

ACADEMIC SENATE – INFORMATION ITEM – 02/06/2014

DE Class Quality Checklist

The following checklist of recommended good practices in Distance Education is provided for the purpose of self-assessment by DE instructors and programs that offer DE classes.

I. Introduction and Orientation

- Each DE section is available for student check-in and preview prior to the beginning of the term.
- An introduction and navigation guide for the class is provided with instructions on how to begin and where to find components of the class.
- Minimum technical skills are explained and a student self-assessment tool for DE class readiness is available to students.
- The class syllabus is posted with SLOs from the COR and complete information about grading procedures and other class policies.
- A self-introduction by the instructor with contact information is available.
- Students are asked to introduce themselves to one another and to the instructor at the beginning of the class.

II. Organization and Content

- Learning objectives are posted for assignments and/or units of content.
- Labels and navigation are logical, intuitive, consistent, and efficient.
- Content is published in manageable segments such as separate learning units or modules.
- Content is current and formatted for clarity.
- Content is presented (as appropriate) with visual and auditory enhancements and links to supplemental resources

III. Interaction

- Email and/or messaging is used for regular communication between the instructor and students.
- Discussion Board class work for student-student interaction with substantive instructor participation is a required component of the class.
- Instructor prepared e-lectures in text, audio, or video format are available to students.
- Instructors communicate with students using regularly posted announcements within the Learning Management System.
- Instructors follow a published turn-around policy by providing students with prompt and substantive feedback on completed work.
- Opportunities and tools are provided for students to contact the instructor and to offer feedback on the class.
- An attendance policy is published requiring substantive participation (rather than class login only) for continued enrollment in the class.

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IV. Assessments

- Multiple methods of assessment are used frequently throughout the class.
- Students have ongoing opportunities for self-assessment.
- Rubrics and/or models are provided for written assignments.
- The grading policy, including a policy on late work, is provided to students.
- A class integrity policy, including a definition and policy on plagiarism (if appropriate) is provided to students.
- Appropriate use is made in the class of WCET's *Best Practice Strategies to Promote Academic Integrity in Online Education*.
- Students receive ongoing and up-to-date information about their achievement and progress in the class.

V. Technology

- Multiple Course Management System tools are used to promote student engagement.
- Minimum technical requirements for the class are well-defined.
- Required technologies in addition to the CMS are thoroughly explained and readily accessible.
- Contact information and hours are posted for CMS technical support services.

VI. Accessibility

- Fonts (Sans-serif), formatting, and document organization maximize accessibility.
- All internal and external links in the class are active and self-descriptive.
- Buttons and checkboxes are labeled.
- Graphics, banners, and images are optimized for speedy display, are used solely to enhance understanding of content, and are accompanied with meaningful alternative text or captions.
- All tables are presented with row and column headings.
- Solid color backgrounds and accessible color combinations are used.
- All MS Word documents are formatted for accessibility or converted into accessible HTML WebPages.
- Video files contain synchronized captions, and audio files (including podcasts) are accompanied by a transcript.
- Students are provided with accessible downloads for necessary plugins such as Adobe Flash or Adobe Reader.
- All elements of third party tools used in the class, including Skype and publishers' Websites, are accessible.