



Distance Learning Course Review Annotations Guide

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Using this Guide

San Jacinto College (SJC) began a faculty-led pilot with Quality Matters (QM) beginning in 2010. Over a two year period the college covered expenses to have faculty trained in “Applying the QM Rubric” to act as QM reviewers for SJC courses. Beginning in Fall 2011, SJC moved from a basic subscription to full subscriber status and covered expenses to have three faculty certified as Quality Matters Trainers to conduct training of other SJC faculty in-house to conduct reviews. Since inception, 52 total courses have completed QM reviews and received the “Met Standards” recognition. In addition, 42 faculty have been trained as reviewers.

Quality Matters was identified by faculty as being an excellent product that supports peer review of distance learning instruction for the continuous improvement of offerings. In addition, QM was chosen for use at San Jacinto College because its goal of promoting and improving the quality of online education and student learning are in sync with the San Jacinto College vision and mission statements, and the Educational Technology purpose statement.

San Jacinto College has created a SJC-DL Online Course Review Rubric that combines the components of the Quality Matters rubric and the expectations for distance learning courses at San Jacinto College. The SJC-DL Online Course review rubric is intended to be used in reviewing distance learning courses at the college, including online, online partial and online/classroom. Instructional administrators received initial training for applying the rubric during the 2014-2015 academic year. Department chairs and Deans began actively using the rubric to review distance learning courses during the 2015-2016 semester. The current SJC-DL Online Course review rubric is an Excel document and can be downloaded from the following link: [SJC-DL Online Course review rubric](#). The rubric is also accessible from the Forms and Documents section of [The Exchange \(College’s Intranet\)](#) under the Instructional Guidelines / Forms / Presentations heading.

Questions on how to apply the SJC-DL Online course review rubric should be directed to the Distance Learning Coordinator in the Educational Technology office at 281-998-6370.

Glossary

Accessibility (as it relates to online course content)

The extent to which a product, service, or facility is available to all people. In the context of the online learning environment, accessibility encompasses special measures that may be taken to ensure for learners with disabilities the accessibility of all course information, instructional materials, devices, and activities used for teaching and learning. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Active learning

Active learning occurs when learners engage by “doing” something, such as discovering, processing, or applying concepts and information. Active learning implies guiding learners to increasing levels of responsibility for their own learning. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Activity

Any form of learner participation that serves to reinforce course content and provides an opportunity for learners to further their attainment of course or module / unit learning objectives or competencies. Often, an activity allows for practice, discovery, and trial-and-error. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Assessment (the process of)

Assessment is the process of measuring the effectiveness of learning outcomes—that is, measuring what students know (cognitive), what students are able to do (psychomotor), and/or how student attitudes (affective) are changed as the result of learning. Assessment is designed to monitor and improve teaching and learning. ([San Jacinto College Assessment manual](#))

Assessment (strategies)

Instruments used to identify what students have learned; specifically, instruments used to measure the match between the learning objectives or competencies and learners’ attainment of them. (This second definition of the word “assessment” should be considered when interpreting QM Standards 3.1 and 3.4.) (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Authentic Assessment

Measuring the extent of learning by structuring opportunities for learners to demonstrate knowledge and skills acquired. Learners are asked to perform meaningful, real-world tasks, and their performance is evaluated using a rubric of criterion-referenced levels of attainment. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Common assessment

A common assignment is a tool collaboratively-developed by faculty and used to assess a specific course, program, and/or general education outcomes. It is included in every section of a course, and student work that results from the common assignment is used to directly assess student attainment of outcomes. ([San Jacinto College Assessment manual](#))

Content learning outcomes

Content learning outcomes are those related directly to the content of an individual course and may be referred to as student learning outcomes (SLOs). Content learning outcomes are found in the course syllabus. For example, students in a biology course may have a content learning outcome that states, “Students will be able to differentiate between transcription and replication.”

Faculty may add objectives and/or activities to the content learning outcomes to assist students in accomplishing the outcome. Faculty are responsible for teaching the objectives and/or activities. Likewise, they are responsible for assessing what the students have learned—that is, the measurable learning outcomes. Students are responsible for learning and demonstrating what they have learned. ([San Jacinto College Assessment manual](#))

Criteria

Qualitative or quantitative guidelines, rules, principles, or statements by which learners responses, work products, or mastery are evaluated. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Feedback

Specific comments, guidance, and information provided by the course instructor or facilitator in response to a learner activity or assessment. Feedback is tied to the established evaluation criteria and includes reasons for the accompanying evaluation and the resulting grade. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Instructional materials

Instructional materials enable learners to achieve stated learning objectives or competencies. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Learner engagement

Learner’s active participation in the process of acquiring knowledge or developing a specific skill in an educational setting or pursuit. Learner engagement is usually promoted and enhanced by learner interaction with the course instructor, course content, and / or fellow learners. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Media

Delivery modalities that are utilized to enhance learning. Examples are video, audio, animations, and podcasts. In online learning, media are used to deliver much of the course content. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Module / Unit –level objectives

Statements of the specific and measurable knowledge, skills, attributes, and habits learners are expected to achieve and demonstrate as a result of their educational experiences in a module or unit. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Technologies

Wide array of different hardware, software, subscriptions, and plug-ins that include technology tools. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Third-party software

Software solutions adopted or made available by companies other than the products institutionally supported by the College. This includes software associated with the textbook publisher.

Tools

Types of functional software that enable learner interaction. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Usability

Ease of use and learnability. In the QM context, usability refers to the ability of learners to easily navigate and interact with course components. (Quality Matters, Higher Education Rubric Workbook, Fifth Edition, 2014)

Distance Learning Rubric Annotations

General Standard 1: Course Orientation and Introduction

General Standard 1: Course Orientation and Introduction	
<p>SJC-QM 1.1 a</p> <p>Course is available to students within a SJCD Blackboard template.</p>	<p>San Jacinto College courses are required to provide their content to students via the institutional adopted Learning Management System (LMS). When created, each course is provided a copy of the standard SJC template within the Blackboard LMS. Details on the components of the SJC Course Template can be found on the EdTech blog.</p> <p>The SJC template includes buttons for Announcements, Start Here, Faculty Info, Syllabus / Calendar, Course Content, Discussion Board, My Grades, Student Bb Training, Support Resources, SJC Copyright Policy, and Tools.</p> <p>Look for the following:</p> <ul style="list-style-type: none">• Is the course available to students? • Does the course have buttons which reflects they are using the standard template? Note: In some cases the names of the buttons may differ, but the purpose should remain the same.• Are the course buttons available to students, as needed, to complete the course assignments? This may be cross-checked against the course calendar.

General Standard 1: Course Orientation and Introduction	
<p><i>SJC-QM 1.1 b</i></p> <p>Most current approved SJC district syllabus is included in course.</p>	<p>San Jacinto College has a standard course syllabus for all courses. The official course syllabus is available via download from SOS.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Does the course include the correct syllabus for the current semester • Does the syllabus include the required information as available in the SOS version?
<p><i>SJC-QM 1.1 c</i></p> <p>Instructions make clear how to get started and find various course components.</p>	<p>Instructions in the course should make it clear how students get started. This should include specific instructions and steps students should take to start the course, how to locate course components and how to engage in course content.</p> <p>This could come in the form of text, table /chart, videos, audio recording, scavenger hunt or other types of activities.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Welcome announcement with detailed instructions on how to get started in course. • Orientation or START HERE section with details on how to get started (if not in the welcome announcement) and where to find various course components. <p>Note: Online / Classroom section course types may cover much of their orientation material in the face-to-face portion of the class. Look for references to this in the course calendar, announcements or other materials. The instructor should provide clarification as needed.</p> <ul style="list-style-type: none"> • Syllabus, calendar or “first day handout” may also include detailed instructions on how to get started and where to find various course components. • If the course has the getting started content in more than one location, ensure the content is consistent and aligned.

General Standard 1: Course Orientation and Introduction	
<p><i>SJC-QM 1.2</i></p> <p>Learners are introduced to the purpose and structure of the course.</p>	<p>Learners are provided with an introduction to understand the purpose of the course. This could include the course description (as found on the SJC syllabus for the course), distance learning course type, course layout, modes of communication, course activities and assessments.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Syllabus, calendar, “first day handout,” course orientation / START HERE may all include this information. <p>Distance learning course delivery type should be explained and reflected in the course layout. For example, an online / classroom course will need to include details on student expectations for both the online and the classroom portion of the class.</p>
<p><i>SJC-QM 1.4</i></p> <p>Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to policies is provided.</p>	<p>Learners are provided with descriptions and links to the current institutional policies. Expectations regarding compliance to these policies are clearly explained.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Syllabus, “first day handout,” course orientation / START HERE may all include this information. • Links to policies should be provided where appropriate. <p>Expectations regarding compliance to institutional policies should be clearly explained where appropriate.</p>
<p><i>SJC-QM 1.8 a</i></p> <p>Appropriate faculty contact information is available (with district email address).</p>	<p>Appropriate faculty contact information is available in the course. The contact information should include the faculty’s district email address and district office number (when available). The use of a personal email address as a faculty’s email account is in violation of the College electronic communication policy.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Faculty profile, syllabus, course orientation, and “first day handout” may all include this information.

General Standard 1: Course Orientation and Introduction	
<p>SJC-QM 1.8 b</p> <p>The self-introduction by the instructor is appropriate and available online.</p>	<p>Instructor self-introduction should establish an initial connection between themselves and students. An introduction should include instructor’s name, title, field of expertise, contact information and instructor availability / office hours.</p> <p>Introductions should reflect professionalism and appropriateness as would be expected of the learners.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Faculty profile, syllabus, course orientation, “first day handout,” welcome announcement and the discussion board may all include this information. <p>Note: Online / Classroom sections should still include an instructor introduction within their course site to accommodate students who may miss a face-to-face introduction or like to review.</p> <p>Self-introduction may include appropriate photo, audio, video, presentation, or additional text.</p>
<p>SJC-QM 1.9</p> <p>Learners are asked to introduce themselves to the class.</p>	<p>Learners are asked to introduce themselves <i>to the class</i> via a guided course activity.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Learner introduction activities are often found in discussion boards but could also be conducted via a shared blog, shared journal or wiki. <p>Note: Online / Classroom sections should still include a learner introduction activity within their course site to encourage course site engagement and the class community.</p>

General Standard 2: Learning Objectives

General Standard 2: Learning Objectives	
<i>SJC-QM 2.1, 2.5</i> Course learning objectives describe outcomes that are measurable and course appropriate.	<p>Course learning outcomes are found on each course syllabus. In most cases these outcomes are from ACGM or WECM and must be used as they are written. Verification must be made that the course is using the most current syllabus to reflect the current course outcomes.</p> <p>Look for the following:</p> <ul style="list-style-type: none">• Course learning outcomes may be found on course syllabus. Verification must be made that the course is using the most current syllabus to reflect the current course outcomes.• Course learning outcomes may also be listed in the course orientation / START HERE and in some course content areas. These should match the wording as found on the current course syllabus.

General Standard 2: Learning Objectives

SJC-QM 2.2

Module learning objectives describe outcomes that are measurable and consistent with the course learning outcomes.

Course content organization may differ among courses. Course modules may also come in the form of units, topics, themes or other form of sub-heading.

More details defining [content](#) and [module learning objectives](#) can be located in the Glossary section of this document.

Course Student Learning Outcomes

Student Learning Outcomes: Upon completion of the course, students will be able to:

- A. Describe the fundamentals of Information Technology (IT) infrastructure components: hardware, software, and data communication systems.
- B. Explain the guiding principles of professional behavior in computing.
- C. Demonstrate proper file management techniques to manipulate electronic files and folders in a local and networked environment.
- D. Use business productivity software to manipulate data and find solutions to business problems.
- E. Explain the concepts and terminology used in the operation of application systems in a business environment.
- F. Identify emerging technologies for use in business applications.
- G. Complete projects that integrate business software applications.

One unit's Modular Learning Objectives

Upon completion of this chapter you will be able to:

- Create, save and open a Word document.
- Customize a document by entering and selecting text, using word wrap, and using AutoComplete, AutoCorrect, and AutoFormat features.
- Enhance a document using paragraph breaks, line breaks, spaces, and non-breaking spaces.
- Edit a document using cut, copy, paste, the Clipboard, and the undo, redo, and repeat features.
- Customize a document using different fonts, font sizes, and attributes.
- Enhance a document using text alignment and line and paragraph spacing.
- Finalize a document using Word's proofing tools.
- Apply custom document properties to a document.

Specific objectives that are measurable (with measurable verbs) These all would support CSLO C and D.

Look for the following:

- Module objectives should be prominently stated within the corresponding module or sub-heading.
- Each module objective should include the audience, behavior, condition, degree.

Objectives should follow the "abcd's" of a good objective...

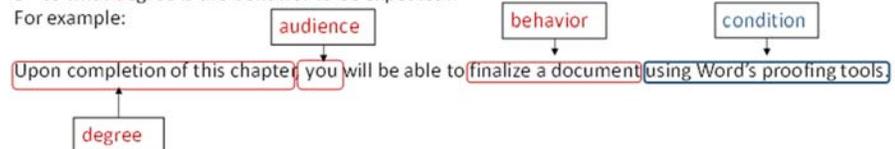
A= define the **a**udience (who will be doing the behavior)

B= define the **b**ehavior that would be expected

C= define the **c**ondition of the behavior

D= to what **d**egree is the behavior to be expected?

For example:



General Standard 2: Learning Objectives

SJC-QM 2.3

All learning objectives are stated clearly from the learner's perspective.

Learners should be able to clearly understand all learning objectives. Course learning outcomes should come directly from the official course syllabus.

Module objectives should be written in such a way so that a learner who has not yet completed the course would understand learning expectations.

Look for the following:

- Words and terms clearly understood by a diverse population and non-native speakers.

Note: Online / Classroom sections should provide learning objectives in both the face-to-face and online portions of the course.

General Standard 2: Learning Objectives

SJC-QM 2.4

The relationship between learning objectives and course activities is clearly stated.

The relationship between learning objectives and each course activity should be clearly identified.

Look for the following:

- Numbering system reflecting the correspondence of course activities to learning objectives.

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. As a class participant, you will assess yourself in the following areas:

Numbering System

- 1-A. Study and learning skills
- 1-B. Multiple intelligences
- 1-C. Personality development and how it relates to learning
- 1-D. Academic motivation
- 1-E. Self-discipline and self-management behaviors
- 1-F. Cognitive development

2. As a class participant, you will describe the following:

- 2-A. Characteristics of successful learners
- 2-B. Appropriate support programs

- Narrative explaining how learners are enabled to meet the objectives through the successful completion of the course activities.



Assignment: Chapter 1 - Success in College and Setting SMART Goals

This assignment corresponds to Student Learning Objective 1-D, 1-E, and 5-E. Please refer to your course syllabus or the course orientation for more information.

Using the attached document, answer the questions at the top of the page on Success in College. After answering the questions, use the chart to set one goal in each of the areas listed: academic, career, personal, and financial. Follow the goal through time, from immediate to long term. An example is provided in the chart for you to follow. *Please make sure your goals follow the SMART guidelines on page 11.

Type your answers on this form and when complete save the form using the following name: lastname_goals and submit your form through this assignment area.

[Success in College and Setting SMART Goals.docx](#)

Grading Rubric: Once you enter the assignment, you will find a rubric with a set of criteria that will be used when grading your assignment.

- Some courses may be required to link to learning objectives from accrediting agencies.
- SJC Gen Ed Outcomes should be aligned to “common assessments” used within general education courses. These alignments occur within Blackboard. [See also Standard 3.3c.](#)

General Standard 3: Assessment and Measurement

General Standard 3: Assessment and Measurement	
<p>SJC-QM 3.1</p> <p>The assessments measure the stated learning objectives.</p>	<p>Course assessments should have clear alignment (see 2.2) to both the course and module learning objectives. It should be clear if learners can meet the objectives when they complete the assessments.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Review assessment instructions, rubrics and content to determine clear alignment to stated learning objectives. <p>Note: If third-party software is used to deliver assessments, a conversation with the faculty may be necessary to verify alignment.</p>
<p>SJC-QM 3.2 a</p> <p>The course grading policy is stated clearly (from the learner's perspective).</p>	<p>Policy should include an explanation of the grade range (relationship between letter grade and average), the formula used to calculate the final average, the list of assignments that determine the final average and an explanation on point deductions related to late assignments.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Grading policy and related information may be found in the syllabus, course orientation / START HERE, "first day handout," and welcome announcement. <p>Specific grading explanations may also be included in assignment instructions.</p>

General Standard 3: Assessment and Measurement

SJC-QM 3.2 b

Blackboard Grade Center is in use by faculty.

All faculty are expected to actively use the Blackboard Grade Center to make students aware of their course progress. This includes submission of final grades via the Blackboard system.

Look for the following:

- Grade Center setup should match the stated grading policy.

Course Grading Policy and Formula from the Syllabus should match how the Grade Center is calculating student grades.

Weighted Total Column in the Bb Grade Center

30 % Category: Chapter Assignments

Weight Columns: Equally Proportionally

Drop Grades OR Use only the

Drop Highest Calculate Lowest Value to

Grades Lowest Calculate Highest Value to

Grades

15 % Category: Career Paper

Weight Columns: Equally Proportionally

Drop Grades OR Use only the

Drop Highest Calculate Lowest Value to

Grades Lowest Calculate Highest Value to

Grades

15 % Category: Attendance/Participation

Weight Columns: Equally Proportionally

Drop Grades OR Use only the

Drop Highest Calculate Lowest Value to

Grades Lowest Calculate Highest Value to

Grades

40 % Category: Test

Weight Columns: Equally Proportionally

Drop Grades OR Use only the

Drop Highest Calculate Lowest Value to

Grades

What is the grading policy for this course?

Enabled: Statistics Tracking

Grading Policy:

The following is the grading policy for this course:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 59%

Grading Formula:

The following is the grading formula for this course. After calculating your grade, your percentage needs to fit in the above grading policy to achieve a particular letter grade.

15% Attendance/Participation (see syllabus for explanation)

15% Career Paper

30% Chapter Assignments

40% Exams (3)

- Final grade column should be setup in preparation for final grade submission to SOS.



- Assignment and assessment grades are regularly being added to the course Grade Center so students may track their progress during the semester. Training information to support use of the Bb Grade Center is available to faculty. More information on [GradeCenter training](#) is available via the EdTech blog.

General Standard 3: Assessment and Measurement

SJC-QM 3.3 a

Evaluation of student’s work is directly linked to grading policy.

Graded activities and assignments match categories in the grading policy section of the course syllabus.

Look for the following:

Grading Formula:
The following is the grading formula for this course. After calculating your grade, your percentage needs to fit in the above grading policy to achieve a particular letter grade.

- 15% Attendance/Participation (see syllabus for explanation)
- 15% Career Paper
- 30% Chapter Assignments
- 40% Exams (3)

Ensure the grade columns match the grading formula

Name	Grading Period	Category
<input type="checkbox"/> Student Introductions and Pre-Assessment	Not in a Grading Period	Attendance/Participation
<input type="checkbox"/> Course Orientation/Syllabus Quiz	Not in a Grading Period	Attendance/Participation
<input type="checkbox"/> Setting up Email	Not in a Grading Period	Attendance/Participation
<input type="checkbox"/> Ch 1 - SMART Goals	Not in a Grading Period	Chapter Assignments
<input type="checkbox"/> Ch 2 - Time Management	Not in a Grading Period	Chapter Assignments

SJC-QM 3.3 b

Specific and descriptive criteria are provided for the evaluation of students work.

Subjective assignments such as discussion board post and papers have a detailed rubric to explain the criteria for grading student’s work.

Look for the following:

- Rubric or grading criteria may be found under the assignment instructions, as an attached document, through the Bb Rubrics Tools (Control Panel/Course Tools/Rubrics), etc.

General Standard 3: Assessment and Measurement

SJC-QM 3.3 c

Common assignments to be used for outcomes assessment are aligned to appropriate course, program, or general education outcomes (if appropriate – Score 1 otherwise).

General education outcomes and common assessments are included in the course (if appropriate).

Look for the following:



Gen Ed Assessment: Math 1314 Mathematical Reasoning Exercise

Attached Files: [GEN ED ASSESSMENT: MATH 1314.docx](#) (22.77 KB)

Gen Ed Assessment document attached

This assessment is due on **MM/DD/YYYY at HH.MM AM/PM CST**. You must submit the assignment through Blackboard by clicking the item heading above. Please pay careful attention to the direction. This is an *incredibly important* assignment and is one that every college algebra students on all three campuses are doing.

It will be graded in the following manner:

- 30 points for following assignment directions
- 40 points for the mathematic calculations
- 30 points for the explanations

Instructions to students on how to complete the assessment

Your instructor **CANNOT** help you calculate answers for this particular assignment. However, you may talk with your peers.

Student Instructions

1. Download the document: **GEN ED ASSESSMENT: MATH 1314**. This document contains the instructions and expectations for the assignment.
2. All explanations must be typed. The supporting math work must be neat and suitable for copying or scanning. The final document should be saved and submitted as a single .pdf file.
3. Give the assignment the heading **GEN ED ASSESSMENT: MATH 1314**.
4. Do not include your name in the assignment or in the file name.
5. Submit your assignment to your instructor via Blackboard by the deadline established by your instructor.

Active Goals	Actions	ID	Goal	Goal Set Name	Outcomes
		SJCGE-03-EQ	SJCGE-03-EQ Empirical and Quantitative Skills. Students will develop quantitative and empirical skills to understand, analyze, and explain natural, physical, and social realms.	SJC General Educat	General Education Outcomes
		SJCGE-02-CT	SJCGE-02-CT Critical Thinking Skills. Students will develop habits of mind, allowing them to appreciate the processes by which scholars in various disciplines organize and evaluate data and use the methodologies of each discipline to understand the human experience.	SJC General Education	General Education Outcomes
		SJCGE-01-COM	SJCGE-01-COM Communication Skills. Students will communicate ideas, express feelings, and support conclusions effectively in written, oral, and visual formats.	SJC General Education	General Education Outcomes

This shows the proper Bb alignment to the Gen Ed Outcomes

SJC-QM 3.4

The assessments selected are appropriate to the work being assessed.

Assessment method aligns with course and module objectives.

Look for the following:

- Assessments that allow for students to appropriately demonstrate course and module objectives. For example, if the learning objectives state the student should be able to perform an identified skills, a multiple-choice assessment would likely be an inappropriate measure of the student’s performance.

General Standard 4: Instructional Materials

General Standard 4: Instructional Materials	
<p><i>SJC-QM 4.1 a</i></p> <p>The course requires and utilizes district approved instructional materials.</p>	<p>Any instructional material, such as textbooks, multimedia, websites, publisher content, and teaching resources are actively used in the course to facilitate learning, engage students, and assess mastery.</p> <p>All instructional materials included in the course should be district-approved and adhere to copyright laws and licensing requirements.</p> <p>Review the following:</p> <ul style="list-style-type: none"> ● Required textbook and supplemental books ● Publisher content ● Teaching resources (Power Points, videos, images, etc.) ● Software ● Games ● Websites
<p><i>SJC-QM 4.1b</i></p> <p>Instructional materials contribute to achievement of the stated course learning objectives.</p>	<p>Instructional materials should guide student learning toward the mastery of the learning outcomes. Materials should increase learner knowledge and provide context for learning.</p> <p>Note: If third-party software is used to deliver assessments, a conversation with the faculty may be necessary to verify alignment.</p> <p>Review the following:</p> <ul style="list-style-type: none"> ● Required textbook and supplemental books ● Publisher content ● Teaching resources (Power Points, videos, images, etc.) ● Software ● Any other instructional materials integrated within the course.

General Standard 4: Instructional Materials

SJC-QM 4.2

Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

The purpose of all instructional materials should be explicit and available for all materials. A description of the proper use of instructional materials is provided. The learner should be able to identify, through the explanation, how the instructional materials enable learners to achieve the course and module objectives.

Look for the following:

- Instructions on the expectations for use of instructional materials.
- Statements of correlation between materials and objectives. For example, if a video is to be used, the learner should understand how it contributes to accomplishing objectives.

Note: Online / Classroom sections - The instructional materials that are required for both face-to-face and online use are clearly identified and distinguishable by the learner.

General Standard 5: Course Activities and Learner Interaction

General Standard 5: Course Activities and Learner Interaction	
<p>SJC-QM 5.1</p> <p>The learning activities promote the achievement of the stated learning objectives.</p>	<p>Course activities should have clear alignment to both the course and module learning objectives.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> Review activity instructions, rubric, and content to determine clear alignment to the stated learning objectives. <p> Assignment: Chapter 1 - Success in College and Setting SMART Goals</p> <p><i>This assignment corresponds to Student Learning Objective 1-D, 1-E, and 5-E. Please refer to your course syllabus or the course orientation for more information.</i></p> <p>Using the attached document, answer the questions at the top of the page on Success in College. After answering the questions, use the chart to set one goal in each of the areas listed: academic, career, personal, and financial. Follow the goal through time, from immediate to long term. An example is provided in the chart for you to follow. *Please make sure your goals follow the SMART guidelines on page 11.</p> <p>Type your answers on this form and when complete save the form using the following name: lastname_goals and submit your form through this assignment area.</p> <p>Success in College and Setting SMART Goals.docx</p> <p>Grading Rubric: Once you enter the assignment, you will find a rubric with a set of criteria that will be used when grading your assignment.</p> <p>NOTE: If a third party software is used to deliver the activity, a conversation with the faculty may be necessary to verify alignment.</p>
<p>SJC-QM 5.2 a</p> <p>Learning activities provide opportunities for interaction that supports active learning and learner engagement.</p>	<p>Activities are varied to promote learner-to-learner, learner-to-instructor, and learner-to-content interactions. Active learning involves learners learning by doing something.</p> <p>Note: Online / Classroom sections - a connection should be made clear between classroom and online activities. They should reinforce each other.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> Learner-to-learner activities include discussion forums, group projects, peer reviews, etc. Learner-to-instructor activities include instructor feedback on assignments, instructor participation in discussion forums, FAQ discussion board, synchronous discussions, etc. Learner-to-content activities include reading from the textbook, articles or online sources, completion of an online exercise, etc.

General Standard 5: Course Activities and Learner Interaction	
<p><i>SJC-QM 5.2 b</i></p> <p>Learning activities provide opportunities for interaction that supports critical thinking.</p>	<p>Activities require the student to think through how to best address a situation or assignment and to share their thoughts with others.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Activities that involve problem solving situations. • Discussion Board responses reflecting critical thinking. • Assignment instructions promoting critical thinking.
<p><i>SJC-QM 5.3 a</i></p> <p>Faculty is actively engaged via email, discussion forums and / or collaboration.</p>	<p>Instructors frequently interact with learners via San Jacinto College communication tools.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Announcements: There should be an adequate number of announcements depending on course length. • Discussion Boards: Faculty is actively engaged in discussion • Feedback on Assignments: Look in grade center and student submissions for feedback comments provided by faculty. • Blackboard Collaborate: Look for active sessions or past recordings. • Email: Look for references in the orientation or announcements to ensure the faculty is actively emailing students. As a reminder, only official San Jacinto College email should be utilized.
<p><i>SJC-QM 5.3b</i></p> <p>Instructor's plan for response time and feedback on assignments is clearly stated.</p>	<p>Instructor provides a specific timeline for responding and providing feedback to student submissions that is clear and understandable. The timeline is an accurate reflection of the time it should take the instructor to provide feedback based on the assignment type.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Feedback response time could be in the course syllabus, Orientation/START HERE, course announcements, and within individual assignment instructions.

General Standard 6: Course Technology

General Standard 6: Course Technology	
<p><i>SJC-QM 6.1</i></p> <p>The tools used in the course support the learning objectives.</p>	<p>The tools facilitate the learning process by providing an appropriate context for successfully mastering the learning outcomes beyond the realm of submitting assigned work.</p> <p>Specific tools are not required for the standard to be met however, all assigned tools and support tools should be available and accessible for students. These tools include but are not limited to Blackboard tools and building blocks, Publisher content and other external and web resources.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> ● Bb: Discussion board, assessment tools, assignment submission tool, etc. ● Media: NBC Learn, YouTube, Kaltura. ● Publisher or third-party software.
<p><i>SJC-QM 6.2 a</i></p> <p>Course tools promote learner engagement and active learning.</p>	<p>The use of tools and technologies in the course should provide students with varying opportunities of interaction and learning experiences. These experiences should include both real-time interactions (synchronous) and asynchronous interactions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Student-student interactions ● Student-instructor interactions ● Student-content interaction <p>Look for the following:</p> <ul style="list-style-type: none"> ● Virtual Collaboration Tools ● Discussion boards ● Simulations ● Games ● Flashcards ● Study Guides/Worksheets

General Standard 6: Course Technology	
<p><i>SJC-QM 6.2 b</i></p> <p>Links to required external content are available.</p>	<p>Hyperlinks to external content, tools and materials should be open and accessible to students without limitations of protection and security password or unique account identity reserved to the instructor.</p> <p>Review the following:</p> <ul style="list-style-type: none"> ● Permalinks used for library materials. ● Media links using NBC Learn, YouTube, Kaltura. ● Links to publisher, third-party content, or open source material. ● Links to content store on Bb Content Collection
<p><i>SJC-QM 6.3, 6.4</i></p> <p>Assignments encourage use of current and obtainable technologies.</p>	<p>Required materials and technology must be made available and affordable for student access. The most recent versions of technology, and technology that represents the current decade of advancement are appropriate. Technologies may include but are not limited to hardware, software, subscriptions, plug-ins, and media.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> ● Media and videos ● Word Processing Software ● Blogs, Wikis, and e-Journals ● Simulations ● Online Learning Games
<p><i>SJC-QM 6.5</i></p> <p>Links are provided to privacy policies for all external tools required in the course.</p>	<p>Documentation of the privacy and use policies provided by the creator for all tools, external, internal and integrated should be visible and included with each use of the corresponding tool.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> ● Links to Publisher Content Privacy policy ● Link to YouTube privacy policy

General Standard 7: Learner Support

General Standard 7: Learner Support	
<p><i>SJC-QM 7.1</i></p> <p>Course instructions link to institutional technical support.</p>	<p>There should be links for students to locate technical support information such as technology requirements (computer system requirements, browsers, etc.), technical skill requirements, help with Blackboard, student email service issues, and technical support from publisher websites.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Syllabus or START HERE / course orientation may include this information. • Links to San Jacinto College’s Blackboard support, technical support, and email support. • The standard template comes with a button named “Support Resources”, which contains all of the necessary technical information.
<p><i>SJC-QM 7.2</i></p> <p>Course instructions link to institutional accessibility policies and support.</p>	<p>The course should have links for students to find information from the institution regarding academic honesty, attendance, student conduct, disability accommodations, emergency notifications and closures, sexual harassment, and veteran services.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Syllabus or START HERE / course orientation may include this information. • The standard template comes with a button named “Support Resources”, which contains all of the necessary institutional policy links.
<p><i>SJC-QM 7.3</i></p> <p>Course instructions link to the institution’s academic support services/resources.</p>	<p>There should be links to appropriate tutoring services, library services, study group sessions that is provided by the institution.</p> <p>Look for the following:</p> <ul style="list-style-type: none"> • Syllabus or START HERE / course orientation may include this information. • The standard template comes with a button named “Support Resources”, which contain links to many necessary student resource support services.

General Standard 7: Learner Support

SJC-QM 7.4

Course instructions link to institution's student services/resources.

Links should be provided for support services such as educational planning and counseling, veteran's support services, student advising, campus life, or appropriate student organizations.

Look for the following:

- Syllabus or START HERE / course orientation may include this information.
- The standard template comes with a button named "Support Resources", which contain links to many necessary student support services.

General Standard 8: Accessibility and Usability

General Standard 8: Accessibility and Usability	
<p><i>SJC-QM 8 a</i></p> <p>The course navigation, design, and tools are logical, consistent, and efficient.</p>	<p>Navigation throughout the course should be consistent, logical and efficient. Course navigation strategies facilitates ease of movement through the course and course activities.</p> <p>More information on accessible course design is available on the EdTech blog.</p>
<p><i>SJC-QM 8 b</i></p> <p>The course provides accessibility information as well as alternative means of access to course materials that meet the needs of diverse learners.</p>	<p>All audio, videos, and animations are accompanied by either transcripts or information on how to obtain accommodation. Images displaying content have alt text describing what is depicted or caption.</p> <p>More information on accessible course design is available on the EdTech blog.</p>