



SHSU ONLINE

RUBRIC FOR

DISTANCE EDUCATION COURSES

“The Measure of a
Life is its Service”
-SHSU’s Motto




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Course information addresses the basic overview and organization of the course. It includes such elements as the structure and organization of the course, its learning objectives, description and whether or not the courses identifies and addresses the needs of its audience.

COURSE INFORMATION	INCOMPLETE (0-1)	SATISFACTORY (2-3)	EXEMPLARY (4-5)	FEEDBACK
<p>Course Organization</p> <p>Score: (X2)</p> <p>Score X2:</p>	<p>The course design is confusing and not based on the syllabus or course schedule.</p> <p>Left menu navigation links are unclear or not present for course items.</p>	<p>The course design is derived and flows from the course syllabus and schedule.</p> <p>Terms and names used throughout the course are mostly consistent.</p> <p>Some left menu navigation links are present.</p>	<p>The course design is derived and clearly flows from the course syllabus and schedule.</p> <p>Terms and names are consistent throughout the course and its documents.</p> <p>Includes left menu navigation links to syllabus, welcome page, notifications, units, and other frequently used course tools and information.</p>	
<p>Objectives</p> <p>Score: (X2)</p> <p>Score X2:</p>	<p>Learning objectives are:</p> <p>a. not written as measurable learning outcomes from the students' perspective;</p> <p>b. do not include course level and unit level outcomes; and</p> <p>c. not located within the course.</p>	<p>Learning objectives are:</p> <p>a. mostly written as measurable outcomes from the students' perspective;</p> <p>b. include some course level and unit level outcomes; and</p> <p>c. difficult to locate within the course, for example, listed only in the syllabus.</p>	<p>Learning objectives:</p> <p>a. are written as measurable learning outcomes from the students' perspective;</p> <p>b. include course level and unit level outcomes; and</p> <p>c. are located in the course introduction and unit introductions.</p>	

COURSE INFORMATION	INCOMPLETE (0-1)	SATISFACTORY (2-3)	EXEMPLARY (4-5)	FEEDBACK
<p>Description</p> <p>Score:</p>	<p>No description of the course is present.</p>	<p>A description of the course from the catalog is provided.</p>	<p>Instructor develops a more expansive description of the course than provided in the course catalog.</p>	

In terms of this rubric, course content speaks to the quality and appropriateness of any multimedia content in the course. This includes instructions and opportunities for students to use the tools before they are used. It also addresses the visual consistency of the content, including its adherence to established ADA protocols.

COURSE CONTENT	INCOMPLETE (0-1)	SATISFACTORY (2-3)	EXEMPLARY (4-5)	FEEDBACK
<p>Multimedia Content</p> <p>Score: (X2)</p> <p>Score X2:</p>	<p>Multimedia content is not relevant to the course or is not loaded into a media server (i.e. Kaltura).</p> <p>Multimedia content is not mobile friendly and not stored in the most ideal format for online delivery.</p> <p>Multimedia content is not properly sourced and cited.</p> <p>Repetitive use of multimedia from sources not qualifying for fair use.</p> <p>No instructions or incomplete instructions are provided for third party tools used in course.</p>	<p>Multimedia content (visual or streaming) is used appropriately. Consideration is given to file sizes.</p> <p>Most multimedia content is mobile friendly and stored in the most ideal format for online delivery.</p> <p>Multimedia content is properly sourced and cited.</p> <p>Instructions are provided for third party tools used in course.</p>	<p>Multimedia content (visual or streaming) is used appropriately.</p> <p>Multimedia content is mobile friendly and stored in the most ideal format for online delivery.</p> <p>Multimedia content is optimized (size:quality ratio), properly sourced and cited, and relevant to the course content.</p> <p>For complete adherence to SHSU policies regarding use of multimedia and other copyrighted materials, review SHSU Copyright and Fair Use Guide.</p> <p>Instructions are provided for third party tools used in course.</p> <p>Opportunities for practice and exploration of tools are available before their use in the course.</p> <p>Instructor demonstrates tools for students.</p>	

COURSE CONTENT	INCOMPLETE (0-1)	SATISFACTORY (2-3)	EXEMPLARY (4-5)	FEEDBACK
<p>Visual Consistency</p> <p>Score: (X2) Score X2:</p>	<p>ADA compliance - images do not contain alternate text, documents posted as scanned images.</p> <p>Font usage - fonts used randomly, multiple font types in display areas.</p> <p>Color usage - color used as only method of emphasis, no shade considerations for colorblind users, clashing colors used within a visual area.</p> <p>Use of typesetting conventions are not evident, such as double spacing after a period.</p>	<p>ADA compliance - all images must have an alternate text display, documents posted in text format, other barriers to access are identified and addressed.</p> <p>Modern typesetting conventions are employed, such as using a single space after a period.</p>	<p>Complete adherence to ADA rules</p> <p>For complete adherence to ADA rules, please refer to the following pages as guides: ADA compliance</p> <ul style="list-style-type: none"> - Federal ADA Info - Tech Republic ADA Info <p>Font usage</p> <ul style="list-style-type: none"> - Fonts for the Web - MIT list of Web Fonts - Font.com Tips for Fonts <p>Color usage</p> <ul style="list-style-type: none"> - Emphasizing text without color - Text Emphasis <p>Modern typesetting conventions are employed, such as using a single space after a period.</p>	

Collaboration and Communication Page 1 of 1

Communication and collaboration can take many forms. The SHSU online rubric places emphasis on both instructor to student communication and the opportunities students have to communicate and collaborate with each other within an online environment.

COLLABORATION/ COMMUNICATION	INCOMPLETE (0-1)	SATISFACTORY (2-3)	EXEMPLARY (4-5)	FEEDBACK
Instructor to Student Communication Score: (X2) Score X2:	Instructor provides no expectation of communication response times or grading turnaround.	Instructor will utilize announcements surrounding major grades and significant course events. Instructor provides expectations for response times to student inquiries, and allows use of both Virtual Office, email and/or equivalent for student queries.	Instructor will communicate with students via announcements, streaming media, discussion board responses, and/or email multiple times a week. Instructor provides students with expectations for grading turn around and how quickly the instructor will respond to inquiries sent by email or through the "Virtual Office". Instructor also provides scheduled times of availability for office hours.	
Student-to-Student Communication Score:	Students are provided no opportunities to communicate with peers.	Students are provided limited opportunities to interact with each other within the course.	Students are provided opportunities to communicate and interact with peers and are encouraged to do so using tools such as discussions, blogs, wikis, or similar technologies.	

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignments. This section addresses both the quality and type of student assessments within the course.

ASSIGNMENTS/ ASSESSMENTS	INCOMPLETE (0-1)	SATISFACTORY (2-3)	EXEMPLARY (4-5)	FEEDBACK
Assessments Employed Score: (X2) Score X2:	Only *high stakes assessments employed. *An assessment worth 30% of the grade would count as a high stakes assessment, because the student would have to score 100% on all other assignments to achieve a low C in a course.	Course contains a quiz or assignment for each lesson and periodic exams or major projects with minimal additional assessment methods.	A variety of assessment methods are employed, including pre-tests, written assignments, student created multimedia, graded collaborative projects, and exams. Students are regularly expected to engage in collaborative assignments.	
Academic Integrity Mechanisms Score:	No plagiarism detection methods used for major writing assignments. Exams and quizzes are an identical question set for every student across multiple terms with no security methods employed.	Plagiarism detection tools such as SafeAssign or Turnitin are used, when relevant, for most major writing assignments. Exams and quizzes use some protection methods.	Plagiarism detection tools such as SafeAssign or Turnitin are used, when relevant, for major writing assignments. Exams and quizzes are secured with video proctoring or usage restricted browsers, when appropriate. Exams and quizzes are drawn from pools of a significant size and refreshed on a rotating basis.	

This section of the rubric addresses the efficiency and consistency of the navigation within the course. Navigation includes the logical flow, and organization of the information as well as how intuitive, quick and simple it is to find any component of the course. Navigation between course units as well as within units is considered.

NAVIGATION	INCOMPLETE (0-1)	SATISFACTORY (2-3)	EXEMPLARY (4-5)	FEEDBACK
<p>Unit to Unit Navigation</p> <p>Score: (X2)</p> <p>Score X2:</p>	<p>Course content is not chunked*.</p> <p>Content does not flow in a logical progression.</p> <p>Navigation is not intuitive.</p> <p>*“Chunking refers to the strategy of breaking down information into bite-sized pieces so the brain can more easily digest new information.”</p> <p>The eLearning Coach Chunking Guide</p>	<p>Course content is chunked into manageable segments (i.e., presented in distinct learning units or modules). Chunking allows for the grouping of material into modules or units of study that contain everything within the unit the learner needs to progress through to completion.</p> <p>A course outline is provided that divides the content into topical units, or weekly lessons.</p> <p>Content flows in a logical progression</p> <p>Navigation is intuitive from Unit to Unit.</p>	<p>Course content is chunked into manageable segments (i.e., presented in distinct learning units or modules). Chunking allows for the grouping of material into modules or units of study that contain everything within the unit the learner needs to progress through to completion.</p> <p>A course outline is provided that divides the content into topical units, or weekly lessons.</p> <p>Course organization deploys and designs symmetrical units throughout.</p> <p>Content flows in a logical progression / scaffolding of concepts is met.</p> <p>Navigation is intuitive from Unit to Unit.</p>	

NAVIGATION	INCOMPLETE (0-1)	SATISFACTORY (2-3)	EXEMPLARY (4-5)	FEEDBACK
<p>Intra unit Navigation</p> <p>Score: (X2)</p> <p>Score X2:</p>	<p>Units do not have any introductory materials;</p> <p>Content is not organized sequentially and does not follow a lesson plan; and</p> <p>No recap or conclusion for the units is provided</p>	<p>Units include a lesson plan / outline / introduction;</p> <p>Content is organized sequentially and follows the lesson plan; and</p> <p>A recap and conclusion of the unit is provided</p>	<p>Units include a lesson plan / outline / introduction; the introduction is a video walkthrough of the unit materials;</p> <p>Content is organized sequentially (by start date) and follows the lesson plan; and</p> <p>A recap and conclusion of the unit, including where students should go next in the course is provided</p>	

NAVIGATION	INCOMPLETE (0-1)	SATISFACTORY (2-3)	EXEMPLARY (4-5)	FEEDBACK
<p>Efficiency and efficacy of Navigation</p> <p>Score: (X2)</p> <p>Score X2:</p>	<p>Course navigation is inefficient and inconsistent.</p> <p>Excessive clicking and/or scrolling is required to access content.</p> <p>Folders do not contain content.</p>	<p>Course navigation is efficient and consistent.</p> <p>The amount of clicks and scrolling to access content is minimal.</p>	<p>Course navigation is efficient and consistent.</p> <p>The amount of clicks and scrolling to access content is minimal.</p> <p>A flat navigation is employed when there are fewer than 8 items on a page.</p> <p>A tiered navigation is employed when there are more than 8 items on a page.</p> <p>Commonly used tools have their own links from the course navigation menu as appropriate.</p>	

CREDITS

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