San José State University
School of Library and Information Science

ONLINE TEACHING STANDARDS AND INDICATORS

Standard 1. Course Design and Structure

The course is designed, organized, and delivered in an effective and systematic manner. All elements of the course are clearly identified and easily located. Materials are sequenced properly and contribute to student learning.

- Course greensheet follows established SLIS template and contains all elements required by SJSU, including a statement regarding the core competencies supported
- Course expectations, requirements, deliverables, grading criteria, and deadlines are clearly stated
- Course calendar (including general topics covered and assignment due dates) is made available prior to semester's start and is reasonably maintained
- Course has an effective orientation unit that explains how the course is structured, what its technology requirements are, and how online tools will be used
- Course content is divided into manageable instructional units or modules. These units are sequenced logically and build upon one another to meet course learning goals.
- Course materials for each instructional unit are clearly organized, appropriately labeled, and posted in a timely manner. Their format and presentation are consistent and predictable
- Instructor's writing and presentation styles are professional quality
- Intellectual property rights are recognized and respected

Standard 2. Course Content

Online course has the same coverage and rigor as face-to-face courses. Course content is up-to-date, reflecting recent developments and current professional practice. Course assignments are graduate level, designed to achieve the course's learning goals, and have measurable outcomes. Assignments are varied to show sensitivity for differing learning styles among students. Required readings and other assigned materials and resources are of reasonable quantity and enhance student learning.

- Course content is graduate level and appropriate to the course's learning goals. It emphasizes a conceptual grasp of the material, incorporates recent developments and established professional standards, and facilitates practical applications in the field
- Assignments and learning activities encourage critical reflection and thoughtful analysis. They require students to demonstrate their ability to locate, critically analyze, and synthesize information and to communicate findings through graduate-level writing and/or oral presentation
- The purpose and goal of each assignment or weekly activity is explained and clearly aligned with the course's learning objectives

- Course activities are varied to enhance learning and accommodate different learning styles
- Online discussions contribute to course content and student learning

Standard 3. Instructor Contribution to Course Content and Student Learning

The instructor demonstrates a mastery of the subject area and communicates this knowledge consistently throughout the semester. The instructor uses appropriate teaching methods and pedagogical approaches to stimulate interest and achieve course learning goals.

- Instructor contributes significantly to student learning through regular online lectures, discussions, class meetings, and other teaching methodologies appropriate for the course
- Lectures, readings, discussion questions, and other course materials demonstrate the instructor's advanced knowledge and professional experience
- Instructor has continuing presence in threaded discussions and uses his or her contribution to enhance student learning of the material
- Instructor varies teaching methods as appropriate for different types of material and segments of the course
- Instructor communicates ideas and information clearly and effectively and displays passion for topic

Standard 4. Interaction and Collaboration

Course design should include multiple means of communication, including learner-to-instructor, learner-to-content, and learner-to-learner interactions. Instructor should respond respectfully and within a reasonable timeframe to student questions and provide regular feedback throughout the semester.

- Instructor creates a sense of community by frequently communicating with students regarding course activities, the posting of new content, current assignments, approaching deadlines, and other pertinent information
- Instructor provides a forum for student inquiries and responds to questions in a helpful, timely manner
- Course assignments, when appropriate, encourage and facilitate student discussion, teamwork, group projects, and other means of interaction

Standard 5. Student Assessment

Course assignments and activities are clearly aligned with the course's learning objectives, and student outcomes are measurable. Instructor evaluation of assignments provides constructive feedback as to quality of work and areas needing improvement. Responses from instructor encourage and support creative thinking.

- Course design provides for timely and predictable feedback to students
- Feedback on assignments is substantive. It recognizes both strengths and weakness of student work and provides constructive criticism
- Expectations and guidelines for student participation are clearly established

- Evaluation criteria are clearly stated on the greensheet and/or assignment instruction sheets. Grading rubrics are provided when appropriate
- Evaluation of student performance includes a variety of assessment methods (e.g., exams, research papers, presentations, etc.), as appropriate to the course
- Instructor sets realistic timetables as to when students can expect course materials to be posted and feedback on assignments provided. Instructor response time consistently falls within these parameters (e.g., within 2 weeks after submission or before next assignment is due)
- Instructor deals with situations involving academic integrity promptly and according to SJSU policy

<u>Standard 6. Use of Technology</u>
Use of technology enables student learning and enhances course content. A variety of tools are used to support different learning styles.

- Instructor is sufficiently skilled in technologies employed in the course
- Media used enhances and reinforces course content and promotes learning
- Technology is selected with consideration of ease of use and accessibility
- External links are current and validated