

Quality Online Instruction (QOI): Course Standards for Arts & Humanities Review Request Form (beta testing winter/spring 2018)

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Introduction:

The Arts & Humanities division values excellence in teaching, student success, and professional development for all faculty. With these values in mind, we are focusing on quality online instruction.

The objective of the Canvas Site review is to enhance student learning by ensuring that each course site is readily accessible/navigable by the student. In this way, a student's online learning experience will parallel the on-ground learning experience. **The intention is not to evaluate the instructor's teaching and pedagogical approach/methodology.**

Instructor Training Requirements/Recommendations:

The professional development opportunities listed below are available in various formats – online, face-to-face, and/or one-on-one instruction with eLearning instructional designers. Many of the courses listed below are addressed to a certain degree in the 2-day eLearning Summer Institute. **For comprehensive and up-to-date information, please see the following eLearning Guides page:**

<https://www.bellevuecollege.edu/bconnect/elearning-guides/>

Note that courses equivalent to those offered by BC eLearning are acceptable (e.g. Quality Matters courses).

Please see which category best fits your level of experience with online/hybrid teaching:

	First-time teaching online	Experienced in online instruction
Courses required within first 2 quarters of online teaching	<ul style="list-style-type: none"> • Canvas Faculty Orientation course • Teaching with Canvas: Canvas 101 • UDL and Best Practices in Module Design • Copyright Information for Educators¹ • Introduction to Closed Captioning 	<ul style="list-style-type: none"> • UDL and Best Practices in Module Design • Copyright Information for Educators • Introduction to Closed Captioning
Recommended courses	<ul style="list-style-type: none"> • Instructional tool sessions (Panopto, Ally, Zoom, ConexEd, Lynda.com) (BC) • eLearning Summer Institute • Accessibility 101: Principles of Inclusive Design • Canvas 201² 	<ul style="list-style-type: none"> • Instructional tool sessions (Panopto, Ally, Zoom, ConexEd, Lynda.com) (BC) • eLearning Summer Institute • Accessibility 101: Principles of Inclusive Design • Canvas 201³

¹ Available Spring 2018

² Available Spring 2018

³ Available Spring 2018

Canvas Site Review Request

Name:

Level of Experience (indicate one):

- First-time teaching
- Some experience
- Significant experience
- Significant experience and 2013-2015 A & H review

Required eLearning/other courses taken or in progress (indicate one):

- Yes
- No

Class for review (e.g. ENGL 101):

•

Class modality (indicate one):

- Online
- Hybrid
- Support for on-ground class

Process

1. Take required (+/- recommended) eLearning courses
 - Additional assistance:
 - eLearning instructional designer for 1:1 consultations
 - Faculty Commons for quarter-long mentoring
2. Request Canvas site review (information located on the Art & Humanities website):
 - First time instructors:
 - live site must be reviewed during **2nd quarter** of instruction

- Experienced instructors:
 - live site review to parallel performance review if possible
 - site reviewer may **not** be the same person as the performance reviewer
- 3. Submit a request (ITS) to add the assigned reviewer to your Canvas site as an “**observer**”
- 4. Meet with reviewer once your site has been reviewed (reviewer will contact you)
 - Estimated time for review: Approximately 3 hours (not necessarily consecutive)
 - reviewer alone (+/- 2 hours)
 - reviewer plus instructor (+/- 1 hour)
- 5. Submit a request to have the reviewer removed once the process is complete

Instructor Checklist:

Canvas site exhibits the following:

1. Well-organized site navigation ____
2. Clear “Getting Started” course component ____
3. Calendar ____
4. Clearly stated course policies and procedures ____
5. Multiple and varied modes of assessing student learning ____
6. Explicit grading criteria/description of evaluation methods ____
7. Course activities and assessments aligned with learning outcomes ____
8. Instructional materials usable ____
9. Compliance with state/federal mandated accessibility ____
10. Identifiable instructor presence ____
11. Other ____

**Quality Online Instruction (QOI):
Course Standards Review Chart for Arts & Humanities**

	Required Design Standard	Recommended Delivery Options	Strengths	Areas for Improvement
1	Well-organized site navigation	<ul style="list-style-type: none"> • Obvious starting point (e.g. START HERE) • Site tour • Modules • Other: 		
2	Clear “Getting Started” course component	<ul style="list-style-type: none"> • Learning support/resources listed • Writing standard noted • Orientation to discipline • Prior knowledge/expectations of students entering the course • Syllabus quiz • Introductions • Other: 		
3	Calendar	<ul style="list-style-type: none"> • Canvas calendar • Other: 		
4	Clearly stated course policies and procedures	<ul style="list-style-type: none"> • Narrative • Syllabus • Bullet-Point List • Quiz • Response-time (messaging/grading) • Other: 		
5	Multiple and varied modes of assessing student learning	<ul style="list-style-type: none"> • Essays • Discussions • Quizzes • File upload • Other: 		

6	Explicit grading criteria/description of evaluation methods	<ul style="list-style-type: none"> • Rubrics • Clear directions • Other: 		
7	Course activities and assessments aligned with learning outcomes	<ul style="list-style-type: none"> • Narrative • List • Numbering System • Visual map • Other: 		
8	Instructional materials usable	<ul style="list-style-type: none"> • High video quality • Clear sound • Legible documents • Readable PDFs • Legible/sharp images • Functioning links • Other: 		
9	Accessibility and compliance with state/federal laws	<ul style="list-style-type: none"> • UDL • Color contrast • Use of Styles • Alt text (graphics) • CC for video • Copyright • Other: 		
10	Identifiable instructor presence & student Interaction	<ul style="list-style-type: none"> • Email activity • Announcements • Discussion participation • Feedback on assignments • Instructor-recorded lectures (cc/transcript) • Student/student interaction • Other: 		
11	Other			

Recommendation (indicate one)

<p>Canvas site meets QOI standards.</p> <ul style="list-style-type: none"> • Reviewer signs form 	
<p>Canvas site meets QOI standards, but improvements required (see above “Areas for Improvement”).</p> <ul style="list-style-type: none"> • Instructor agrees to implement improvements before teaching course again • Second review not required • Reviewer signs form 	
<p>Canvas site does not meet QOI standards; reviewer does not sign form.</p> <ul style="list-style-type: none"> • Instructor requested to work with an instructional designer in eLearning • Second review with the same reviewer required by end of the quarter • Reviewer initials/dates box to the right at this time, then signs/dates this form below when site subsequently meets QOI standards 	

Instructor _____ Date⁴ _____

Reviewer _____ Date _____

Arts & Humanities Dean _____ Date _____

Letter of Agreement

Scope of work: site review completed.

Payment: once complete and approved by all parties above, the reviewer will be paid \$125.

⁴ Date = date of reviewer & instructor site review