

QOLT Self Review and Revision Planning Document for Instructors – AY 2015-2016

About this Self-Review and Revision Planning Document

This form is a diagnostic tool that faculty can use freely to self-assess their courses and plan their course revisions. This tool will help you identify areas to improve and track the progress of your revisions.

This document has two parts. The first part addresses the course demographics. The second part has 54 (plus 4 optional) course objectives for you to rate that are organized into 10 sections.

Of the 58 objectives, 24 are marked as "Core 24". These Core 24 objectives are considered most important. You should focus on meeting the Core 24 objectives first.

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

Beneath each objective and each section are places for notes on your revision plan and for describing how you meet the objective. It is best to write detailed notes about each objective and save this file in a secure and easily accessible place.

Keep This Document For Full QOLT Certification

After completing the your course revisions, you may apply for full QOLT certification. There are many benefits to getting a course fully certified. As part of the application you must attach a completed copy of this completed document. The notes you provide will guide our QOLT Peer Reviewer as they evaluate your course.

In order for it be fully certified, our Peer Reviewer must determine that your course meets at least 85% of the objectives (excluding the 4 optional objectives for Mobile Platform Readiness), including meeting all of the Core 24 objectives.

Questions?

Visit <http://qolt.sfsu.edu/> for more information about the QOLT Initiative.

If you have questions, please email iteach@sfsu.edu or call 415-405-5550.

Instructor Information

Your official name (as it appears in SF State directories and as the instructor of record of the course)

College name

Department name

Your @sfsu.edu email address

Course Information

Course Abbreviation, Course Number, and Section Number (e.g. ENG 214-05)

Full Course Name/Title (e.g., Global Food Systems: Scarcity and Sustainability)

Academic Year and Semester (year and semester the course was taught, e.g., Fall 2015-16)

Is this online course part of the [CSU CourseMatch](#) program?

Yes

No

Type of course in terms of delivery:

Hybrid/Blended: 10–70% of the course activities or interactions take place in the online environment.

Online: 100% of the course activities or interactions take place in the online environment, though there may be practicum or class requirements that take place in a live environment.

Course Objectives

Recommendations for Rating the QOLT Course Objectives

The following steps are recommended:

Step 1: Read each section title to better understand the category you will be assessing. Read each objective carefully. Those objectives marked with a star (*) belong to the Core 24. Examples are provided to promote clarity. Most of the objectives are simple and straightforward, while some require reflection on your pedagogic strategy or course design.

Step 2: Use the following ratings scale to effectively assess how well you met each objective:

- **Meets/Often or Always (1):** Criterion evidence is clear and appropriate for the course
- **Does not meet/Rarely or never (0):** No criterion evidence exists, or is present but not appropriate for course.
- **Objective does not apply to the course (NA)*:** For example, it may be something only a fully online course would need and you are teaching a hybrid course.
* Core 24 objectives are required and cannot be marked as "Not Applicable"

Step 3: Describe how your course currently does or does not fulfill the objective. Be specific in describing where and how your course addresses the objective. This will help you organize your work and task list later when you are revising your course. If you decide that an objective is not applicable to your course, describe your reason.

Step 4: Write your ideas for how you could revise your course to fulfill the objective in the second comment field. Again, be specific as this will greatly help you during the course revision process. If there are links to other resources you would like to refer to, copy them into this field. If you don't yet have a specific idea for how to fulfill an objective, prompt yourself to get support from a QOLT mentor or AT staff.

Step 5: During the revision process, revisit this document often and write in the third comment box the results of your revisions. Describe in detail exactly what changes you have made and exactly where to find evidence of having met this objective.

IMPORTANT! Be specific in describing exactly where in your course the evidence of having met the objective can be found. Peer Reviewers will use your comments in this field to inform their evaluations during the certification process.

Section 1. Course Overview and Introduction

Addresses the variety of materials and material formats the instructor has chosen to present course content and enable students to meet relevant learning outcomes and, when possible, the affordability of chosen course materials.

If you choose NA for any of the objectives, please also use the associated text box to explain why this objective does not apply.

1.1 (Core 24) - Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.

Example: Welcome message or materials introducing course structure/ components is highly recommended.

Does not meet/Rarely or Never (0)

Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

1.2 (Core 24) - Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information, brief biographical information, and a picture of the instructor.

Example: Instructor introduces him/herself to the class and provides more than one way to be contacted such as email, phone, and/or office hours (in-person and/or online).

Does not meet/Rarely or Never (0)

Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

1.3 (Core 24) - Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.

Example: Instructor introduces the purpose of the course as well as explain the course format as either completely online or in person

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

1.4 - Online etiquette expectations for various forms of course communication and dialog (e.g., chat, "hangout," email, online discussion) are presented and clear to the student.

Example: Rules of conduct may include use of the language and formatting. See further at Netiquette: Make it Part of Your Syllabus

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

1.5 (Core 24) - Academic integrity or "code of ethics" is defined. Related institutional policies for students to adhere are clearly stated and/or links to those policies (e.g., online catalog; institution web page) is provided.

Example: Policies typically include cheating, plagiarism, and copyright. Instructor may also provide sample work that demonstrates plagiarism.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

1.6 - A list of technical competencies necessary for course completion is provided, identifying and delineating the role/extent the online environment plays in the total course.

Example: Technical competencies may include the use of Learning Management System, downloading and uploading, file management/sharing, communications tools, collaboration tools, discipline-specific software or hardware. In addition, instructors may want to point students to the [CSU Stanislaus Online Readiness Self-Assessment](#).

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

1.7 - Instructor provides samples of student work and provides opportunity to students to ask questions.

Example: Instructor can do a mock exercise, show an assignment, discuss readings, and review projects.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

1.8 - Instructor asks students to share their own learning goals.

Example: Instructor encourages students to share why they take the course, and asks about the relevancy of the course to their academic degree, daily life, and potential careers.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

Describe how you will revise your course to better meet this objective.

Section comments and notes

Section 2. Assessment of Student Learning

Student Evaluation and Assessment refers to the process used to gather evidence of the achievement of the Student Learning Objectives/Outcomes (SLOs).

If you choose NA for any of the objectives, please also use the associated text box to explain why this objective does not apply.

2.1 (Core 24) - All Student Learning Objectives/Outcomes (SLOs) are specific, well-defined, and measurable

Example: Learning Objectives are measurable and observable, e.g. define, apply, synthesize in [Bloom's Taxonomy](#). Note: If your course level objectives are mandated and not measurable, then module or weekly level objectives should be measurable and support course level objectives.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

2.2 (Core 24) - Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.

Example: Instructor provides late submission policy and scale, weights of respective assignments, and the corresponding letter grade if scores are accumulated at the end.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

2.3 (Core 24) - The learning activities (including the assignments and ungraded activities) promote the achievement of the SLOs.

Example: Instructors explain how learning activities such as assignments or discussions contribute to the achievement of the stated SLOs.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

2.4 (Core 24) - The assessment instruments (e.g., rubrics) are detailed and appropriate to the student work and respective outcomes being assessed. This includes assessing modes of online participation and contributions

Example: There are multiple ways for students to demonstrate competence or mastery. E.g., research project, paper, tests, presentations, or multimedia projects. Students are not just grades for online participation but the quality of their participation and contributions.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

2.5 (Core 24) - Throughout the semester, instructor provides multiple opportunities to give feedback on students learning and to help students “self-check” their learning.

Example: Activities may include but not limited to blogs for reflection, peer review, practice test and draft of term paper, module summary. Instructor effectively uses Learning Management System gradebook (or similar) for timely quantitative and qualitative feedback

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

2.6 - Throughout the semester, instructor provides multiple opportunities to solicit feedback from their students about their learning and on the course for the improvement of the course.

Example: Instructor may consider the use of surveys, discussion forums, or item analyses to collect feedback or attitudinal data (that goes beyond student learning outcomes) on the effectiveness or difficulty of the resources and activities (e.g., “Muddiest Point”), or item analysis of test questions in order to improve the course in the future.

Not applicable (NA)

Does not meet/Rarely or Never (0)

Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

Section comments and notes

Section 3. Instructional Materials and Resources

Addresses the variety of materials and material formats the instructor has chosen to present course content and enable students to meet relevant learning outcomes and, when possible, the affordability of chosen course materials.

If you choose NA for any of the objectives, please also use the associated text box to explain why this objective does not apply.

3.1 (Core 24) - Instructor provides students with adequate time and notice to acquire course materials.

Example: Learning Objectives are measurable and observable, e.g. define, apply, synthesize in Bloom's Taxonomy. Note: If your course level objectives are mandated and not measurable, then module or weekly level objectives should be measurable and support course level objectives.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

3.2 - Syllabus lists whether textbooks and materials are required or recommended.

Example: Instructor separates the materials and labels them as either required or recommended.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

3.3 - Instructor articulates the purpose of all materials as to how they are related to the course and module learning objectives.

Example: For required and recommended materials, there are brief statements as to the value/purpose in meeting student learning objectives/outcome(s). If external links/websites are used, the links should be self-evident or a short description of the specific link needs to be provided instead of posting a general link for students to explore.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

3.4 - When possible, instructor provides options in terms of how students acquire course materials, including Open Educational Resources.

Example: Course materials include both the Open Educational Resources (e.g. MERLOT) and external materials

Not applicable (NA)

Does not meet/Rarely or Never (0)

Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

3.5 - There is a variety of instructional material types and perspectives, while not overly relying on one content type such as text.

Example: Materials types include PowerPoint, videos, text. Multiple perspectives refer to different opinions from scholars in the field.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

3.6 - Modeling academic integrity, instructor appropriately cites all resources and materials used throughout the course.

Example: These resources and materials include text, images, tables, videos, audio, and website. In addition to citation, when possible, direct link to the source may be provided.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

Section comments and notes

Section 4. Students Interaction and Community (Course Design)

Addresses (1) the opportunities students have to interact with the content, their peers, and their instructor, and (2) how well the course design encourages students to become active learners and contribute to the online course community.

If you choose NA for any of the objectives, please also use the associated text box to explain why this objective does not apply.

4.1 (Core 24) - At the beginning of the course, instructor provides an opportunity to have students self-introduce to develop the sense of community.

Example: Instructor may encourage students to post their pictures and share some personal information such as hobbies to build the community at the beginning.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

4.2 - Instructor provides the information about being a successful online learner/student.

Example: Instructor provides a self-assessment for students to identify their readiness for learning online and learning strategies.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

4.3 (Core 24) - Navigation throughout the online components of the course is logical, consistent, and efficient.

Example: Discussions are organized in clearly defined forums, threads, or communities. The course carries consistent structure for across modules.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

4.4 (Core 24) - Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement.

Example: If group work is required, a statement of the task is provided, with clear and concise outcomes that are appropriate and reasonable. Rules for forming groups, assigning roles, benchmarks and expectations of group participants clearly stated.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

4.5 - The modes and requirements for student interaction are clearly communicated.

Example: Requirements for participation (e.g., frequency, length, timeliness) are included in the syllabus and/or in the description of the assignment in within the module.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

4.6 - Instructor clearly explains his or her role regarding participation in the online environment. Instructor participates and manages, yet lets students take reasonable ownership.

Example: Instructor works to keep students on task/topic with their online discussions. Instructor may offer prompts to refocus students to the task at hand or there may be the desired effect simply by them engaging with the discussion group.

Not applicable (NA)

Does not meet/Rarely or Never (0)

Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

4.7 (Core 24) - The course learning activities help students understand fundamental concepts, and build skills useful outside of the course.

Example: Learning activities engage students in learning some basic concepts, but also give students opportunities to use higher level learning skills such as apply, analyze, etc, to make connections with real-world problem solving.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

Section comments and notes

Section 5. Facilitation and Instruction (Course Delivery)

Addresses how well the instructor facilitates the course, communicates with students, engages students to be active learners, and reinforces the development of a sense of community among course participants.

If you choose NA for any of the objectives, please also use the associated text box to explain why this objective does not apply.

5.1 - The instructor was helpful in identifying areas of agreement and disagreement on course topics.

Example: Through moderation of course discussions, instructor presents areas where ideas or viewpoints differ. S/he uses differences as teachable moments, either resolving them based on hard data or acknowledging the respective viewpoints as valid.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

5.2 - Instructor helps students understand importance of course topics and related outcomes

Example: Instructor sequences and moderates content delivery and related activities while maintaining overall focus on meeting the stated learning objectives and outcomes.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

5.3 - The instructor helps keep course participants engaged and participating in productive dialogues.

Example: Instructor, as moderator, guides students who have gotten "off track" back to the tasks and related outcomes.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

5.4 - Instructor encourages students to explore new concepts through the course experience.

Example: Rather than limiting all students to the same traditional or narrow focus, instructor allows students latitude/choice around course topics. Note: The ability to do this varies by discipline and topic.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

5.5 - The instructor helped to focus discussion on relevant issues.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

5.6 (Core 24) - The instructor provides feedback in a timely fashion.

Example: Instructor uses the Learning Management System efficiently to respond to student work submissions with scores and feedback related to strengths and/or weaknesses.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

5.7 - Instructor sends communications about important goals and course topics as opportunities arise.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

5.8 (Core 24) - Instructor sends reminders of due dates and duration of respective modules, as well as other instructions to keep students on task.

Example: Instructor enters all date ranges and due dates into the Learning Management System, and reminders are sent to students.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

Section comments and notes

Section 6. Technology for Teaching and Learning

Addresses how well the instructor utilizes technology to effectively deliver course content, engage students in learning activities (individual, student-to-student, and instructor-to-student), and allow students to express themselves or demonstrate learning.

If you choose NA for any of the objectives, please also use the associated text box to explain why this objective does not apply.

6.1 - The tools and media support the course learning objectives/outcomes.

Example: Examples include use videos or animation to demonstrate the process of photosynthesis.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

6.2 (Core 24) - Instructor takes advantage of the current tools provided by the Learning Management System (or similar) to enhance learning.

Example: The course uses a virtual classroom for synchronous web conferencing.

Does not meet/Rarely or Never (0)

Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

6.3 - Technological tools and resources used in the course enable student engagement and active learning.

Example: Instructor uses collaborative software such as Google docs to work on group projects and/or SoftChalk to engage students in mediated learning.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

6.4 (Core 24) - Instructor provides clear information regarding access to the technology and related resources required in the course.

Example: Instructor provides information about where and how to acquire the technologies. For downloads, instructor provides direct links. Any costs are specified up-front.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

6.5 - Acceptable technological formats for assignment completion and submissions have been articulated.

Example: Rather than limiting the acceptable format to one content or technology type, instructor is open to allowing students to meet objectives using multiple formats for assignment completion such as word processing, electronic poster creation, multimedia artifact, or combination of these (mash-up).

Not applicable (NA)

Does not meet/Rarely or Never (0)

Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

Section comments and notes

Section 7. Learner Support and Resources

Addresses the program, academic, and/or technical resources available to learners. Though instructors may not play the direct support role, they should be aware of potential issues and promote what is available to support students.

If you choose NA for any of the objectives, please also use the associated text box to explain why this objective does not apply.

7.1 - Instructor states her or his role in the support process.

Example: Though some of the support necessary may fall outside of the instructor role or expertise, instructors can advocate for students to avail themselves of related support services.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

7.2 (Core 24) - The course syllabus (or related) lists and/or links to a clear explanation of the technical support provided by the campus and suggestions as to when and how students should access it.

Example: Technical support may mean the Information Technology (IT) help desk where students would seek assistance when they have technical problems with the Learning Management System.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

7.3 (Core 24) - Course syllabus (or related) provides an introduction to campus academic (non-technical) support services and resources available to support students in achieving their educational goals. E.g., Disability Support Services, Writing Center, Tutoring Center).

Example: Academic support services may include but not limited to the Library, writing center, online tutoring service. Resources may include online orientation for new students, successful learning strategies for online learners, Lynda.com training videos.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

7.4 - Course syllabus (or related) provides information regarding how the institution's student support (non-academic, non-technical) services and resources (E.g., advising, mentoring) can help students succeed and how they can these services.

Example: Such services usually include but not limited to online registration, advising and counseling.

Not applicable (NA)

Does not meet/Rarely or Never (0)

Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

Section comments and notes

Section 8. Accessibility and Universal Design

Addresses the course's adherence to accessibility and universal design principles that are critical to some learners but that benefit all learners. NOTE: We strongly recommend that instructors contact their campus disability service center for assistance and information related to this section.

If you choose NA for any of the objectives, please also use the associated text box to explain why this objective does not apply.

8.1 (Core 24) - Syllabus (or similar) links to the campus accessible policy, whether it is required or recommended that instructors do so.

Example: SF State's Disability Programs and Resource Center (DPRC) has developed a [Disability Access Statement](#) for course syllabi. (See question: *Do you have a Disability Access Statement that I can add to my course syllabus?*) In addition, the instructor can link students to the following URL for the DPRC: <http://access.sfsu.edu>.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

8.2 - Instructor articulated how s/he proactively supports a wide range of learning styles and abilities of all students, as opposed to just making reactive accommodations for those with registered disabilities. Note: This support does not entail sacrificing academic rigor or student learning outcomes. The goal is supporting the needs of all learners as opposed to having an inflexible teaching and learning process.

Example: See EnACT's [UDL-Universe: A Comprehensive Faculty Development Guide](#) for how to state proactive support for all students in a syllabus.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

8.3 (Core 24) - Students are given accessibility information and policies related to the online course environment.

Example: Accessibility information and policies related to the online course environment can be found at the [Accessible Technology Initiative](#) webpage.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

8.4 - Students can clearly ascertain the role of the instructor in providing support for those officially registered with the campus disability services office.

Example: The [faculty section of DPRC's website](#) provides statements about reasonable accommodations for working with students with disabilities.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

8.5 (Core 24) - Course materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.

Example: DPRC provides [Course Accessibility Checklist](#) for checking that instructional materials are accessible. The [Accessible Media Quick converter](#) can be used to quickly convert your electronic files into popular accessible formats.

Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

8.6 - All tools used within learning management system or that are third-party are accessible and assistive technology ready.

Example: AT supported tools such as iLearn are accessible as described on the [Accessible Technology Initiative webpage](#). Check any third party tools with DPRC. Email access@sfsu.edu for assistance.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

8.7 - If accessibility of a particular course resource or activity is not practicable, instructor provides an equally effective accessible alternative for students.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

Section comments and notes

Section 9. Course Summary and Wrap-up

Addresses the opportunities students are given to summarize the semester, establish the connection between this course and other courses, and prepare to start the next phase of their program/progress.

If you choose NA for any of the objectives, please also use the associated text box to explain why this objective does not apply.

9.1 - Instructor provides students opportunities to ask questions as a form of closure and to foster insight into accomplishments.

Example: Instructor uses discussion threads to ask students (1) if they have any questions and (2) to reflect on their progress toward their learning objectives and outcomes.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

9.2 - Instructor provides students with feedback about their overall learning and progress and their experiences of the term.

Example: Instructor includes specific, summative feedback on student learning across the term (semester or quarter).

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

9.3 - Instructor provides opportunities for students to reflect on their learning and connect their individual learning goals with the expectations (stated learning objectives and outcomes) of the instructor.

Example: Instructor asks students questions to compare what they can do now, having met the student learning objectives, with what they could do prior to taking the course.

Not applicable (NA)

Does not meet/Rarely or Never (0)

Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

Section comments and notes

Section 10. Mobile Platform Readiness (Optional)

Addresses the accessibility of course content on mobile devices (phones & tablets). **Note:** Not all course components must be tailored toward mobile devices (e.g., online exams).

If you choose NA for any of the objectives, please also use the associated text box to explain why this objective does not apply.

10.1 - General course content on main page does not include pop-up screens, moving text, large images, or long headings/labels.

Example: Smaller images are used to convey essential information and allow content to load quickly on mobile devices. Text is clear and labels are short. Font is at least 14 pt.

When possible, content design should make components tappable rather than just clickable with a mouse.

Images and text in main content body are kept to 600px in length or made to adjust automatically to width of viewer's screen. Images formats should be .jpg, .png, or .gif.

Not applicable (NA)

Does not meet/Rarely or Never (0)

Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

10.2 - Audio and video content can be displayed easily on multiple platforms such as PCs, tablets, and mobile devices.

Example: Audio and video clips are short (under 15 minutes), in a mobile-friendly format such as MP3, MP4, or linked to YouTube. E.g., video resolution is kept to 480x320 for phones, 640x480 for tablets. Make sure presets for video allow use on mobile platforms.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

10.3 - Course should take into consideration and reduce the number of steps a user must take in order to reach primary content.

Example: Primary course content, activities, and assessments are only one or two clicks from landing page. Excessive scrolling is not required to view respective content.

Not applicable (NA)



Does not meet/Rarely or Never (0)



Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

10.4 - Instructor limits amount of course content that does not contribute directly to student learning outcomes.

Example: If additional resources were provided as supplemental, they were placed at the end of the website with label (rather than within and/or clearly marked as such.

Not applicable (NA)

Does not meet/Rarely or Never (0)

Meets/Often or Always (1)



Describe how your course currently addresses this objective.

Describe how you will revise your course to better meet this objective.

Describe where in your course evidence of having met this objective can be found. Please be specific.

Section comments and notes