

# CYPRESS COLLEGE DISTANCE EDUCATION COURSE QUALITY RUBRIC



The Cypress College Distance Education Course Quality Rubric describes commonly held best practices and legal requirements needed for the design of quality distance learning courses. The criteria found in this tool facilitate individual faculty self-assessment to identify strengths and weakness in courses, faculty development and training for course design, and DE course development and improvement. The rubric also makes available a common language for a college community dialog on Distance Education course quality as determined by the Distance Education Plan 2008 – 2011.

The DE Rubric includes not only the technical aspects of distance course delivery, but also focuses on the design of course content, learner interaction, assessment, support, and more. The DE Rubric Categories are:

## **1. Course Introduction**

- a. CMS Orientation
- b. Supportive Software
- c. Course Orientation
- d. Syllabus

## **2. Course Design**

- a. Objectives & Outcomes
- b. Content Presentation & Navigation
- c. Course Content
- d. Learner Engagement
- e. CMS Technology Use
- f. DE Technology Use

## **3. Interaction & Collaboration**

- a. Interaction Design
- b. Interaction Logistics
- c. Development of Learning Community

## **4. Assessment**

- a. Assessment Expectations
- b. Assessment Design
- c. Self-Assessment

## **5. Support & Feedback**

- a. College Support Services
- b. Technical Access & Support
- c. 508 Accessibility
- d. Feedback

A well designed course is critical in effective teaching and learning. It is important to understand that this type of rubric is intended to review the content and design elements that make up a course site. Distance Education will use the rubric as a foundation for faculty training and professional development, and as a tool to gain a deeper understanding of the components that determine Distance Education course quality at Cypress College. This rubric shall not be used for the evaluation of faculty by management.

## HOW TO USE THIS RUBRIC

To use this rubric one must be familiar with the current Distance Education Plan. This rubric references specific requirements detailed in that plan that are not repeated in this document. The current DE Plan is available on the J: Drive in the Distance Education Folder

## TERMS IN USE

- **Objective:** the **objectives** entered in CurricUNET as part of the Curriculum Committee course approval process.
- **Outcome:** the **student learning outcomes** (SLOs) entered in CurricUNET as part of the Curriculum Committee course approval process.

## DISTANCE EDUCATION RUBRIC DEVELOPMENT TEAM

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Course Introduction

<b>CMS ORIENTATION</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	A CMS orientation is required to be completed by the end of the first week of class to allow students to be proficient enough to access course materials and complete course assignments and assessments			A CMS orientation is incomplete, not available, or not required

<b>SUPPORTIVE SOFTWARE</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	The instructor provides an orientation and technical support for all required and optional software (in addition to the CMS) such as a specialized plugins, or homework management programs			The instructor does not provide an orientation and technical support for all required and optional software (in addition to the CMS) such as a specialized plugins, or homework management programs
2	Clear instructions for use of all required and optional software are consistently provided within the course	Clear instructions for use of required software are provided within the course	List of required software is provided but instructions are not clear	List of required software is not provided and/or instructions are not provided
3	Links to download software required to use course materials are found in multiple areas of the course, and specifically where learners will use the software	Links to download software required to use course materials are found where learners will use the software	Links to download software required to use course materials are provided but may not be conveniently located	Links to download software may not be available

<b>COURSE ORIENTATION</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	A course orientation is required to be completed by the end of the first week of class to allow students to be proficient enough to access course materials and complete course assignments and assessments			A course orientation is incomplete, not available, or not required
2	Orientation materials are interactive and require students to complete activities	Orientation materials are static textual instructions which require students to complete assignments	Orientation materials are static textual instructions, materials do not support multiple learning modalities and are text-based only	Orientation materials do not require student activities or are few or limited, or do not support multiple learning modalities
3	Online classes either meet in-person or have some form of participation assessment or assessed learning activity the first week the class begins			During the first week of class a campus meeting, assessed participation, and/or a learning activity is not required

<b>SYLLABUS</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	The syllabus includes all and goes beyond the minimum college and DE requirements to serve as a scaffold for student success; explicitly mentions the worth, importance and interest of the course content and the learning strategies that will be used in order to motivate student success	The syllabus includes minimum college and DE requirements and sufficient information to help students be successful in the course; there is little or no mention of the value of course content or learning strategies used	The syllabus includes the minimum college and DE requirements	The syllabus does not include the minimum college and DE requirements, although it generally describes the course content and student responsibilities

<b>SYLLABUS</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
2	Clear standards are set for instructor responsiveness and availability, instructor's role within the course, and methods of collecting and returning work	Clear standards are set for instructor responsiveness and availability, and instructor's role within the course	Clear standards are set for instructor responsiveness and availability	Clear standards are not set for instructor responsiveness and availability, instructor's role, and/or methods of collecting and returning work
3	Course and instructor policies regarding decorum, behavior, and netiquette are clear and easy to find both in the syllabus and consistently referenced elsewhere in the course near the materials requiring their use	Course and instructor policies regarding decorum, behavior, and netiquette are clear and easy to find in the syllabus	Course and instructor policies regarding decorum, behavior, and netiquette are included	Course and instructor policies regarding decorum, behavior, and netiquette may not be clear and/or easy to find in the syllabus
4	Includes a student authentication statement following the example in the current DE Plan found in the <i>Course Policies</i> section of the Syllabus Minimum Requirements			Does not include a student authentication statement
5	The syllabus is presented in multiple formats including at least HTML and downloadable versions, and optionally including multimedia or interactive content	The syllabus is presented in two formats including at least HTML and a downloadable version	The syllabus is presented in one format only, or only as a downloadable file	The syllabus file format is corrupted or cannot be viewed
6	Is a link labeled <i>Syllabus</i> in the main course navigation	Is easily found as part of the main course navigation, but is not a unique link	Is available on the course site, but may not be easy to find	Is difficult to find
7	An assessment is required to assure student comprehension of the syllabus	A syllabus assessment is offered but may not be required	A syllabus assessment not required	Not applicable

## COURSE DESIGN

<b>OBJECTIVES &amp; OUTCOMES</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	The standards of course quality and rigor, as defined in the official Curriculum Committee approved course outline, that apply to in-person conventional content also apply to all portions of the course conducted through distance education; and it is apparent that the objectives and outcomes are linked to the course content, pedagogic approach, and assessments in the course site.	The standards of course quality and rigor, as defined in the official Curriculum Committee approved course outline, that apply to in-person conventional content also apply to all portions of the course conducted through distance education; and it may not always be apparent to learners that the objectives and outcomes are linked to the course content, pedagogic approach, and assessments in the course site.	The standards of course quality and rigor, as defined in the official course outline, that apply to in-person conventional content also apply to all portions of the course conducted through distance education	The standards of course quality and rigor, as defined in the official course outline, that apply to in-person conventional content may not apply to all portions of the course conducted through distance education
2	Objectives and outcomes are easily located and clearly defined in the syllabus; objectives are made available in every module, unit or lesson	Objectives and outcomes are easily located and clearly defined in the syllabus; objectives are made available in most modules, units or lessons	Objectives and outcomes are easily located and clearly defined in the syllabus	Objectives and/or outcomes are missing from the syllabus

<b>CONTENT PRESENTATION &amp; NAVIGATION</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	All content is presented in units of information, such as modules, units, lessons; all content within units is of manageable length			Content is not presented in units of information, such as modules, units, lessons; or content units is not of manageable length
2	Navigation is intuitive, logical, consistent, and efficient; content is organized in a logical, consistent sequence	Navigation is easy to use, but some searching is required to follow the content sequence	Navigation and content sequencing is functional	Navigation is not easy to use and content sequencing is unclear
3	Every module, unit or lesson is enhanced with a variety of formats including graphics, audio, video, and/or multimedia to facilitate learning styles	A majority of modules, units or lessons are enhanced with a variety of formats including graphics, audio, video, and/or multimedia to facilitate learning styles	Some modules, units or lessons and are enhanced with a variety of formats including graphics, audio, video, and/or multimedia to facilitate learning styles	Course is not enhanced with a variety of formats to facilitate learning styles
4	Supplementary resources are available in each unit of information	Supplementary resources are made available in most units	Supplementary resources are available in some units or available in one area for the entire course site	Supplementary resources are not made available
5	All required and optional content is available in formats easily accessible using a mobile device	All required content is available in formats easily accessible using a mobile device	Some content is available in formats easily accessible using a mobile device	Content is not available in formats easily accessible using a mobile device
6	Main navigation includes a link to instructor information			Main navigation does not include a link to instructor information

	<b>COURSE CONTENT</b>			
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	Course content is accurate, up to date, and consistent with distance education instructional strategies			Course content is not accurate, up to date, and/or not consistent with distance education instructional strategies
2	Online content is as rigorous as conventional course content			Online content is not as rigorous as conventional course content
3	Content is learner-centered and requires extensive higher order thinking skills such as analysis, synthesis, as well as evaluation; and content includes extensive knowledge-based learning involving recall, comprehension and application	Content is learner-centered and includes many learning activities involving higher order thinking skills; and includes extensive knowledge-based learning	Content is learner-centered and includes few learning involving higher order thinking skills; and many knowledge-based learning	Content is not learner-centered, and/or does not involve higher order thinking skills or knowledge-based learning activities
4	Copyright notice, following the example in the current DE Plan found in the <i>Course Policies</i> section of the Syllabus Minimum Requirements, appears in the course syllabus and in other areas of the course near the relevant file(s)	Copyright notice appears in the course syllabus and in other areas of the course	Copyright notice appears only in the course syllabus	Copyright notice does not appear in the course syllabus



	<b>COURSE CONTENT</b>			
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
5	Original and instructor-personalized content enhances learning; instructor's personality is evident throughout the course	Original and instructor-personalized content enhances learning; instructor's personality emerges often in the course	Original and instructor-personalized content enhances learning	Course relies on content that lacks instructor personalization, such as non-customized publisher based material
6	All assignments and assessments are designed to prevent cheating; for example, personalized written assignments, use of reference materials, judicious use of CMS assessment testing options	All high stakes and most other assignments and assessments are designed to prevent cheating	High stakes assignments and assessments are designed to prevent cheating	High stakes assignments and assessments are not designed to prevent cheating
7	Workload is manageable, not excessive or repetitive, emphasizes time on task, and sufficient time is allotted for success in learning activities			Workload is excessive and/or repetitive, and/or sufficient time is not allotted for success in learning activities
8	All required and optional content respects diverse ways of learning by utilizing active learning strategies that engage students and appeal to differing learning styles	All required and some optional content respects diverse ways of learning by utilizing active learning strategies that engage students and appeal to differing learning styles	All required content respects diverse ways of learning by utilizing active learning strategies that engage students and appeal to differing learning styles	Content does not utilize active learning strategies and/or does not appeal to differing learning styles

<b>LEARNER ENGAGEMENT</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	It is clear how the instructional strategies will enable students to reach course objectives and outcomes ; the relationship between the objectives and outcomes and the learning activities is clearly explained to the learner	It is clear how the instructional strategies will enable students to reach course objectives and outcomes ; learners are aware of the relationship between the objectives and outcomes and the learning activities	Instructional strategies are designed to help students to reach course objectives and outcomes , although this relationship may not be obvious to learners	It is not clear how the learning activities will help students achieve course objectives and outcomes
2	Learners’ attention is attracted and interest is piqued as they are guided throughout the course to encourage meaningful engagement with the content	Learners are guided throughout the course to encourage meaningful engagement with the content	Learners are guided to encourage meaningful engagement with the content, but not on a consistent basis	Limited guidance is provided, and/or learners are not encouraged to create meaningful engagement with the content
3	Resources and learning activities for enrichment, remedial, and advanced instruction are provided for every learning unit	Resources and learning activities for enrichment, remedial, and advanced instruction are provided for most learning units	Resources and learning activities for enrichment, remedial, and advanced instruction are provided for some learning units	Very few or no resources or supplementary learning activities are provided at the unit level

<b>CMS TECHNOLOGY USE</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	The course design takes full advantage of features in CMS tools and technologies; they are used creatively in ways that transcend conventional face-to-face course delivery, and guide the student to become an active learner	The course design takes advantage of most effective features in CMS tools and technologies; and they are used to guide learners and support learning	The course design takes advantage of basic features in CMS tools and technologies	The course design does not take advantage of basic features in CMS tools and technologies
2	CMS tools consistently reduce the time and effort required by students and streamline access to materials and activities	CMS tools often reduce the time and effort required by students and streamline access to materials and activities	CMS tools sometimes reduces the time and effort required by students and streamline access to materials and activities	CMS tools do not reduce the time and effort required by students and/or they do not streamline access to materials and activities
3	A significant variety of CMS tools are used to deliver instruction	A variety of CMS tools are used to deliver instruction	A limited number of CMS tools are used to deliver instruction	The use of very few or no CMS tools to deliver instruction limits student learning

<b>DE TECHNOLOGY USE</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	Instructional technology or media external to the CMS is aligned to objectives and outcomes and appropriate to deliver the content of the course			Instructional technology or media external to the CMS is not aligned to objectives and outcomes and/or not appropriate to delivery the content of the course

<b>DE TECHNOLOGY USE</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
2	Uses instructional technology, social media, interactive media, and emerging technologies to support or enhance the learning experience, multiple learning styles, and facilitate community building	Limited use of instructional technology, social media, interactive media, and emerging technologies to support or enhance the learning experience, multiple learning styles, and facilitate community building	All instruction is delivered within the CMS	Not applicable

## INTERACTION AND COLLABORATION

<b>INTERACTION DESIGN</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	The course includes regular effective contact between instructor and students, through an extensive number of diverse communication strategies and a variety of activities	The course includes regular effective contact between instructor and students, through a variety of communication strategies and activities	The course includes regular effective contact between instructor and students through email and the use of a few CMS tools	The course does not include regular effective contact between instructor and students
2	There is a continuum of learner-learner interactions including communication, collaboration (sharing ideas and working together & striving for a common purpose), and cooperation	Learner-learner interactions focus on communication, and cooperation (working together but for an individual purpose)	Learner-learner interactions focus on communication (talking, discussing) and or interaction is more instructor-learner or learner content based	Learner-learner interactions are not evident

<b>INTERACTION DESIGN</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
3	Course activities require extensive opportunities for student-student and student-instructor interactions	Course activities require some opportunities for student-student and student-instructor interactions	Course activities are limited student-instructor interactions, although student-student interactions may be optional or may occur serendipitously	Course activities are limited to student-content interaction
4	There are extensive opportunities for synchronous and/or asynchronous interaction	There are opportunities for synchronous and/or asynchronous interaction throughout the course	There are many opportunities for asynchronous interaction	There are little or no opportunities for asynchronous and/or synchronous interaction
5	Asynchronous communication strategies promote critical reflection or other higher order thinking aligned with objectives	Asynchronous communications sometimes require reflection or other higher order thinking	Asynchronous communications are focused primarily on lower levels of thinking, for example summarizing and describing	Asynchronous communications are not designed for student-content interaction, or to submit assignments

<b>INTERACTION LOGISTICS</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	The expectations for student participation and interaction are clearly defined; rubrics or other evaluative measures and examples explain how participation and interactions will be evaluated	The expectations for student participation and interaction are clear; grading criteria explain how participation and interactions will be evaluated	The expectations for student participation and interaction are clear; grading criteria are listed, but may not be explained in detail	The expectations for student participation and interaction are not clear

<b>INTERACTION LOGISTICS</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
2	The instructor actively participates in all interaction activities, for example by providing feedback, encouraging students, and fostering student progress	The instructor actively participates in most interaction activities, for example by providing feedback, encouraging students, and fostering student progress	The instructor actively participates in interaction activities that benefit from instructor facilitation	The instructor appears to be largely absent from interaction activities

<b>DEVELOPMENT OF A LEARNING COMMUNITY</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	A strong community of learners is built into the course through required and optional student-student and group interaction	Course strives to create a sense of community through some required and/or optional student-student and group interaction designed with this in mind	Some effort to create a sense of community is apparent in the course design	Little to no attention has been devoted to building a sense of community in this course

## ASSESSMENT

<b>ASSESSMENT EXPECTATIONS</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	Assessments have a clearly stated purpose and align with objectives and outcomes			Assessments do not have a clearly stated purpose and/or do not align with objectives and outcomes

<b>ASSESSMENT EXPECTATIONS</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
2	Rubrics or other evaluative measures are provided for all assessment activities with models of good work	Rubrics or other evaluative measures are provided for all high stakes assessment activities; some models of good work are provided	Expectations or grading criteria are clear	Expectations or grading criteria are not clear or are not provided
3	All assessment activities address the quality of student work and participation			Assessment of student work and/or participation is based on quantity not quality, for example the length or number of discussion postings
4	Reference to course expectations, guidelines regarding academic integrity, and college academic honesty policies are clear and easy to find both in the syllabus and consistently referenced elsewhere in the course near the materials requiring their application	Clear reference to course expectations, guidelines regarding academic integrity, and college academic honesty policies are in the syllabus		Reference to course expectations, guidelines regarding academic integrity, and college academic honesty policies are not clear, or are difficult to find, or do not appear in the syllabus
5	Provides anti-plagiarism instruction as the best means of prevention; includes explicit references to detection software and detection strategies such as internet and library searches			Issues of plagiarism are not addressed in the course

<b>ASSESSMENT DESIGN</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	Assessments are frequent; a large variety of assessment of student work is required such as writing, test, discussion; assessments allow for student authentication and achievement of objectives and outcomes	Assessments are frequent; some variety of assessment of student work is required; assessments allow for student authentication and achievement of objectives and outcomes	The number and type of assessment of student work allows for student authentication and achievement of objectives and outcomes	The number and type of assessment of student work does not allow for student authentication and/or the achievement of objectives and outcomes
2	Assessments are designed to prevent cheating, for example, through the use of personalized written assignments, the citation of reference materials, group work, or the judicious use of CMS assessment testing options			Assessments are not designed to prevent cheating
3	The course has some form of assessment during the final examination period and information concerning the nature and format of the final assessment(s) is clearly communicated			The course does not have some form of assessment during the final examination period

<b>SELF-ASSESSMENT</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	Self-assessment activities are an integral part of every module, unit or lesson and provide immediate constructive and meaningful feedback regarding learning	Self-assessment activities are a component of most modules, units or lessons and provide immediate constructive and meaningful feedback regarding learning	Self-assessment activities are a component of some modules, units or lessons and provide immediate constructive and meaningful feedback regarding learning	There are few or no self-assessment activities or the self assessments are not integrated into the module, unit or lesson



## SUPPORT & FEEDBACK

<b>COLLEGE SUPPORT SERVICES</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	Access to the full range of Cypress College student services and academic support services is available through links in the syllabus and the course site; frequently encourages student use of these services (DE Plan)	Access to the full range of Cypress College student services and academic support services is available through links in the syllabus and the course site; encourages student use of these services (DE Plan)	Access to the full range of Cypress College student services and academic support services is available through links in the syllabus and the course site (DE Plan)	Does not provide access to the full range of Cypress College student services and/or academic support services are not all available through links in the syllabus and the course site (DE Plan)
2	Direct links to student services and academic support services are provided in a dedicated CMS course area and/or adjacent to appropriate course content	Direct links to student services and academic support services are provided adjacent to appropriate course content	Direct links to student services and academic support services are provided	Direct links to student services and academic support services are not fully provided or are provided as text only

<b>TECHNICAL ACCESS &amp; SUPPORT</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	The instructor is the initial contact for student technical questions and responds to student requests for help on a timely basis			It is not clear to students that instructor is the initial contact for student technical questions

<b>TECHNICAL ACCESS &amp; SUPPORT</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
2	Software required to use course materials is listed with links to where it can be downloaded and installed near the file requiring its use	Software required to use course materials is listed but links to where it can be downloaded and installed are not found near where it will be used	Links to where it can be downloaded and installed are provided, although they may not be conveniently located	Links to software may be missing or incomplete
3	All components in the course are functional and easy to access with multiple formats, large files identified and alternate smaller file sizes provided, optimized graphics, and streaming video where possible	Most components in the course are functional and easy to access with multiple formats, large files identified and alternate smaller file sizes provided, optimized graphics, and streaming video where possible	All components in the course are functional	Not all components in the course are functional
4	Course materials use standard formats to ensure ease of use			Course materials sometimes use standard formats to ensure ease of use
5	Students are informed in a variety of ways, including the syllabus, of the special technical and non-technical requirements and where students can find equipment on campus to meet the technical needs of the class	The syllabus includes the special technical and non-technical requirements and where students can find equipment on campus to meet the technical needs of the class		The syllabus does not include the special technical and non-technical requirements and/or where students can find equipment on campus to meet the technical needs of the class

<b>508 ACCESSIBILITY</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	Required and optional materials are available in accessible formats in accordance with the college and district accessibility policy, section 508 of the Rehabilitation Act of 1973 and its related regulations			The design and delivery of content may integrate some but not all 508 requirements
2	A DSPS statement which informs students of available DSPS and instructor support appears in the syllabus and links to institutional policies, contacts, and procedures are easy to find in the course	A DSPS statement which informs students of available DSPS and instructor support appears in the syllabus and links to institutional policies, contacts, and procedures appear in the course but may not be easy to find	A DSPS statement which informs students of available DSPS and instructor support appears in the syllabus	A DSPS statement which informs students of available DSPS and instructor support does not appear in the syllabus
3	Page design, structure, text color, and text size reflect 508 standards in all cases			Page design, structure, text color, and text size reflect 508 standards have not been considered in some cases
4	All links are self-describing and meaningful out of context			Some links are not self-describing or meaningful out of context

<b>508 ACCESSIBILITY</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
5	Audio files provide textual equivalents and video and multimedia presentations have synchronized captions			Some audio files do not provide textual equivalents or some video and multimedia presentations do not have synchronized captions
6	Plugins, scripts, applications, links to outside resources are accessible or an accessible alternative is provided			Some plugins, scripts, applications, links to outside resources are not accessible and/or accessible alternatives are not provided

<b>FEEDBACK</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
1	Instructor solicits student feedback regarding the course design and course content throughout the term	Instructor solicits student feedback regarding the course at the end of the term	Student feedback to the instructor regarding course design or course content is left to the student's discretion	Not applicable
2	Feedback mechanisms allow students to participate anonymously in course evaluation			Not applicable
3	Students are encouraged to participate in all surveys for which their input is needed, such as instructor evaluations and State Chancellor's Office Surveys			Students are not encouraged to participate in all surveys for which their input is needed, such as tenure review and State Chancellor's Office Surveys

<b>FEEDBACK</b>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
4	All content is presented using CMS feedback options or other methods to provide immediate feedback and personalized content interaction	Most content is presented using CMS feedback options or other methods to provide immediate feedback and personalized content interaction	Some content is presented using CMS feedback options or other methods to provide immediate feedback and personalized content interaction	Immediate feedback and/or personalized content interaction is not available