# HSS Rubric for Online Instruction Best Practices

Guidance for new and experienced instructors of online/blended/hybrid courses, synthesized from quality assurance guides.

## Category 1: Learner Support & Resources

* 1.1 Course contains information about being an effective online learner.
* 1.2 Course contains links to campus resources in the syllabus and in the module.
* 1.3 Course provides course-specific resources, contact information for instructor, department, and program.

## Category 2: Online Organization and Design

* 2.1 Course is organized and easily navigable.
* 2.2 Course syllabus identifies and clearly delineates the level and type of interaction expected online.
* 2.3 All web pages are visually and functionally consistent throughout the course.

## Category 3: Instructional Design & Delivery

* 3.1 Course offers opportunities for interaction and communication student-to-student, student-to-instructor, and student-to-content.
* 3.2 Course goals are clearly defined and aligned to learning objectives.
* 3.3 Learning objectives are identified and learning activities are linked to objectives.
* 3.4 Course provides visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.
* 3.5 Course provides adequate activities to help students develop critical thinking and/or problem-solving skills.

## Category 4: Assessment & Evaluation of Student Learning

* 4.1 Learning objectives, instructional and assessment activities are aligned to each other.
* 4.2 Throughout the course, strategies are used to measure student mastery of the course goals. For example, online quizzes, discussion forums, online group projects, and peer reviews.
* 4.3 Regular feedback about student performance is provided in a timely manner throughout the course.

## Category 5: Innovative Teaching with Technology

* 5.1 Course uses technology tools to facilitate communication and learning. For example, recorded lectures, voiced slides, podcasts, forums, and voice threads.
* 5.2 Multimedia elements and/or learning objectives are used.

## Category 6: Accessibility

* 6.1 Links to disability support services (DSS) resources are provided. The syllabus links to the campus accessible policy.
* 6.2 Instructor provides accommodations supporting students with registered disabilities.
* 6.3 All course documents and text materials created by the instructor or from outside sources are accessible to students with disabilities.
* 6.4 All text materials (readings, supplemental materials, worksheets, presentation notes, etc.,) in the course are available in machine-readable digital text formal and implement accessibility best practice. If not, instructors coordinate with DSS to assure their text material are machine ready.
* 6.5 All videos (lecture recordings, films, online videos, etc.) are captioned or provide a downloadable transcript link.
* 6.6 All Images and Graphics have “ALT-Text” and describe the information the image means to convey.
* 6.7 The instructor and course use officially supported campus technologies, which are already fully accessible and assistive technology ready.
* 6.8 Any third party tools used are accessible and assistive technology ready when feasible.

## Resources for Online Instruction and Technical Support Services at CSUF

Department of Online Education and Training (OET) helps faculty create, promote, and support Online Education at California State University Fullerton.

[OET Website](http://oet.fullerton.edu/)
[OET Online Readiness Videos and Tools](http://oet.fullerton.edu/online_readiness/index.php)
[OET Services and Support](http://fdc.fullerton.edu/teaching/onlinetech.php)

OET’s new online guide to [Best Practices for Online Teaching](http://onlineed.fullerton.edu/bestpractices/index.html). This site provides links to [preparing to teach](http://onlineed.fullerton.edu/bestpractices/preparing_to_teach_online.html), designing the course, delivering the course, Tech use and support, and Professional development.

The CSU Quality Learning & Teaching Course Assessment QLT rubric is a detailed evaluation instrument composed of 57 items across 10 sections. It is designed to help support and identify exemplary practices for the design and delivery of online, blended, and flipped courses. [Request a copy of the evaluation instrument.](http://courseredesign.csuprojects.org/wp/qualityassurance/qlt-informal-review/)

Faculty can complete the [TOP (Teaching Online Program) Certificate program](http://oet.fullerton.edu/certificate_programs/top.php) - a series of 4 online workshops.