**Arkansas Tech University Rubric**

**Scoring Online Courses**

Faculty Name:

Semester: **Fall 2022**

Course Name, Number, Title:

Course Description:

Course Objectives & Topics:

**Scoring:**

3––Exceeds Requirements

2––Meets Requirements

1––Does Not Meet Requirements

|  |  |  |
| --- | --- | --- |
| **1. Course Overview and Information Description Score** | | |
| 1.1 Orientation/Overview of Overall Course | Provides clear introduction to course/class; welcome message included |  |
| 1.2 Purpose and Structure of Course | Course organization is apparent; indication of required prerequisites for course and inclusion of all required syllabus elements |  |
| 1.3 Relevant Course Links | Instructor contact information is provided. Links to relevant ATU course and campus policies, such as plagiarism, computer use, and grievances |  |
| 1.4 Instructor Availability | Virtual office hours are posted; Instructor contact information is provided. Frequency of communication provided, including timeline for returning email, grade assignments, and other course feedback. Notification of receipt of student communication should occur within 24 hours but not more than 48.   * Instructor Notes section |  |
| 1.5 Participation Requirements | Required participation is explained. |  |

Additional Notes:

Course Information section

Content section

|  |  |  |
| --- | --- | --- |
| 1.6 Communication | Guidelines for proper etiquette (netiquette) are explained. Expectations are announced for instructor response to student communications. |  |
| **2. Learning Objectives and Course Quality** |  |  |
| 2.1 Course and Unit Objectives | Course and Unit Objectives have measurable outcomes. course/unit learning objectives may require alignment with external accreditors such as AACSB, ACEN, CACREP, ABET, or NASM. |  |
| 2.2 Course Map | Course map linking objectives to measures and activities for course; course tutorials; linkage to general education and major/program learning objectives also required. |  |
| 2.3 Professionalism | Course has been carefully edited; course shell is free of grammatical and spelling errors.  More information can be found in the “Additional Notes” section above. |  |
| 2.4 Intellectual Quality | Course constructed for progressive intellectual development (Bloom’s Taxonomy), which is a appropriate to the level of course (e.g. freshman, sophomore, junior, senior). |  |
| **3. Assessment** |  |  |
| 3.1 Assessments | Assessments have measurable student learning outcomes (SLOs) aligned with course/unit objectives. |  |
| 3.2 Grading Policy; assignment rubrics | Explanation of grading policy; inclusion of assignment rubrics; timelines for grading turnaround; performance criteria for assignments. |  |
| 3.3 Mastery of Content | Description of methods that assess learners’ mastery of material. Assessments are appropriate for the objectives being assessed (e.g. using multiple-choice exams to measure ability to create an essay). |  |
| 3.4 Feedback | Overview of learners’ opportunity to review performance and assess their own learning (pre-  tests, automated self-tests, reflective |  |

|  |  |  |
| --- | --- | --- |
|  | assignments); clear indication of required responses and indication of lead time for completion and possible accommodation. |  |
| **4. Instructional Materials & Activities** |  |  |
| 4.1 Materials | Clear mapping of instructional materials and activities to learning objectives; highlighting direction connection to learning and course sequencing |  |
| 4.2 Course Integrity | Academic integrity policy included and explained; procedure for appeals and grievances; measures are taken to prevent cheating |  |
| 4.3 Copyright Use | ATU requires that instructional materials be used and maintained in accordance with Fair Use and Copyright guidelines. |  |
| **5. Student Interactions** |  |  |
| 5.1 Learning Activities | Description of learning activities that promote student interaction and active learning; Expectations of learning interaction clearly explained |  |
| 5.2 Student-to-Student Interaction | Resources or activities intended to build sense of community, support open communication, and establish trust (e.g. Icebreaker, Meet Your Classmates, Ask a Question discussion forums); learning communities |  |
| 5.3 Collaboration | Opportunities for learner interaction and constructive collaboration; learners share resources and sources of information; inclusion of collaborative assignments where appropriate to the course. |  |
| **6. Student Supports** |  |  |
| 6.1 Description of Student Resources | Instructions and Links to Relevant student  resources (OIS, Help Desk, Apex tutoring, Disability Services, MyMathLab, other academic |  |

|  |  |  |
| --- | --- | --- |
|  | supports and student services); provision for alternative resources |  |
| 6.2 Student Assistance | Updates for course assignments and schedule clearly indicated on course page of the Blackboard shell, which might include deadline changes, syllabus adjustments, or additional assignments |  |
| 6.3 Blackboard | Introductory overview video of course provided; tutorial materials included and easy to locate; gradebook up to date with properly labeled assignments; all referenced material in Blackboard properly cited and linked |  |
| **7. Instructional Technology** |  |  |
| 7.1 Course Technology | Description of technical skills required for success in course; requisite skills needed to navigate websites, use software and hardware |  |
| 7.2 Enhanced Learning | Clear indication of the relationship between course technologies, student engagement, and active learning |  |
| 7.3 Technological Connections | Illustrations available of connection between course tools and course/unit objectives |  |
| 7.4 Multimodality | A variety of strategies and learning modes used to deliver course content. Multimedia assets are provided for each learning concept (minimum standard). |  |
| **8. Accessibility and Ease of Use** |  |  |
| 8.1 Course Design | By applying the principles of Universal Design for Learning, course is designed to promote accessibility for all learners, including--but not necessarily limited to: closed captioning, text formatting that enhances readability (simple fonts; avoiding blinking/flashing text; pre-defined slide layout with unique slide titles; simple, non- automatic transitions between slides, etc.).   * Course accessibility score: **%** |  |
| 8.2 Accessibility of External Resources | Connections to electronic resources, reserves, publisher assets, software |  |

|  |  |  |
| --- | --- | --- |
| 8.3 Currency | Links to online activities, assignment dropboxes, discussion posts, all active; URLs contain no broken links; Hyperlinks are descriptive (avoid using "click here"); “Alt” tags are provided for every non-text element. |  |
| 8.4 Accessible Documents | Any posted PDFs are accessible to screen-readers; whenever possible, content is created directly in Blackboard (using “Build Content/Item”) rather than as attached files, particularly for content of one paragraph or less. Content that requires scrolling may necessitate attachment. |  |
| 8.5 Accessibility of Embedded Files | Attached files have been carefully checked for the following “typical” problem areas:   * Images have alt-tags * PDFs are accessible and properly tagged * Word documents use styles/headings * Videos have closed-captioning * PowerPoint presentations use standard format (titles/body text); slides with voiceover should be evaluated through the use of Blackboard Ally. |  |
| **9. Additional Standards for HyFlex** |  |  |
| 9.1 Number of Modalities | The HyFlex course offers three modalities:   * face-to-face * online synchronous * online asynchronous |  |
| * 1. Choice of Modalities | Students can choose between 3 modalities   * Instruction is provided for students to switch among the three modalities. * Students have an option of choosing one of the three modalities. * All students have the flexibility to switch modalities. |  |
| * 1. Student Interaction | All students have equivalent interaction opportunities (student-student, student-content, student-instructor) and engagement in learning. |  |
| * 1. Classroom Video Lectures | Classroom video recordings should be posted with chapter markers (e.g., one video chapter per concept). |  |

**EVALUATION SUMMARY**

**Scoring Summary:**

**Course Strengths:**

**Possible Modification and Updates:**

**Timeline for Implementation of Revisions:**

Online Course Training and Review

In an effort to maintain quality instruction, notably in online courses, newly developed or significantly redesigned courses will be required to meet course quality and universal design standards. These would include considerations of accessibility, such as with ADA requirements. This process also satisfies HLC requirements for reviewing and assessing the learning outcomes and performance measures for online courses.

1. As part of a periodic review of all courses within a program, department, or College, faculty can make use of the described online course review in order to satisfy approved standards for their disciplines and fields. As with face-to-face courses, faculty members should work with their department heads on a review process. The department head and faculty member should reach an agreement about how to address any areas of concern within the course and may include additional review including peer review or review by a designated departmental committee. Oversight of online courses is local, by department and College.
2. There are several documents available to assist faculty members with constructing their online courses, including the Requirement Syllabus Elements for Online Courses, the Roadmap for Learning Outcomes for Online Courses, and a Rubric for evaluating the design of online courses. These materials align with Quality Matters (QM) standards and are compliant with HLC requirements. Departments and Colleges may adapt these documents to suit their academic programs.
3. Faculty may wish to collaborate with the University’s comprehensive resources, including the Instructional Design team, the Office of Information Systems, the Center for Excellence in Teaching and Learning, and/or the Ross Pendergraft Library and Technology Center. These resources support and facilitate virtual course delivery. Faculty should take the first course in a

sequence of online trainings, entitled the "Training to Teach Online" or T2TOL. This introductory course takes, on average, 2.5 hours to complete and is recommended by the Online Quality Committee for 100% of faculty and adjuncts to complete before instruction of any online course.

1. Faculty members teaching online courses will want to familiarize themselves with Blackboard Learn, ATU’s Learning Management System (LMS) for online delivery of course materials. It is fully integrated with the student information system, Banner. All courses are already set up for faculty and enrolled students; they are ready for instructors to begin delivering content through Blackboard Learn. Instructors who are not already familiar with Blackboard Learn may need additional training to help them deliver online content effectively, other than the T2TOL. Training sessions with the Course Management Systems team are available, and Blackboard's YouTube channel offers many short videos that cover course design, communication, collaboration, and assessment.

# Syllabus Elements for Online Courses

## \*Standard Information

* 1. Course Number and Prefix Code (e.g. HIST 1503)
  2. Course Title
  3. Semester/Session
  4. Instructor
  5. Office Hours and Contact Information
  6. Catalog Description
  7. Required Texts
  8. Optional Texts (supplemental reading list)
  9. Justification/Rationale for course
  10. Course Content and Semester Assignments (e.g. outline of materials)
  11. Grading Policies
      + Page 2 – Examinations and Evaluation table totals shown is 580 but actual points come to 630.
  12. Alignment with Gen Ed Objectives
  13. Course- and Program-Learning Goals with means of assessment

## Technical Resources

1. Accessible as Word or PDF document
2. Appearance on homepage of course shell
3. Available in Blackboard course shell
4. Listing of technology requirements (e.g. webcam, MyMathLab)
5. Instructions for access and use
6. Directions on how and where to submit assignments
7. Policy on methods of acceptable communication with instructor
8. Schedule on homepage that includes due dates for assignments and activities
9. Listing of available online resources
10. Statement on ADA Compliance (508) is found on page 6.
    * NOTE: Disability Services has moved to Suite 141 from Suite 171.
11. Statement on Title IX Compliance is found on page 6.
12. Statement of Privacy and Accessibility Policies

## Policy Resources

1. Other course and University policies regarding academic integrity (plagiarism), grievances, and accommodations. Contact information for Disability Services should be provided.
2. Participation Requirements
3. Proper Communication (Netiquette)
4. Team Tasks should be clearly defined; methods to form teams announced; expectations of teams outlined
5. Identified Student Learning Outcomes (SLOs) [not the same as course objectives]
6. Feedback mechanisms and timelines for grading turnaround are provided
7. Assignments clearly delineate progression of learning (Bloom’s Taxonomy)
   * Highlighted elements already listed in the Faculty Handbook are the “minimum” requirements for both face-to-face and electronic delivery. Other elements listed are highly recommended for syllabus inclusion.