Online Course Teaching & Building Rubric (OCTBR)

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Online Course Teaching & Building Rubric (OCTBR)

	Course Overview and Information			
Course Components	**Basic / Updated Autumn - 1**	**Core Summer - 2**	**Accomplished Spring - 3**	**Best Practice Winter - 4**
Introduction to Instructor and Program	• Instructor lists email and office telephone and best times to be reached. • Instructor lists specific times & locations through semester for both online and face-to-face office hours. • Instructor lists email and office telephone for program and/or department.	• Instructor lists email and office telephone and best times to be reached. • Instructor lists specific times & locations through semester for both online and face-to-face office hours. • Instructor lists email and office telephone for program and/or department. • Links are provided to the program & department websites.	• Instructor lists email and office telephone and best times to be reached. • Instructor links picture of themselves. • Instructor lists specific times & locations through semester for both online and face-to-face office hours. • Instructor lists email and office telephone for program and/or department. • Links are provided to the program & department websites. • For DL/hybrid courses: an introductory & welcome session is held over videoconferencing (Skype for Business, Google Hangout, etc.).	• Instructor lists email and office telephone and best times to be reached. • Instructor links picture of themselves. • Instructor lists specific times & locations through semester for both online and face-to-face office hours. • Instructor lists email and office telephone for program and/or department. • Links are provided to the program & department websites. • Instructor provides a short biography and/or link to research interests or major projects. • For distance learning/hybrid courses: an introductory & welcome session is held using videoconferencing (Skype for Business, Google Hangout, etc.).

Course Overview and Information (con't)				
Course Components	**Basic / Updated** **1**	**Core** **2**	**Accomplished** **3**	**Best Practice** **4**
Course Introduction	• An overview of the course is provided, explaining the course's purpose and objectives, and its format (online, hybrid, PBL, etc.). • Rules of conduct and netiquette are defined for learners.	• An overview of the course is provided, explaining the course's purpose and objectives, and its format (online, hybrid, PBL, etc.). • Rules of conduct and netiquette are defined for learners. • Prerequisites and other requirements, including any technical requirements, are summarized for learners	• A welcome message is provided in text format. • An overview of the course is provided, explaining the course's purpose and objectives, and its format (online, hybrid, PBL, etc.). • Rules of conduct and netiquette are defined for learners. • Prerequisites and other requirements, including any technical requirements, are summarized for learners	• A welcome message is provided in video format. • An overview of the course is provided, explaining the course's purpose and objectives, and its format (online, hybrid, PBL, etc.). • Rules of conduct and netiquette are defined for learners. • Course objectives are each described in more detail, providing context to existing educational programs and future professional practice. • Prerequisites and other requirements, including any technical requirements, are summarized for learners

		Course Design and Accessibility		
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Course Organization	• Content is structured to be easily navigated, and intuitive. • A clear "entrance" with an introduction to the course is noted on the main landing page or top-level folder ("Start Here: Introduction"), allowing students to quickly and repeatedly find time-sensitive, organized materials. • Extraneous tools or links are removed from menu. • The first four weeks of the course organization and content can be seen at the time it goes "live" to students. • (see next page)	• Materials are organized in course folders - based on topics, weeks of instruction or a similar structure. • Content is structured to be easily navigated, and intuitive. • A clear "entrance" with an introduction to the course is noted on the main landing page or top-level folder ("Start Here: Introduction"), allowing students to quickly and repeatedly find time-sensitive, organized materials. • Extraneous tools or links are removed from menu. • More than half of the course organization and content can be seen at the time it goes "live" to students.	• Materials are organized in course folders - based on topics, weeks of instruction or a similar structure. • Content is structured to be easily navigated, and intuitive. • A clear "entrance" with an introduction to the course is noted on the main landing page or top-level folder ("Start Here: Introduction"), allowing students to quickly and repeatedly find time-sensitive, organized materials. • Extraneous tools or links are removed from menu. • Almost all of the entire course organization and content can be seen at the time it goes "live" to students.	• Materials are organized in course folders - based on topics, weeks of instruction or a similar structure. • Content is structured to be easily navigated, and intuitive. • A clear "entrance" with an introduction to the course is noted on the main landing page or top-level folder ("Start Here: Introduction"). Students quickly and repeatedly find time-sensitive, organized materials. • Extraneous tools or links are removed from menu. • All course organization and content goes "live" to students at once. • All sequenced content, and full materials for every section of the class, is available. • Students can also explore through navigation out of order, where it does not impact learning negatively. Time-gated information serves a specific purpose (e.g. a high stakes test that cannot be taken early).

Course Design and Accessibility (con't)				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Course Organization (con't)	• All sequenced content is listed in the course, and full materials (content readings, assessments, assignments) are available for the first **four weeks** of the course. • The instructor clearly states when additional material from the **fifth week on** will go live.	• All sequenced content is listed in the course, and full materials (content readings, assessments, assignments) are available for the first **six weeks** of the course. • The instructor clearly states when additional material from the **seventh week on** will go live. • Students can also explore through navigation out of order, where it does not impact learning negatively. Time-gated information serves a specific purpose (such as a high stakes test that cannot be taken too early in the semester).	• All sequenced content is available to students, but a single assignment or assessment may be added later in the semester, and instructor clearly states when this material will go live in the course. • Students can also explore through navigation out of order, where it does not impact learning negatively. Time-gated information serves a specific purpose (such as a high stakes test that cannot be taken too early in the semester). • Review folders or similar summary materials are available for each section.	• Review folders or similar summary materials are available for each section.

Course Design and Accessibility (con't)				
Course Components	Basic / Updated Autumn - 1	Core Summer - 2	Accomplished Spring - 3	Best Practice Winter - 4
Course Syllabus	• The syllabus is provided in Word and PDF format, using the official school or department template; it includes contact information and office hours for the instructor, a brief summary of course goals and objectives, expectations for student work, and due dates. .	• The syllabus is provided in Word and PDF format, using the official school or department template; it includes contact information and office hours for the instructor, a brief summary of course goals and objectives, expectations for student work, a calendar with due dates for assignments.	• The syllabus is provided in Word and PDF format, using the official school or department template; it includes contact information and office hours for the instructor, a brief summary of course goals and objectives, expectations for student work, a calendar with due dates for assignments, and a detailed breakdown of assignments.	• The syllabus is provided in Word and PDF format, using the official school or department template; it includes contact information and office hours for the instructor, a brief summary of course goals and objectives, expectations for student work, a calendar with due dates for assignments, and a detailed breakdown of assignments. • Optional materials that can assist in learning the course are available, and clearly marked as "further enrichment" rather than "required" materials.
Design Issues Relevant to Blackboard (LMS)	• Menus use text and graphic icons. • Older WebCT modules (or the learning style using WebCT format) are not used, due to issues with students getting "locked" into a page.	• Menus use text and graphic icons. • Older WebCT modules (or the learning style using WebCT format) are not used, due to issues with students getting "locked" into a page.	• Menus use text and graphic icons. • Older WebCT modules (or the learning style using WebCT format) are not used, so students don't get "locked" into a page. • Reusable objects are uploaded or created in the file section and linked into multiple sections where relevant; learners do not need to hunt for objects.	• Menus use text and graphic icons. • Older WebCT modules (or the learning style using WebCT format) are not used, due to issues with students getting "locked" into a page. • Reusable objects are uploaded or created in the file section and linked into multiple sections where relevant; learners do not need to hunt for objects.

Course Design and Accessibility (con't)				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Course Navigation	• Navigation structure is consistent, using both text and icon information. • Navigation text labels are descriptive yet concise (i.e. a section is called "The Circulatory System" vs. "Week 2")	• Navigation structure is consistent, using both text and icon information. • Navigation text labels are descriptive yet concise (i.e. "The Circulatory System" vs. "Week 2") • Navigation is chunked into high level sections based on sequence of instruction: there are no unnecessary clicks for learners to access a new topic. (For instance, students do not have to first click "Content" before they can access "The Circulatory System" section.)	• Navigation structure is consistent, offering both text and icon information. • Navigation text labels are descriptive yet concise (i.e. "The Circulatory System" vs. "Week 2") • Navigation is chunked into high level sections based on sequence of instruction: there are no unnecessary clicks for learners to access a new topic. (For instance, students do not have to first click "Content" before they can access "The Circulatory System" section.) • Unless necessary (for instance, reserving access to high-stakes testing), students have flexibility to move ahead in course navigation.	• Navigation structure is consistent, offering both text and icon information. • Navigation text labels are descriptive yet concise (i.e. "The Circulatory System" vs. "Week 2") • Navigation is not only easy, but chunked into high level sections based on sequence of instruction: there are no unnecessary clicks for learners to access a new topic. (For instance, students do not have to first click "Content" before they can access "The Circulatory System" section.) • Unless necessary (for instance, reserving access to high-stakes testing), students have flexibility to move ahead in course navigation. • An assignment or assessment (such as a scavenger hunt or quiz) gives students the opportunity to navigate around the course; it also allows for technical issues to be noted early in the semester, prior to high-stakes assessments.

Course Design and Accessibility (con't)				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
ADA and Disabilities Information	• Link to UTMB Students with Disabilities page • Text explains that students can request accommodation through the campus ADA officer.	• Link to UTMB Students with Disabilities page • UTMB Student with Disabilities FAQ • Text explains that students can request accommodation through the campus ADA officer.	• Link to UTMB Students with Disabilities page • UTMB Student with Disabilities FAQ • UTMB Handbook on Students with Disabilities • Text explains that students can request accommodation through the campus ADA officer.	• Link to UTMB Students with Disabilities page • UTMB Student with Disabilities FAQ and UTMB Handbook on Students with Disabilities are linked • Text explains how to request accommodation through the campus ADA officer. • There are links to essential functions listings, relating to specific school and/or program.
Section 508, Accessibility & Usability: **Graphics and Multimedia**	• Alternative or "alt" text is offered for graphics or photos. • Transcripts or captions are provided for audio or videos linked into the course • No multimedia or element in the course requires mouse interaction; for instance, a key can be pressed OR the mouse used to interact with embedded multimedia.	• Alternative or "alt" text is offered for graphics or photos. • Transcripts or captions are provided for audio or videos linked into the course • No multimedia or element in the course requires mouse interaction; for instance, a key can be pressed OR the mouse used to interact with embedded multimedia.	• Alternative or "alt" text is offered for graphics or photos. • Transcripts or captions are provided for audio or videos linked into the course • No multimedia or element in the course requires mouse interaction; for instance, a key can be pressed OR the mouse used to interact with embedded multimedia.	• Alternative or "alt" text is offered for graphics or photos. • Transcripts or captions are provided for audio or videos linked into the course • No multimedia or element in the course requires mouse interaction; for instance, a key can be pressed OR the mouse used to interact with embedded multimedia.

		Course Design and Accessibility (con't)		
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Section 508, Accessibility & Usability: **Text and Labeling**	• Page titles are short and descriptive. • Link and content labels are descriptive (not "Click Here," but "Text on Circulatory System"). • A sans-serif font is chosen for text that will be read at length on-line. (Examples: Tahoma, Futura, Verdana). • When creating a form for use in the learning management system (or as a HTML page), labels ("First name") and not placeholder text in the form (What is your first name?) define the information needed.	• Page titles are short and descriptive. • Link and content labels are descriptive (not "Click Here," but "Text on Circulatory System"). • A sans-serif font is chosen for text that will be read at length on-line. (Examples: Tahoma, Futura, Verdana). • When creating a form for use in the learning management system (or as a HTML page), labels ("First name") and not placeholder text in the form (What is your first name?) define the information needed.	• Page titles are short and descriptive. • Link and content labels are descriptive (not "Click Here," but "Text on Circulatory System"). • A sans-serif font is chosen for text that will be read at length on-line. (Examples: Tahoma, Futura, Verdana). A serif font is chosen for any material that must be printed out and read at length. • When creating a form for use in the learning management system (or as a HTML page), labels ("First name") and not placeholder text in the form (What is your first name?) define the information needed.	• Page titles are short and descriptive. • Link and content labels are descriptive (not "Click Here," but "Text on Circulatory System"). • A sans-serif font is chosen for text that will be read at length on-line. (Examples: Tahoma, Futura, Verdana). A serif font is chosen for any material that must be printed out and read at length. • When creating a form for use in the learning management system (or as a HTML page), labels ("First name") and not placeholder text in the form (What is your first name?) define the information needed.

Course Design and Accessibility (con't)				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Section 508, Accessibility & Usability: **Design and Navigation Cues**	• None of the page design depends on color to convey information (for instance, instead of only marking highlighted words in red, underlining is also used) • Menu items (such as buttons) can be clearly read; are high contrast; tested with the WebAIM Color Contrast Checker or a similar tool. • Learners can complete forms with a keyboard only (using TAB to move through forms). • Content opening in new window or tab is noted ["Opens new window"]. • Flickering, moving, blinking, scrolling or auto-updating items or pages are avoided.	• None of the page design depends on color to convey information (for instance, instead of only marking highlighted words in red, underlining is also used) • Menu items (such as buttons) can be clearly read and are high contrast; tested with the WebAIM Color Contrast Checker or a similar tool. • Learners can to complete forms with a keyboard only (using TAB to move through forms). • Content opening in new window or tab is noted ["Opens new window"]. • Flickering, moving, blinking, scrolling or auto-updating items or pages are avoided.	• None of the page design depends on color to convey information (for instance, instead of only marking highlighted words in red, underlining is also used) • Menu items (such as buttons) can be clearly read and are high contrast; tested with the WebAIM Color Contrast Checker or a similar tool. • The entire course design is based on high-contrast color palette for easier viewing. • Learners can complete forms with a keyboard only (using TAB to move through forms). • Content opening in new window or tab is noted ["Opens new window"]. • Flickering, moving, blinking, scrolling or auto-updating items or pages are avoided.	• None of the page design depends on color to convey information (for instance, instead of only marking highlighted words in red, underlining is also used) • Menu items (such as buttons) can be clearly read and are high contrast; tested with the WebAIM Color Contrast Checker or a similar tool. • The entire course design is based on high-contrast color palette for easier viewing. • Learners can complete forms with a keyboard only (using TAB to move through forms). • Content opening in new window or tab is noted ["Opens new window"]. • Flickering, moving, blinking, scrolling or auto-updating items or pages are avoided.

Course Design and Accessibility (con't)				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Section 508, Accessibility & Usability: **Advanced HTML**			**ADVANCED HTML** • CSS style sheets are available to broaden font variations and colors, but not to designate structural elements like headings, paragraphs, and lists, which are created in HTML or the course management system's content editor. No information is conveyed with CSS formatting only. • Image maps used for the site are client-side; and offer alt-text for areas and the map. • Forms are developed (Ex. HTML, Bb, SoftChalk) with prompting text next to controls, and input elements (e.g. checkboxes). • No "hover" states trigger actions, just tangible items, secondary menu selections.	**ADVANCED HTML** • CSS style sheets are available to broaden font variations and colors, but not to designate structural elements like headings, paragraphs, and lists, which are created in HTML or the course management system's content editor. No information is conveyed with CSS formatting only. • Image maps used for the site are client-side; and offer alt-text for areas and the map. • Forms are developed (Ex. HTML, Bb, SoftChalk) with prompting text next to controls, and input elements (e.g. checkboxes). • CSS for positioning and page-wide color controls have been vetted with the CSS disabled to check that no information is lost. • No "hover" states are used to trigger actions, instead use tangible items or secondary menu selections.

Instructional Design				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Instructional Design	• Student learning outcomes or objectives (SLOs) are specifically connected and consistent with learning activities, practice and assessments. These connections are made clear to students. • Learning activities and information are deployed in a generally consistent manner: content folders contain a similar, basic structure regardless of topic. • Standards and requirements to succeed in assignments, including technical requirements, are available in location where students are submitting their work, as well as in syllabus.	• Student learning outcomes or objectives (SLOs) are specifically connected and consistent with learning activities, practice and assessments. These connections are made clear to students. • Learning activities and information are deployed in a generally consistent manner: content folders contain a similar, basic structure regardless of topic. • Standards and requirements to succeed in assignments, including technical requirements, are available in location where students are submitting their work, as well as in the syllabus.	• Student learning outcomes or objectives (SLOs) are specifically connected and consistent with learning activities, practice and assessments. These connections are made clear to students. • Learning activities and information are deployed in a consistent manner: content folders contain a similar, basic structure regardless of topic. • Standards and requirements to succeed in assignments, including technical requirements, are available in location where students are submitting their work, as well as in the syllabus. • Some learning material is also available in multiple formats reflecting diverse learning preferences.	• Student learning outcomes or objectives (SLOs) are specifically connected and consistent with learning activities, practice and assessments. These connections are made clear to students. • Learning activities and information are deployed in a generally consistent manner: content folders contain a similar, basic structure regardless of topic. • Standards and requirements to succeed in assignments, including technical requirements, are available in location where students are submitting their work, as well as in the syllabus. • All sections of the course contain material in multiple formats, reflecting diverse learning preferences of students. • An assignment assists students in developing their own review tools, improving their metacognition (or awareness of how they learn).

	Learner Support and Resources			
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Our Academic Community	- Honor Code is listed. - Link to Student Health's Academic Success Page - Link to the Student Ombudsman - Department Advising / Advisor link - Testing Center policies and location link - Office of Student Affairs (OSA) main page link and Orientation 101 link - Bookstore hours of operation, required books - Parking information (with additional specifics for distance learners), UTMB map & police escort information - US Department of Education's FERPA summary	- Honor Code is listed. - Link to Student Health's Academic Success Page - Link to the Student Ombudsman - Department Advising / Advisor link - List of department tutors and form for requesting tutoring - Testing Center policies and location link - Office of Student Affairs (OSA) main page link and Orientation 101 link - Bookstore hours of operation, required books - Parking information (with additional specifics for distance learners), UTMB map & police escort information - List of study room access and hours for SHP/SON - Link to UTMB Academic Survival Guide	- Honor Code is listed. - Link to Student Health's Academic Success Page - Link to the Student Ombudsman - Department Advising / Advisor link - List of department tutors and form for requesting tutoring - Office of Student Affairs (OSA) main page link and Orientation 101 link - Bookstore hours of operation, required books - Parking information (with additional specifics for distance learners), UTMB map, & police escort information - Testing Center policies and location link - List of study room access and hours for SHP/SON - Link to UTMB Academic Survival Guide	- Honor Code is listed. - Link to Student Health's Academic Success Page - Link to the Student Ombudsman - Department Advising / Advisor link - List of department tutors and form for requesting tutoring - Office of Student Affairs (OSA) main page link and Orientation 101 link - Bookstore hours of operation, required books - Parking information (with additional specifics for distance learners), UTMB map, & police escort information - Testing Center policies and location link - List of study room access and hours of operation for SHP/SON - UTMB Academic Survival Guide - Background check information, provided by OSA - UTMB bulletin

Course Components	Basic / Updated Autumn - 1	Core Summer - 2	Accomplished Spring - 3	Best Practice Winter - 4
		Learner Support and Resources (con't)		
Our Academic Community (con't)		• Link to background check information, provided by OSA • Annual Online Training • US Department of Education's FERPA summary	• Link to background check information, provided by OSA • UTMB bulletin • Student Life page • Link to Student Organizations page • Annual Online Training • US Department of Education's FERPA summary	• Link to Student Life page • SGA blog • Link to Student Organizations page • Link to department newsletter (e.g. SHP "SPLASH!") • Graduation Checklist link • Annual Online Training • US Department of Education's FERPA summary
General Academic Resources and Support	• Test-Taking Tips (produced by N&M department) • "Seven Habits of Highly Effective College Students" (located on UTMB CAPS page)	• Test-Taking Tips (produced by N&M department) • "Seven Habits of Highly Effective College Students" (located on UTMB CAPS page) • GradResources.org link	• Test-Taking Tips (produced by N&M department) • "Seven Habits of Highly Effective College Students" (located on UTMB CAPS page) • GradResources.org link • Link to Purdue University's Online Writing Lab (OWL)	• Test-Taking Tips (produced by N&M department) • "Seven Habits of Highly Effective College Students" (located on UTMB CAPS page) • GradResources.org link • Link to Purdue University's Online Writing Lab (OWL) • "Ten Traps of Studying" (located on UTMB CAPS page) • Additional study resources tailored for the class, field of study, and program.

	Learner Support and Resources (con't)			
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Student Resources on Health & Wellness	• Student Health main page • Text describes the Mental Health Crisis Line, provides its telephone number and a link to Suicide Prevention information. • Link to UTMB CAPS (counseling) page for Veterans • Link to UTMB's Alcohol and Substance Abuse Awareness page	• Student Health main page • Text describes the Mental Health Crisis Line, provides its telephone number and a link to Suicide Prevention information. • Link to Anonymous Survey Screening / ULifeline.org • Link to UTMB CAPS (counseling) page for Veterans • Alcohol and Substance Abuse Awareness	• Student Health main page • Text describes the Mental Health Crisis Line, provides its telephone number and a link to Suicide Prevention information. • Link to Anonymous Survey Screening / ULifeline.org • Link to UTMB CAPS (counseling) page for Veterans • Alcohol and Substance Abuse Awareness	• Student Health main page • Text describes the Mental Health Crisis Line, provides its telephone number and a link to Suicide Prevention information. • Link to Anonymous Survey Screening / ULifeline.org • Link to UTMB CAPS (counseling) page for Veterans • Alcohol and Substance Abuse Awareness • Apps and Downloads – Student Health's CAPS (counseling) page

Information Literacy				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Library Skills and Resources	• The library website is linked into the course menu. • Any relevant information for using the library off-site is linked prominently in the course for distance learners. • All links to library database resources (articles, ebooks, projects), feature the correct UTMB proxy prefix, which allows the library to track usage of different items, and also maintains agreements with content owners.	• The library website is linked into the course menu. Any relevant information for using the library off-site is linked prominent in the course for distance learners. • There is a content folder or section focusing on library tools and research. This includes the library guide for the relevant school or program, literature and database search instructions, etc. • All links to library database resources (articles, ebooks, projects), feature the correct UTMB proxy prefix, which allows the library to track usage of different items, and also maintains agreements with content owners.	• The library website is linked into the course menu. Any relevant information for using the library off-site is linked prominently in the course for distance learners. • There is a content folder or section focusing on library tools and research. This includes the library guide for the relevant school or program, literature and database search instructions, etc. • All links to library database resources (articles, ebooks, projects), feature the correct UTMB proxy prefix. • Library- or instructor-created media demonstrate use of critical library resources.	• The library website is linked into the course menu. Any relevant information for using the library off-site is linked prominently in the course for distance learners. • There is a content folder or section focusing on library tools and research. This includes the library guide for the relevant school or program, literature and database search instructions, etc. • All links to library database resources (articles, ebooks, projects), feature the correct UTMB proxy prefix. • Library- or instructor-created media demonstrate use of critical library resources. • An assignment can introduce students to library resources and assess their skills: for example, an assignment can require use of DOI (digital object identifiers) in searching databases for articles.

Information Literacy (con't)				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Evidence Based Practice	• If students have not yet been taught EBP in the sequence of their program: a brief assignment can still be used to "scaffold" knowledge that will be learned formally soon. For example, rather than have students develop an entire PICO question, an assignment can opt to have students reflect on Outcomes, or use a pre-written PICO question to begin their research practices. • An assignment that is primarily oriented to early scaffolding can be developed as a group assignment, to allow group reflection.	• Using Haynes' 5S model, a learning module can require students to use one or two "S" elements: for example, answering a question by checking a summary such as UpToDate, or the National Guideline Clearinghouse, and at least one systematic review (such as a Cochrane, PubMed, or MEDLINE). • Melnyk's Hierarchy of Evidence model can also be used to practice critical analysis of evidence. • If students have not yet been taught EBP in the sequence of their program: an assignment can "scaffold" knowledge that will be learned formally soon. Scaffolding can also begin by simply including links to a variety of elements featured on Melnyk's Pyramid and Hayne's 5S model.	• Using Haynes' 5S model, a learning module can require students to use three of the "S" elements: for example, answering a question by checking three different "S" resources: a study, a synopsis, and a systematic review. • Melnyk's Hierarchy of Evidence model can be used to practice the critical analysis of different kinds of evidence. • If students have not yet been taught EBP in the sequence of their program: an assignment can "scaffold" knowledge that will be learned formally soon. Scaffolding can also begin by simply including links to a variety of elements featured on Melnyk's Pyramid and Hayne's 5S model.	• Using Haynes' 5S model, a learning module can require students to use four or all of the "S" elements in answering a question. Likewise, Melnyk's Hierarchy of Evidence model can be used in depth. • Trisha Greenhalgh's *BMJ* articles on critically assessing papers can be linked as references, or analyzed by students in an assignment. • An assignment requiring a student to develop a critically appraised topic (CAT) can be included in an advanced course, and shared with the class or the program. • If students have not yet been taught EBP in the sequence of their program: an assignment can "scaffold" knowledge that will be learned formally soon. Scaffolding can also begin by simply including links to a variety of elements featured on Melnyk's Pyramid and Hayne's 5S model.

Information Literacy (con't)				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Social Media: **FERPA and HIPAA**	• The school's social media policies are linked from the course. • A statement reminds students that FERPA and HIPAA law precludes their sharing covered material and experiences on social media.	• The school's social media policies are linked from the course. • A statement reminds students that FERPA and HIPAA law precludes their sharing covered material and experiences on social media. • An assignment, discussion or assessment provides a chance for learners to reflect on social media and professionalism.	• The school's social media policies are linked from the course. • A statement reminds students to consider FERPA and HIPAA law when sharing material and experiences on social media. This is coupled with a brief assessment quizzes students on their understanding of HIPAA, FERPA and social media. • An assignment, discussion or assessment provides a chance for learners to reflect on social media and professionalism. Voicethread or the creation of simple media by learners can add another dimension to reflection process.	• The school's social media policies are linked from the course. • A statement reminds students to consider FERPA and HIPAA law when sharing material and experiences on social media. This is coupled with a brief assessment quizzes students on their understanding of HIPAA, FERPA and social media. • An assignment, discussion or assessment provides a chance for learners to reflect on social media and professionalism. • An assignment may use social media to share (within FERPA and HIPAA controls) cases or learning (for example, #FOAMED posts on an unusual medical case submitted to an aggregate site, or occupational therapy CATs shared on a blog or Facebook group). This may also allow learners to reflect on the experience of getting crowd-sourced feedback on their experience, case, or analysis.

Information Literacy (con't)				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Social Media: **Assessing Open Access Resources**	• The content of third-party podcasts, blogs or social media sites used in the course has been analyzed for content and conflict of interest. If time permits, a tool like the Quality Checklists for Health Professions Blogs and Podcasts (Colmers et al, 2015) is used to assess potential issues.	• The content of third-party podcasts, blogs or social media sites used in the course has been analyzed, using a tool like the Quality Checklists for Health Professions Blogs and Podcasts (Colmers et al, 2015). • If course features crowd-sourced information (such as posts tagged with #FOAMED), it features peer review and discussion (such as with the ALiEM blog and its MEDIC series) or is balanced by peer-reviewed information on the same topic (such as a journal article, Cochrane review, etc).	• The content of third-party podcasts, blogs or social media sites used in the course has been analyzed, using a tool like the Quality Checklists for Health Professions Blogs and Podcasts. • If course features crowd-sourced information (such as posts tagged with #FOAMED), it features peer review and discussion (e.g. the ALiEM blog and its MEDIC series) or is balanced by peer-reviewed information on the same topic (such as a journal article, Cochrane review, etc). • Assignments, discussions, or assessments provide an opportunity for students to further reflect on critical assessment of open access resources.	• The content of third-party podcasts, blogs or social media sites used in the course has been analyzed, using a tool like the Quality Checklists for Health Professions Blogs and Podcasts (Colmers et al, 2015). • If course features crowd-sourced health information (such as Twitter or social media posts tagged with #FOAMED), it features peer review and discussion (such as with the ALiEM blog and its MEDIC series) or is balanced by peer-reviewed information on the same topic (such as a journal article, Cochrane review, etc). • Assignments, discussions, or assessments provide an opportunity for students to reflect on critical assessment of open access resources, and the development of open access resources for learners and clinicians in their field. For example, third year students can create a series of wiki articles, or podcasts to help first year students in their field.

Information Literacy (con't)				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Copyright, Fair Use, Creative Commons	• All materials and resources are cited to their original source throughout the course, from texts to websites, to multimedia.	• All materials and resources are cited to their original source throughout the course, from texts to websites, to multimedia. Direct links to these sources are provided for web-based materials. • Links are provided that define the difference between public domain material, Creative Commons materials, and fair use of copyrighted material. • A statement reiterates to students that material that is public domain, or Creative Commons-licensed, would still be considered plagiarism if integrated into their work without proper citations.	• All materials and resources cited to their original source throughout the course, from texts to websites, to multimedia. Direct links to these sources are provided for web-based materials. • Links are provided that define the difference between public domain material, Creative Commons materials, and fair use of copyrighted material. • A statement reiterates to students that material that is public domain, or Creative Commons-licensed, would still be considered plagiarism if integrated into their work without proper citations. • A definition of public domain or Creative Commons materials, and fair use, is written for the course, and adds relevant links for the field.	• All materials and resources are cited to their original source throughout the course, from texts to websites, to multimedia. Direct links to these sources are provided for web-based materials. • Links are provided that define the difference between public domain material, Creative Commons materials, and fair use of copyrighted material. • A statement reiterates to students that material that is public domain, or Creative Commons-licensed, would still be considered plagiarism if integrated into their work without proper citations. • A definition on the difference between public domain material, Creative Commons materials, and fair use of copyrighted material, is developed for the course, integrated with course or field-specific links and resources. (For example, a definition of Creative Commons is followed by a link to the Creative Commons website, and a relevant Creative Commons-licensed paper in the field from *PLOS-One*).

Information Literacy (con't)				
Course Components	**Basic / Updated Autumn - 1**	**Core Summer - 2**	**Accomplished Spring - 3**	**Best Practice Winter - 4**
Copyright, Fair Use, Creative Commons (con't)			• There is an assignment, discussion or other activity allowing students to use Creative Commons-licensed, and/or public domain materials.	• There is an assignment, discussion or other activity allowing students to use Creative Commons-licensed, and/or public domain materials. • There is an assessment, discussion, or other activity to help learners reflect on their understanding of fair use, copyrighted materials, Creative Commons-licensed materials, public domain materials – including its relevance to plagiarism.
Plagiarism	• The school and department policy on plagiarism is provided, along with a definition.	• The school and department policy on plagiarism is provided, along with a definition. • Relevant UTMB plagiarism resources are provided.	• The school and department policy on plagiarism is provided, along with a definition. • Relevant UTMB plagiarism resources are provided, along with outside resources that give more context to plagiarism in the broader world. • A sample work showing plagiarism is included to show students how plagiarism can be spotted.	• The school and department policy on plagiarism is provided, along with a definition. • Relevant UTMB plagiarism resources are provided, along with outside resources that give more context to plagiarism in the broader world. • A sample work is included: one version is plagiarized, while the other version shows how the assignment would read with appropriately linked references and in-text citations.

Course Collaboration				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Community Creation & Group Work	• An icebreaker or similar exercise is offered in a distance learning course, encouraging introductions and questions on the course discussion board. • Discussion topics are open-ended, reflective and avoid "I agree/me too" responses. • A rubric defines participation standards in the class. Rubric includes frequency, type and kind of participation (for example, posting an original, substantive comment to a discussion board weekly, and asking at least one peer a weekly question regarding their post).	• An icebreaker or similar exercise is offered in a distance learning course, encouraging introductions and questions. • Multiple forms of communication are offered in course: eg Voicethread, discussion boards, blogs, social media. • Discussion topics are open-ended, reflective and avoid "I agree/me too" responses. • A rubric defines participation standards in the class. Rubric includes frequency, type and kind of participation (for example, posting an original, substantive comment to a discussion board weekly, and asking at least one peer a weekly question regarding their post).	• An icebreaker or similar exercise is offered in a distance learning course, encouraging introductions and questions. • Multiple forms of communication are offered in course: eg Voicethread, discussion boards, blogs, social media. • Discussion topics are open-ended, reflective and avoid "I agree/me too" responses. • A rubric defines participation standards in the class. This rubric includes frequency, type and kind of participation (for example, posting an original, substantive comment to a discussion board weekly, and asking at least one peer a weekly question regarding their post).	• An icebreaker or similar exercise is offered in a distance learning course, encouraging introductions and questions. An alternative is to pair up students for brief interviews (via Skype, email, etc) and have learners introduce one another in a live, synchronous meeting, or on a message board. • Multiple forms of communication are offered in course: eg Voicethread, discussion boards, blogs, social media. • Discussion topics are open-ended, reflective and avoid "I agree/me too" responses. • A rubric defines participation standards in the class. Rubric includes frequency, type and kind of participation (for example, posting an original, substantive comment to a discussion board weekly, and asking at least one peer a weekly question regarding their post).

		Course Collaboration (con't)		
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Community Creation & Group Work (con't)			• Groups collaborate to create one media object – a video, audio podcast, or simple animation - using a multitude of collaborative and communication tools (a group discussion board, conferencing software, email, Google Docs/Drive, etc), sharing the final media product in the course. • Peer critiques for group work include a rubric, specifying participation standards and objectives. Critique scores should be submitted anonymously. If learners are concerned about grading colleagues & friends, it may be helpful to lower impact in final summative grade, allow for lowest peer score to be dropped, and discuss formative assessments with students.	• There are two or more group projects or assessments, including an opportunity to create a media object, with the expectation of using a multitude of collaborative and communication tools (a group discussion board, conferencing software, email, Google Docs, etc). • Peer critiques for group work include a rubric, specifying participation standards and objectives. Critique scores should be submitted anonymously. If learners are concerned about grading colleagues & friends, it may be helpful to lower impact in final summative grade, allow for lowest peer score to be dropped, and discuss formative assessments with students. • A role play project or discussion can be created. If group members are assigned or will be assigning themselves different roles, the different responsibilities (and, if relevant, the different evaluation standards) of each role are clearly defined.

Course Collaboration				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Intra-professionalism			• Media shared within the group offers an opportunity for students to consider the different roles of other health care professionals. Learners can watch A role play group exercise or discussion offers learners the opportunity to discuss methods of resolving a scenario from different professional backgrounds.	• A role play group exercise or discussion offers learners the opportunity to discuss methods of resolving a scenario from different professional backgrounds.

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		Professionalism and Community Practice		
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Community of Practice			• Define the idea of a community of practice and how this may exist in the learners' subsequent field of interest (or fields of interest: for instance, the larger sphere of physical therapy, versus the more specialized fields of sports medicine or competitive sports). • Instructor can also describe how this environment can be facilitated in hybrid or distance learning scenarios, as well as online communities, and share methods where professionals are able to participate in a larger, networked community of practice.	• Define the idea of a community of practice and how this may exist in the learners' subsequent field of interest (or fields of interest: for instance, the larger sphere of physical therapy, versus the more specialized fields of sports medicine or competitive sports). • Instructor can also describe how this environment can be facilitated in hybrid or distance learning scenarios, as well as strictly online communities, and share methods where professionals are able to participate in a larger, networked community of practice. • The instructor can create an assessment or discussion point where learners can share examples of existing communities of practice, and also define the online or offline community elements that can come together to create a community of practice.

Professionalism and Community Practice				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Student Self-Reflection and Metacognition	• A self-assessment is available for learners, regarding their readiness for online learning. • Students have the opportunity to discuss cases online. • Reflective questions are modeled by the instructor during posts, and responses to learner comments, over discussion boards, blogs and other media used within the course.	• A self-assessment is available for learners, regarding their readiness for online learning. • Through an assignment, discussion, or group project, learners have a chance to describe and define their learning goals, and form a basic plan to achieve these goals. • Learners have the opportunity to discuss cases online, and discuss general concepts and trends that tie these cases together. • Reflective questions are written to assist with readings; they are also modeled by the instructor during posts, and responses to learner comments, over discussion boards, blogs and other media used within the course.	• A self-assessment is available for learners, regarding their readiness for online learning. • A reflective assignment, group discussion, and/or learner contract defines the shift from didactic, feedback-rich learning, and the needs of students to identify their own goals during a clinical rotation. • Through an assignment, discussion, or group project, learners have a chance to describe and define their learning goals, and form a basic plan to achieve these goals. • Learners have the opportunity to discuss cases online, and discuss general concepts and trends that tie these cases together. • Reflective questions are written to assist with readings; they are also	• A self-assessment is available for learners, regarding their readiness for online learning. • A reflective assignment, group discussion, and/or learner contract defines the shift from didactic, feedback-rich learning, and the needs of students to identify their own goals during a clinical rotation. • Through an assignment, discussion, or group project, learners have a chance to describe and define their learning goals, and formalize a basic plan to achieve these goals. • Learners have the opportunity to discuss cases online, and discuss general concepts and trends that tie these cases together. • Reflective questions are written to assist with readings; they are also modeled by the instructor during posts and responses to learner comments, over discussion boards, blogs and other media used within the course. • A checklist or inventory of clinical skills can be created with Softchalk or similar tools, to help facilitate

			modeled by the instructor during posts and responses to learner comments, over discussion boards, blogs and other media used within the course.	learners' awareness and their design of their own learning goals. This inventory can also be used for competency assessment. One opportunity is to adapt the Clinical Skills Inventory (Alguire, et al., 2008).
			• Assignments spur "reflection on action," with multiple opportunities to reflect: notes, journal entries, personal or group wiki entries, learners' personal questions and objective development.	• Assignments spur "reflection on action," with multiple opportunities to reflect: notes, journal entries, personal or group wiki entries, learners' personal questions and objective development.
			• Media shared within the course (for example, a video and an audio podcast narrated by two ePatients) can be used for reflection: learners could use online journals to reflect on the perspectives of the patient speaking, and their theoretical responses as clinicians.	• If you plan to use the RIME evaluation (Pangaro, 1999) to assess your clinical learners, a self-reflection exercise, such as journaling, includes scaffolding for the four elements of RIME (Reporter, Interpreter, Manager, Educator). For example, journal questions can probe learners' collection of data during their rotation.
				• Emphasizing FERPA/HIPAA concerns, an assignment can be developed to practice the art of narrative ethnography: for instance, using Voicethread to share a story about their recent experiences. (Quirk, 2006).

HIPAA & FERPA	- HHS.gov's Health Information Privacy and HIPAA website - US Department of Education's FERPA summary	- HHS.gov's Health Information Privacy and HIPAA website - US Department of Education's FERPA summary	- HHS.gov's Health Information Privacy and HIPAA website - US Department of Education's FERPA summary - HHS.gov's FERPA and HIPAA Frequently Asked Questions	- HHS.gov's Health Information Privacy and HIPAA website - US Department of Education's FERPA summary - HHS.gov's FERPA and HIPAA Frequently Asked Questions - FERPA Frequently Asked Questions – General
Professionalism	- UTMB's Professionalism page - Fraud and Abuse Hotline - Reporting Disrespectful Behavior	- UTMB's Professionalism page - Fraud and Abuse Hotline - Reporting Disrespectful Behavior	- UTMB's Professionalism page - Fraud and Abuse Hotline - Reporting Disrespectful Behavior - Student Ambassador Society	- UTMB's Professionalism page - History of the UTMB Honor Pledge website - Fraud and Abuse Hotline - Reporting Disrespectful Behavior - Student Ambassador Society

Media and Technologies				
Course Components	**Basic / Updated** **Autumn - 1**	**Core** **Summer - 2**	**Accomplished** **Spring - 3**	**Best Practice** **Winter - 4**
Tech Support	- The email, telephone number and website for tech support (example: IS and Academic Computing) are listed. - There's a link to the learning management	- The email, telephone number and website for tech support (example: IS and Academic Computing) are listed. - There's a link to the learning management system's technical support	- The email, telephone number and website for tech support (example: IS and Academic Computing) are listed. - There's a link to the learning management system's technical support	- The email, telephone number and website for tech support (example: IS and Academic Computing) are listed. - There's a link to the learning management system's technical support FAQ and how-to pages, both provided by the university,

	system's technical support FAQ and how-to pages, both provided by the university, where possible, and by the LMS itself (for example, Blackboard's corporate Help page and Academic Computing's Blackboard pages)	FAQ and how-to pages, both provided by the university, where possible, and by the LMS itself (for example, Blackboard's corporate Help page and Academic Computing's Blackboard pages)	FAQ and how-to pages, both provided by the university, where possible, and by the LMS itself (for example, Blackboard's corporate Help page and Academic Computing's Blackboard pages)	where possible, and by the LMS itself (for example, Blackboard's corporate Help page and Academic Computing's Blackboard pages)