

Kansas State University Rubric for Quality E-Learning

Kansas State University's Rubric for Quality E-Learning is a tool for faculty who teach credit courses in online environments. Use of the rubric provides a way to review quality related to the design, development, and delivery of online courses. Tools and resources in support of the rubric are found on the [Global Campus Faculty Resources site](#).

This rubric has been created to achieve the following:

- Ensure that faculty, learners, and administrators have clear expectations of the course
- Promote fair processes for all course participants
- Support learner access to campus resources
- Align the online course with laws and university policies

Section 1. Course Information, Policies, and Requirements

1A. Course Welcome

Category	Reviewed	Comments
<i>Welcome message:</i> <ul style="list-style-type: none">• messages of inclusiveness of all learners• messaging as text, image, video, or some combination		
<i>Instructor presence in the online course:</i> <ul style="list-style-type: none">• professional biographical information• regular multiway communications		

1B. Course Information (in the Introductory Module/Section)

Category	Reviewed	Comments
<p><i>Syllabus:</i></p> <ul style="list-style-type: none"> • an official course description and credits • statement of fully online, blended, or web-enhanced • learning objectives, which should be observable and measurable • relevant learning outcomes (from the formal course documentation) • instructor contact information • virtual office hours (via email, phone, text, chat, and / or Zoom) • communication tools used in the course • clear explanation of expected response times for faculty and learners • methods of feedback from the instructor for assignments, quizzes, tests, and projects (as needed) • a course schedule with specific dates for the submission of student work • a clear and thorough description of assessment processes (specify proctoring setup if used) and evaluation criteria • late assignment policy 		

Category	Reviewed	Comments
<p><i>Policies related to the course:</i></p> <ul style="list-style-type: none"> • expected behavior and online netiquette standards • links to departmental and college policies • links to university policies, including FERPA, honor and integrity policy, plagiarism, copyright, and others 		
<p><i>Technical knowledge:</i></p> <ul style="list-style-type: none"> • explanation of the technical skills required for learner success • verified integrations of third-party contents and tools (like applications, e-books, social media platforms, and others) • instructions on how to access technology assistance <ul style="list-style-type: none"> ○ IT Service Desk ○ Canvas Help ○ Media Center ○ K-State Libraries 		

1C. Policies and Requirements

Category	Reviewed	Comments
<p><i>Americans with Disabilities Act (ADA):</i></p> <ul style="list-style-type: none"> • adherence to web guidelines by ensuring that all learning content is accessible <ul style="list-style-type: none"> ○ alt-texting imagery ○ transcribing audio and video ○ proper labeling of data tables ○ employment of color only in accessible ways ○ structuring textual information • other accommodations as suggested by the 2010 ADA Standards for Accessible Design and Section 508 of the U.S. Rehabilitation Act 		
<p><i>Intellectual property laws and practices:</i></p> <ul style="list-style-type: none"> • adherence to intellectual property guidelines, including copyright, trademark, patenting, trade secrets, and export controls • All use of copyrighted materials (articles, books, audio, video, and games, etc.) in an online course has express and written permission by the copyright holder • proper labeling of trademarked and registered mark items • inclusion of a copyright statement in the course (the university-sanctioned online course copyright policy) 		

Category	Reviewed	Comments
<p><i>Respect for learner copyright:</i></p> <ul style="list-style-type: none"> • Information for students of their copyright responsibilities and ownership of their work, particularly in areas of portfolio-assessed work and professional competitions • proper copyright practices (including copyright protection of student-created work) 		
<p><i>Authentication of learner identities:</i></p> <ul style="list-style-type: none"> • working with the proper campus authorities to authenticate learner identities per federal requirements • maintaining records appropriately per the Higher Education Opportunity Act • using virtual proctoring, test centers, Dropbox work submittal, or other appropriate measures for high-value assessments 		
<p><i>Learner privacy rights, based on Family Education Rights and Privacy Act (FERPA):</i></p> <ul style="list-style-type: none"> • proper confidentiality actions • alternate assignments if learners do not want to work in a public online space (when public social media technologies are used in courses) • a formal media release for the usage of students' likenesses in photos and videos 		
<p><i>Student evaluation</i></p> <ul style="list-style-type: none"> • opportunity for formative and/or summative evaluation from students 		

Section 2. Course Contents

Course Materials

Category	Reviewed	Comments
<p><i>Coherent course organization:</i></p> <ul style="list-style-type: none">• presentation of instructional materials in a coherent way (developmental, logical, or other)• consistent look-and-feel• clear navigation through the course materials• offer of pre-term materials to prime and support learners• offer of value-added post-term materials to support learners for enriched learning		
<p><i>Content-rich learning materials:</i></p> <ul style="list-style-type: none">• rigor• higher-order thinking and problem-solving skills• current/ “real-world” applications		
<p><i>Learning materials in multiple formats:</i></p> <ul style="list-style-type: none">• support a variety of learning preferences and experiences• include video, text, slideshows, games, simulations, and others• use of simple English and consistent terminology and labels• inclusive language to acknowledge and accommodate diverse learners		

<p><i>Support for student endeavors in research and publishing:</i></p> <ul style="list-style-type: none"> • support for acquiring research technologies enabled at K-State • links to K-State resources for undergraduate and graduate students (and general research resources) 		<p>Only as relevant to course materials.</p>
<p><i>Opportunities for students to learn from other professionals in the field:</i></p> <ul style="list-style-type: none"> • guest presentations • event announcements • internship opportunities, and others 		<p>Only as relevant to course materials and degree program.</p>

Section 3. Technology Usage
Strategic Technology Usage

Category	Reviewed	Comments
<p><i>Use of technology tools and media to enhance learning objectives, learning outcomes, and student engagement:</i></p> <ul style="list-style-type: none">• clear strategies and tactics in using technologies• sampling of cutting-edge technologies for their suitability for use in online teaching and learning, including virtual labs, simulations, games, and immersive worlds (as relevant)• information to learners about how to access professional office software, survey research software, data analytics software, and available trainings (as relevant)		

Section 4. Online Learner Interactions
Communication and Collaboration

Category	Reviewed	Comments
<p><i>Community building opportunities:</i></p> <ul style="list-style-type: none"> • ice-breaker activity to introduce student interaction • ways for learners to get to know each other better (to improve retention and comfort in the online course) • a welcoming and supportive learning social environment 		
<p><i>Relevant collaborative work between learners:</i></p> <ul style="list-style-type: none"> • research, fieldwork, projects, and other endeavors (as relevant) 		Evaluate this as you teach this course: Think about strategies to create sense of collaboration (discussion board posts/response, team evaluations, higher order thinking, bring research into discussion)
<p><i>“Regular and substantive” interactions between students and each other, and with faculty:</i></p> <ul style="list-style-type: none"> • expectations of interactions are clearly stated • support for learner building of online learning communities (as relevant) • facilitation of ongoing educational and professional connections between cohorts of learners in a shared or similar academic field (i.e. by encouraging participation in professional organizations, events, competitions, and publications) 		Evaluate this as you teach this course: difficult to evaluate prior to course offering

Section 5. Learner Supports

5A. Customized Learner Support

Category	Reviewed	Comments
<p><i>Support for learners:</i></p> <ul style="list-style-type: none"> • awareness of respective learner needs • flexible teaching strategies • support for learners based on their unique needs (as observed) 		

5B. Connections to Campus Resources

Category	Reviewed	Comments
<p><i>Support for learner usage of Student Services provided through K-State Global Campus</i></p>		
<p><i>Support for learner usage of student services provided by K-State:</i></p> <ul style="list-style-type: none"> • Student Life • K-State Library resources and services • Career Center (as needed) • Counseling Services (as needed) • Student Access Center 		

Section 6. Assessments and Evaluations

Effective and Appropriate Assessments

Category	Reviewed	Comments
<p><i>Alignment of assessments with formal learning objectives and outcomes to support and reinforce the course materials:</i></p> <ul style="list-style-type: none"> • consideration of practical applications of the learning in non-academic contexts 		
<p><i>Use of a variety of assessments:</i></p> <ul style="list-style-type: none"> • understanding of learning preferences and how these may affect learner performance • appropriate learner feedback 		
<p><i>Promotion of learner self-assessment and self-awareness of their own learning (metacognition):</i></p> <ul style="list-style-type: none"> • appropriate learning assignments • appropriate learning activities • substantive and timely feedback about student performance and work 		
<p><i>Defined grading scales:</i></p> <ul style="list-style-type: none"> • clear explanation of grading standards • an informative grading scale • clear and fair application of grading scales • clear/understandable rubrics 		

(Updated 2022)