HUMBOLDT STATE UNIVERSITY

CSU Quality Learning and Teaching (QLT) Core 24*

1. **Course Overview and Introduction**
   - 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 multiple formats for being contacted by students, availability information, brief biographical information, and a picture of the instructor.
   - Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.
   - 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; institution web page) is provided.

2. **Assessment and Evaluation of Student Learning**
   - 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 contribution
   - Throughout the semester, instructor provides multiple opportunities to give feedback on student learning, as well as helping students "self-check" their learning

3. **Instructional Materials and Resources Utilized**
   - Instructor provides students with adequate notice and time to acquire course materials.
   - There are a variety of instructional material types and perspectives, while not overly relying on one content type, such as text.

4. **Student Interaction and Community**
   - At the beginning of the course, instructor provides an opportunity for students to introduce themselves to develop the sense of community.
   - 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.
   - Course learning activities help students understand fundamental concepts, and build skills useful outside course.

5. **Facilitation and Instruction**
   - Instructor provides feedback in a timely manner.
   - Instructor provides reminders of due dates and duration of respective modules, as well as other instructions to keep students on task.

6. **Technology for Teaching and Learning**
   - Instructor takes advantage of the current tools provided by the Learning Management System (or similar) to enhance learning.
   - Instructor provides clear information regarding access to technology and related resources required in the course

7. **Learner Support and Resources**
   - The course syllabus (or related) lists and/or 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. E.g., Disability Support Services, Writing Center, Tutoring Center

8. **Accessibility and Universal Design**
   - Syllabus (or similar) links to the campus accessibility policy.
   - A clear explanation of the disability support services (DSS) is provided and clear links to DSS resources are provided.
   - Course documents and text materials created by the instructor or from external sources are in formats that are accessible to students with disabilities

*= These essential QLT objectives were originally identified by CSU San Marcos