Section 1: Course Overview and Introduction

Addresses how well the course is described and introduces students to protocol and expectations

❒ 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.

❒ Detailed instructor information is available to students and includes method(s) of contact, availability and response time, brief biography and picture.

❒ Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.

❒ Online etiquette expectations for various forms of course communication and dialog (e.g., private message, discussion board) are presented and clear to the student.

❒ 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, college web page) is provided.

❒ 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.

Section 2: Assessment and Evaluation of Student Learning

Addresses the process used to gather evidence of the achievement of the student learning outcomes.

❒ All student learning outcomes are specific, well-defined, and measurable.

❒ Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.

❒ The learning activities (including graded assignments as well as ungraded activities) promote the achievement of the student learning outcomes.

❒ 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.

❒ Throughout the semester, instructor provides multiple opportunities to give feedback on student learning, as well as helping students "self-check" their learning.

❒ Periodically, instructor solicits feedback from students regarding their learning and potential improvements that may be made to the course.

Section 3: Instructional Materials and Resources Utilized

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.

❒ Instructor provides students with adequate notice and time to acquire course materials.

❒ Syllabus clearly indicates whether textbooks and materials are required or recommended.

❒ Instructor articulates the purpose of each instructional material and how it is related to the course, activities, learning objectives, and success of the student.

❒ When possible, instructor promotes or provides options in terms of how students acquire course materials, including Open Educational Resources.

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

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

Section 4: Course Design and Delivery

Addresses (1) the opportunities students have to interact with the content, their peers, and their instructor, and (2) how well the instructor facilitates the course, communicates with students, engages students to be active learners, and reinforces a sense of community among course participants.

❒ At the beginning of the course, instructor provides an opportunity for students to introduce themselves to develop the sense of community.

❒ Instructor provides information about being a successful online learner.

❒ Navigation throughout the online components of the course is logical, consistent, and efficient.

❒ Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement.

❒ The modes and outcomes for student interaction are clearly communicated.

❒ Instructor actively strives to keep course participants engaged and participating in productive dialogs. Instructor participates and manages, yet lets students take reasonable ownership.

- ❒ Instructor provides feedback in a timely manner.
- ❒ Instructor sends reminders of due dates and duration of respective modules, as well as other instructions to keep students on task.
- ❒ At the end of the course, instructor provides an opportunity for students to summarize the semester, establish the connection between this course and other courses, and prepare to start the next phase of their program/progress.

Section 5: 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.

- ❒ Technological tools and resources employed support the student learning outcomes.
- ❒ Instructor takes advantage of the current tools provided by the Learning Management System (or similar) to enhance learning.
- ❒ Technological tools and resources used in the course enable student engagement and active learning.
- ❒ Instructor provides clear information regarding access to the technology and related resources required in the course.
- ❒ Acceptable technological formats for assignment completion and submissions have been articulated.

Section 6: 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.

- ❒ Instructor states her or his role in the support process.
- ❒ The course syllabus links to a clear explanation of the technical support provided by the campus and suggestions as to when and how students should access it.
- ❒ Course syllabus provides an introduction to campus academic (non-technical) support services and resources available to support students in achieving their educational goals.

Section 7: 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.

- ❒ Syllabus includes a Disability Statement addressing the responsibilities of faculty and staff.
- ❒ Students are given accessibility information and policies related to the online course environment.
- ❒ Course materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.
  - ❒ Clearly identifies target of each link
  - ❒ Images and graphics have Alternate Text Tags.
  - ❒ File formats including Word, PowerPoint and PDF are all accessible.
  - ❒ Audio files have text transcripts
  - ❒ Videos are captioned or a text script is provided
  - ❒ External sites are accessible
- ❒ All tools used within Etudes or that are third-party are accessible and assistive technology ready.

ECC Guidelines

- ❒ Instructor applies Student Authentication Guidelines to the course
- ❒ Instructor applies Regular Effective Contact Guidelines to the course

The checklist was based on [QOLT Instruments with permission from CSU eCatalyst Project](#)
and customized for ECC use by the DE Office (ry)

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1. Course Overview and Introduction

Addresses how well the instructor describes the course and introduces students to the course protocol and expectations.

Objectives	Examples	✔	Location(s) in Etudes or Explain if Not Applicable
1.1 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.	Welcome message or materials introducing course structure or components is highly recommended.		
1.2 Detailed instructor information is available to students and includes method(s) of contact, availability and response time, brief biography and picture.	Instructor Communication Policy: I will respond within 24 hours M-F. Weekend responses aren't guaranteed. The best way to contact me is through Etudes Private Messaging. For general questions, please post to our Q&A Forum. I will be in our CCC Confer Private Room on MWF 8-9am and TTh 9-10am.		
1.3 Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.	Instructor introduces the purpose of the course as well as explain the course format as either completely online or hybrid.		
1.4 Online etiquette expectations for various forms of course communication and dialog (e.g., private message, discussion board) are presented and clear to the student.	Rules of conduct may include use of language, format and decorum. See further at Netiquette: Make it Part of Your Syllabus.		
1.5 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, college web page) is provided.	Policies typically include cheating, plagiarism and copyright. Instructor may also provide sample work that demonstrates plagiarism.		
1.6 A list of technical competencies necessary for course completion is provided, identifying and delineating the role or extent the online environment plays in the total course.	Technical competencies may include the use of Etudes, downloading and uploading, file management or sharing, communications tools, collaboration tools, discipline-specific software or hardware.		

Instructor's Comments:

DE Office's Comments:

Dean's Comments:

2. Assessment of Student Learning

Addresses the process used to gather evidence of the achievement of the student learning outcomes.

Objectives	Examples	✔	Location(s) in Etudes or Explain if Not Applicable
2.1 All student learning outcomes are specific, well-defined and measurable.	Course-level and module or weekly-level learning objectives are measurable and observable (e.g. "define", "apply", "synthesize") per Bloom's Taxonomy.		
2.2 Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.	Instructor provides late submission policy and scale, weights of respective assignments and the corresponding letter grade if scores are accumulated at the end.		
2.3 The learning activities (including graded assignments as well as ungraded activities) promote the achievement of the student learning outcomes.	Instructors explain how learning activities such as assignments or discussions contribute to the achievement of the stated student learning outcomes.		
2.4 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.	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		
2.5 Throughout the semester, instructor provides multiple opportunities to give feedback on student learning, as well as helping students "self-check" their learning.	Activities may include but not limited to blogs for reflection, peer review, practice test and draft of term paper.		
2.6 Periodically, instructor solicits feedback from students regarding their learning and potential improvements that may be made to the course.	Instructor may consider the use of surveys or discussion forums to collect feedback (that goes beyond student learning outcomes) on the effectiveness or difficulty of the resources and activities in order to improve the course in the future.		

Instructor's Comments:
DE Office's Comments:
Dean's Comments:

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.

Objectives	Examples	✔	Location(s) in Etudes or Explain if Not Applicable
3.1 Instructor provides students with adequate notice and time to acquire course materials.	Syllabus includes instructions for acquiring course materials, including textbooks and other types of external resources.		
3.2 Syllabus clearly indicates whether textbooks and materials are required or recommended.	Instructor separates the materials and labels them as either required or recommended.		
3.3 Instructor articulates the purpose of each instructional material and how it is related to the course, activities, learning objectives and success of the student.	For required and recommended materials, there are brief statements as to the purpose in meeting student learning outcomes. If external websites are used, a short description of the specific link is provided instead of posting a general link for students to explore.		
3.4 When possible, instructor promotes or provides options in terms of how students acquire course materials, including Open Educational Resources.	Course materials may include a combination of traditional commercial content and Open Educational Resources (e.g., MERLOT) or open texts.		
3.5 There are a variety of instructional material types and perspectives, while not overly relying on one content type such as text.	Materials types may include slides, text, video, audio, images, online articles and simulations. These offer students various ways to engage with the content, as well as exposing students to multiple perspectives.		
3.6 Modeling academic integrity, instructor appropriately cites all resources and materials used throughout the course.	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.		

Instructor's Comments:

DE Office's Comments:

Dean's Comments:

4. Course Design and Delivery

Addresses (1) the opportunities students have to interact with the content, their peers and their instructor, and (2) how well the instructor facilitates the course, communicates with students, engages students to be active learners and reinforces a sense of community among course participants.

Objectives	Examples	✔	Location(s) in Etudes or Explain if Not Applicable
4.1 At the beginning of the course, instructor provides an opportunity for students to introduce themselves to develop a sense of community.	Instructor encourages students to post a photo of themselves and to share some personal information, such as interests or goals, to help build a sense of community from the start.		
4.2 Instructor provides information about being a successful online learner.	Instructor provides online learning strategies and/or link to an online readiness tool such as Test of Online Learning Success from University of Houston.		
4.3 Navigation throughout the online components of the course is logical, consistent and efficient.	Discussions are organized in clearly defined categories, forum and topics. Most course modules share consistent structure.		
4.4 Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement	Activities such as discussions encourage students to post their thoughts based on content covered and other course activities. 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 participations are also clearly stated.		
4.5 The modes and outcomes for student interaction are clearly communicated.	Requirements for participation (e.g., frequency, length, timeliness) are included in the syllabus and/or in the description of the assignment within the module.		
4.6 Instructor actively strives to keep course participants engaged and participating in productive dialogs. Instructor participates and manages, yet lets students take reasonable ownership.	Discussion posts require higher order thinking skills such as analysis and evaluation. Instructor works to keep students on task with their online discussions. S/he joins the discussions; not just provide questions at the beginning.		
4.7 Instructor provides feedback in a timely manner. **Note:** Instructor access in Etudes is required to view time of feedback	Instructor efficiently responds to student work submissions with scores and feedback related to strengths and/or weaknesses.		
4.8 Instructor sends reminders of due dates and duration of respective modules, as well as other instructions to keep students on task.	Instructor provides a list of activities, due dates and reminders.		
4.9 At the end of the course, instructor provides an opportunity for students to summarize the semester, establish the connection between this course and other courses and prepare to start the next phase of their program or progress.	Instructor asks students to reflect on their progress and commend students on their overall achievement.		

Instructor's Comments:

DE Office's Comments:

Dean's Comments:

5. 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.

Objectives	Examples	✔	Location(s) in Etudes or Explain if Not Applicable
5.1 Technological tools and resources employed support the student learning outcomes.	Instructor uses videos or animations to demonstrate the process of photosynthesis.		
5.2 Instructor takes advantage of the current tools to enhance learning.	Instructor uses a virtual classroom for synchronous lecture or screencast videos to explain a procedure.		
5.3 Technological tools and resources used in the course enable student engagement and active learning.	Instructor uses collaborative software such as Google Docs or wiki to work on group projects and Twitter or VoiceThread to engage students in discussions.		
5.4 Instructor provides clear information regarding access to the technology and related resources required in the course.	Instructor provides information about where and how to acquire the technologies. For downloads, instructor provides direct links. Any costs are specified up-front.		
5.5 Acceptable technological formats for assignment completion and submissions have been articulated.	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).		

Instructor's Comments:

DE Office's Comments:

Dean's Comments:

6. Learner Support and Resources

Addresses the program, academic and or technical resources available to students.

Objectives	Examples	✓	Location(s) in Etudes or Explain if Not Applicable
6.1 Instructor states her or his role in the support process.	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.		
6.2 The course syllabus links to a clear explanation of the technical support provided by the campus and suggestions as to when and how students should access it.	Technical support may mean the Information Technology (IT) help desk where students would seek assistance when they have problems with their MyECC email or the Distance Education Office when they cannot login to Etudes.		
6.3 Course syllabus provides an introduction to campus academic (non-technical) support services and resources available to support students in achieving their educational goals.	Academic support services may include but not limited to the Library, Writing Center, Online Tutoring and Special Resource Center. Resources may include online orientation for new students, successful learning strategies for online learners and Lynda.com training videos.		

Instructor's Comments:

DE Office's Comments:

Dean's Comments:

7. Section 508 Compliance (Accessibility)

Addresses the course's adherence to accessibility design principles that are critical to some learners but that benefit all learners

Objectives	Examples	✔	Location(s) in Etudes or Explain if Not Applicable
7.1 Syllabus includes a Disability Statement addressing the responsibilities of faculty and staff.	See Iowa State University's Sample Syllabus Statements Regarding Disabilities for a list of sample syllabus statements regarding accommodations or support for students with disabilities.		
7.2 Students are given accessibility information and policies related to the online course environment.	Instructor provides links to the campus ADA compliance statement, Special Resource Center and Special Resource Center Student Handbook.		
7.3 Course materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.	Text formatting and document organization, navigation and links, images and graphics, tables and background and colors accommodate assistive technology.		No need to specify; All areas should be accessible
7.3.1 Clearly identifies target of each link	The link to take a quiz says, "Take Quiz 1," NOT "Click Here".		
7.3.2 Images and graphics have Alternate Text Tags.	Specific tag such as El Camino College Logo instead of logo		
7.3.3 File formats including Word, PowerPoint and PDF are all accessible.	Styles are used in Word. Tables include row and column headers. Color is not used to convey meaning. Tab orders were checked in PDF Files.		
7.3.4 Audio files have text transcripts	A podcast resource includes a transcript in notepad		
7.3.5 Videos are captioned or a text script is provided	A YouTube video on the French Revolution is captioned or includes a transcript in notepad.		
7.3.6 External sites are accessible	A site resource on Tort Law has been checked for accessibility using Wave Accessibility Checker or Cynthia Says		
7.4 All tools used within Etudes or that are third-party are accessible and assistive technology ready.	Tools may include but not limited to virtual classroom, wiki and blogs.		

Instructor's Comments:

DE Office's Comments:

Dean's Comments:

8. Distance Education Guidelines

Objectives	Examples	✓	Location(s) in Etudes or Explain if Not Applicable
8.1 Instructor applies Student Authentication Guidelines to the course	Please see Student Authentication Guidelines document		
8.2 Instructor applies Regular Effect Contact Guidelines to the course	Please see Regular Effective Contact Guidelines document		

Instructor's Comments:
DE Office's Comments:
Dean's Comments: