office at least once a week (during 16-week sessions) to collect student papers, to correspond with students, and to resolve student problems with the assistance of the DL staff.
2. When there is a new textbook edition the instructor updates all quizzes/exams and handbook materials to match the edition.
3. Quizzes and exams are updated annually.
4. The instructor responds to student correspondence (that requires a response) within one week.
5. Student Handbook meets accessibility requirements. The content, activities, assessments, and methods of instruction (including images from copyright-free sources (e.g., Flickr Creative Commons) or other graphics included to create interest or demonstrate concepts) meet generally accepted academic and professional standards, expectations, and accessibility requirements.
6. The handbook includes a clear expected instructor response time to correspondence (responding to written letters that require a response) (e.g. “I will respond within one week of the date stamped upon receipt in the DL office.”).
7. The handbook includes a clear expected instructor response time for grading papers/exams/labs/etc. (e.g., “I will grade your assignment within two weeks of when I received it in the DL office.”) and the instructor fulfills this stated response time.
8. The instructor includes a clear explanation of his/her methods of collecting and returning work (e.g., “I don’t return your papers, but I return a rubric with comments,” or “I return your major assignments with comments.”).
9. The instructor ensures that all content, SLOs, and methods of student evaluation listed on the Course Outline of Record are adequately covered and used in class.
10. Student handbook (Syllabus) Statement Regarding Accommodations for Students with Disabilities. Consider including a statement in your Student Handbook and course syllabus encouraging students with disabilities to contact the Special Programs and Services Office (see Attachment A for an example).

a Independent Study courses should meet all the same criteria as telecourses and TV courses with the exception of video format

**Effective Instructor Behaviors**

1. Appropriate welcome message from the instructor.
2. General introduction to the course.
3. Clear instructions telling students how to get started.
4. Instructor contact information (mail, email address, voice mail number, office hours, etc.).
5. Drop policy about no shows or inactivity (and/or lack of assignment submission) is specified in the Student Handbook.
6. Information about textbooks and/or materials.
7. Clear, organized schedule.
8. FAQ; other relevant information.
9. Information about Academic Honesty Policy and consequences for violations.
10. SLOs associated with the course (CSLOS, PSLOS, or ISLOS).
11. Detailed course policies and procedures.
12. Information about how to contact College support resources.

Expectations of Students:

1. Clear explanation of student-required levels of participation (e.g., quantity, quality, or other type of participations, depending on your course) (e.g., “To be considered an active participant in this course, you must submit the Student Learning Contract and the first two assignments before the midterm is due.”)
2. Clear explanations of the amount of time that students will be expected to study each week (e.g., for a 3-unit course, “In addition to reading your textbook chapters each week, completing your quizzes and assignments, studying for your midterm and final exam, you should be studying for this course AT LEAST nine hours a week.”)

Assignments/Grades:

1. List of all assignments with corresponding due dates.
2. Grading standards (may be represented in rubrics/modules).
3. Clear representation showing how grades are earned.
4. Course grading policies (penalties for submitting assignments late, extra credit, etc.).
5. Clear explanation of Incomplete Grade Policy.

**Handbook, Course Requirements**

**Effective Instructor Behaviors**

1. Handbook contains clear and complete syllabus information outlined in “Required Instructor Behaviors” and “Syllabus Effective” section, above.
2. Handbook is current and without spelling, typographical, or grammatical errors. Repeated information is consistent throughout the handbook.
3. The course content is well organized within the required time framework (e.g., 8-week, or 16-week session).
4. Instructional content is included in the handbook for each lesson.
5. Objectives for each lesson are clearly stated, at an appropriate level, and reflect desired outcomes.
6. Information or learning objectives for the lesson videos are included.
7. Information about written assignments and other procedures or directions are clearly described in detail.
8. Instructions direct students to submit their assignments with NAME, STUDENT ID, COURSE, and INSTRUCTOR and/or to include cover sheets that can be torn from the handbook.
9. Student Handbook meets accessibility requirements.
10. The instructor actively and consistently drops students according to timelines or participation requirements outlined on the syllabus or totimelines suggested by the DL Office.
11. The instructor acts to continuously improve the handbook and the course through systematic self-evaluation to assure currency, to improve teaching and learning strategies, and to promote student success.

**EXEMPLARY Instructor Behaviors**

1. The instructor provides suggestions for individualized learning opportunities or remedial activities, such as helping students determine if they should take CCC writing/grammar courses or the succeeding in college course. (ENG103 - Business English; COUN 105 - Strategies for College Success).

**Course Handbook**

1. General suggestions for how to succeed in the course are included (e.g., how to study; how to manage time; how to read a textbook; how to take a multiple choice test; how to write a paragraph, argumentative essay, or paper).
2. Enhanced suggestions for how to succeed are included (e.g., information about how to write well, or information important to your discipline, and/ or tutorials or other resources that provide the information).
3. Information or course-related material to further students’ interest and study (e.g., research, writing, technology, sources, professional organizations, suggested reading lists) are included.
4. Images from copyright-free sources (e.g., Flickr Creative Commons) or other graphics are included to create interest or demonstrate concepts (ensure all course materials are accessible).

**TIP:** Many useful study tips and diverse topics can be found on the Internet; check out <http://studygs.net/> for ideas. Departments can organize specific topics to include in each handbook to avoid duplication.

**TIP:** It is easy to use textbook publisher’s content in your handbook that will make it more interesting and useful to students. Include outlines, key terms, or crossword puzzles (ask publisher’s permission to duplicate).

**Content, Lessons, Activities**

**Effective Instructor Behaviors**

1. The content, activities, assessments, and methods of instruction meet generally accepted academic and professional standards, expectations, and accessibility.
2. There is substantive content that is equivalent to or surpasses the learning experience a student would receive in a site-based course.
3. The course content is well organized within the required time framework (e.g., 8-week, or 16-week session).
4. Module/lesson learning outcomes are consistent with the course-level outcomes.
5. Each module/lesson includes pedagogy such as preview, presentation, practice exercises, glossary, key terms, or summary.
6. The instructional methods, assessments, assignments, and resources address the achievement of the stated course learning outcomes (video lessons, textbooks, assignments, etc.).
7. Content is presented using a variety of appropriate techniques (video, chapter and video outlines, instructor notes or other material, textbook, self-assessments, etc.) (not JUST textbook and video).
8. Assignments allow students to apply concepts and skills in realistic and relevant ways.
9. Students are engaged in active learning that promotes critical thinking, rather than just reading (e.g., keeping a journal, interviewing others, etc.).
10. Midterm and Final Review materials are provided. If an audio file is provided it must include a transcription in the Student Handbook).
11. There are sufficient assignments or activities to ensure students are regularly participating in the course [Recommended: weekly activities for a 16-week course; twice a week for an 8- week course, etc.].
12. For a 3-unit, 16-week course, 9 hours of instructional activities and study per week have been planned (for a 3-unit, 8 week course, 18 hours of study have been planned).

**EXEMPLARY Instructor Behaviors**

1. Provides supplementary resources as part of the course content (e.g., instructor-developed materials, publisher-provided materials, e-readers, outside books).
2. Provides multiple activities that help students develop critical thinking and problem-solving skills.
3. Provides individualized learning opportunities or resources for advanced learning activities.
4. Provides extensive midterm and final review materials in the handbook.
5. Provides non-graded, fixed-choice quizzes with the answers in the handbook so students can check their own answers (e.g. multiple choice, fill-in).
6. Acts to continuously improve the handbook and the content delivery through systematic self-evaluation and consideration of innovative strategies to improve student success.

**TIP:** To tackle feedback for very large courses: Set up your assignments so they are easy to grade! (e.g., ask students to number each assignment component 1, 2, 3…).

Include a rubric in the handbook for each assignment so students know how you will be assessing them and then use the rubric to provide a numerical score feedback and some brief comments. Students crave feedback from their instructors.

**Assessment and Grading**

**Effective Instructor Behaviors**

1. Multiple types of assessments are used (research project, objective test, essay test, journal, case study, reflections, critical analysis, workbooks, problem sets, etc.) (Not JUST quizzes and exams).
2. The assessments are appropriate to the course objectives.
3. The assessments are *valid* measures of the SLOs.
4. In addition to other assessments, and NOT counting a midterm essay, at least one written assignment assesses learning [Some skills courses are exempt].
5. A rubric is included for each major assignment so students know how their work will be graded.
6. Plagiarism prevention strategies are used (such as reviewing graded student papers produced by computer or by subject/topic together, comparing work of students who live in the same facility, etc.).
7. Exams, quizzes, assignments, or other assessments are changed or updated annually to prevent cheating. (Use a test bank 2.5 times the size of the exam, or use 4 versions of the test.)
8. The instructor provides content achievement feedback to a moderate number of individual students on major assignments [non-fixed choice], at the very least, on a rubric or other form of measurement/reporting device so students can understand their achievement of the learning outcomes. (“Moderate” might be defined like this: “I will provide written feedback on all written assignments that are date stamped by the DL office within one week past the due date.”)
9. The instructor analyzes why students may not meet SLOs and makes a plan to improve SLO attainment in succeeding semesters.
10. The instructor has included sufficient graded activities throughout the course so that, when students are dropped, a “last date of student participation” in the course can be recorded on the drop roster.
11. The instructor analyzes quiz/exam outcome statistics available from the DL testing office to determine if any questions need to be updated as a result of question wording problems or problems with the key.
12. Final course grades are based on a variety of assignments with appropriate (balanced) weighting, including a combination of quizzes, exams, and written assignments.

**EXEMPLARY Instructor Behaviors**

1. The instructor provides feedback to a large number--or all individual students on major assignments, at the very least, on a rubric or other form of measurement/reporting device.
2. Instructors with very large courses effectively direct/collaborate with readers to provide valuable academic feedback to students.
3. Non-graded opportunities for student self-assessment are available, (such as flashcards, short Q-A, short multiple choice self tests with self grading, matching, etc.).
4. Scoring is structured so overall grade is based on less weight being given to points earned on multiple-choice exams [to reduce cheating].
5. Students are given choice in selecting assignments.
6. An assessment of simulated real world experiences is used to evaluate the student’s ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues found outside the classroom.
7. An assessment of higher order thinking is required (e.g., analysis, problem-solving, etc.).
8. Assessments and grading practices are compared and discussed with other instructors to increase effectiveness and create a culture of collegiality.

**TIP:** Incarcerated students complain that quiz feedback is often received too late to help them study for exams. Why not make your quizzes non-graded with quiz answers at the end of the handbook? This is considered “formative assessment.” It provides immediate feedback to students about their knowledge of the subject.

**Exhibit A:**

Student handbook (Syllabus) Statement Regarding Accommodations for Students with Disabilities:

Consider including a statement in your Student Handbook and course syllabus encouraging students with disabilities to contact the Special Programs and Services Office. Including this information in your syllabus helps to inform students about the existence of the Special Programs Office and may let them know that their particular disability may qualify them for services. Additionally, some students are shy, intimidated or embarrassed about their disability, making it difficult for them to approach their instructors and request accommodations. Including such a statement in your syllabus lets students know that you are approachable, and may help them feel more comfortable making the initial contact to request disability accommodations.

As you develop your syllabus for the upcoming term, consider using the following statement:

*Your experience in this class is important to me; it is the policy and practice of Coastline Community College to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers or are qualified for accommodations, please contact Celeste Ryan, Instructor/Coordinator, Special Programs and Services at (714) 241-6214 ext. 17217 or* [*cryan@coastline.edu*](mailto:cryan@coastline.edu) *or by mail at Coastline Community College, Special Programs and Services, 1515 Monrovia Avenue, Newport Beach, CA 92663.*

*Special Programs and Services offers resources and coordinates academic adjustments and auxiliary aids (accommodations) for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor, and the Special Programs and Services Coordinator. If you have not yet established services through Special Programs, but have a temporary or permanent disability that requires accommodations, please contact Special Programs and Services Office, at your earliest convenience, for a confidential intake interview and application for services.*

*If you have any questions about Special Programs and Services do not hesitate to contact Celeste, she is not only a resource to our students but to you as well.*

**Exhibit B:**

**Rubric to Determine if Your Telecourse is at the Effective Level:**

**Instructions:** In each of the five sections above, circle each item that you have met in the Effectiveness portion of each section; if you have achieved items in the Exemplary sections, you may add them to your count according to the instructions below the chart. Then count the circled Effectiveness items and write the totals in the corresponding boxes below. Divide achieved number in each section by the total number of items in each section to see if you have achieved 80% of the elements in each category. (**If you have not met 80% in any category, return to the rubric and consider how you can improve, or ask for help**).

**Name of Instructor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **Name of Element** | **Number of Elements in the Effective Section** | **Number of Effective Elements You Achieved** | **% of Effective Elements**  **You Achieved** | **Feedback to Yourself** |
| *Example* | *10* | *8* | *8 ÷ 10=80%* | *I’m great in this section –Yay!* |
|  |  |  |  |  |
| Syllabus/Course Overview: **Required** | 10 (Req) |  | ÷ 10 = | Minimum required: 100% |
| Syllabus/Course Overview: **Exemplary** | 19 |  | ÷ 19 = |  |
| Handbook /Course Requirements | 11 |  | ÷ 11 = |  |
| Content, Lessons, Activities | 12 |  | ÷ 12 = |  |
| Assessment and Grading | 12 |  | ÷ 12 = |  |
| **Total Effective Elements** | **64** |  | **÷ 64 =** |  |
| Total Exemplary Points | 19 |  | ÷ 19 = |  |
| ***Overall Score*** | **83** |  | **÷ 83 =** |  |