

## CCSE Online/Hybrid Course Development Rubric 10/13/2021

Reviewer Name: \_\_\_\_\_

This is  a department chair review  a subject matter expert review

Review Date: \_\_\_\_\_

Course Number and Name: \_\_\_\_\_

Master course D2L link: <https://kennesaw.view.usg.edu/d2l/home/>\_\_\_\_\_

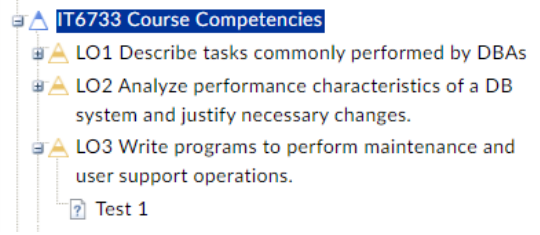
Course Developer: \_\_\_\_\_

Anticipated Offering Date: \_\_\_\_\_

Note: Include minor problems like missing words, misspellings etc. on the last page of the document.

<b>Mandatory Content</b>	
1. The course description, prerequisites, outcomes and topics are approved by the department.	Required improvements:  Desired Improvements:  Justification (if no recommendations are provided)
2. The course has adequate amount of content.	Required improvements:  Desired Improvements:  Justification (if no recommendations are provided)
3. The content of the course is up to date	Required improvements:  Desired Improvements:  Justification (if no recommendations are provided)
4. Content is adequate to the level of the course and the mode of the delivery	Required improvements:  Desired Improvements:

	Justification (if no recommendations are provided)
5. The course has adequate number of assignments and assessments	Required improvements:  Desired Improvements:  Justification (if no recommendations are provided)
6. The assignments and assessments correspond to the level of the course	Required improvements:  Desired Improvements:  Justification (if no recommendations are provided)
7. The content is stored inside D2L	Required improvements:  Desired Improvements:  Justification (if no recommendations are provided)
8. The course has a hidden from students module that includes	
a. instructor's manual	
b. version of the course	
c. modality (hybrid %, online %, and synchronous or asynchronous)	
d. date the version was developed	
e. the course developer	
f. what changes have been made (for updated courses only)	

<p>9. Competencies are mapped to assessments or grades</p>  <p>IT6733 Course Competencies</p> <ul style="list-style-type: none"> <li>LO1 Describe tasks commonly performed by DBAs</li> <li>LO2 Analyze performance characteristics of a DB system and justify necessary changes.</li> <li>LO3 Write programs to perform maintenance and user support operations.</li> <li>Test 1</li> </ul>	
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**General**

<p>1. The course includes opportunities for interaction: student-content, student-student, and/or student-instructor.</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p>2. The course grading policy is clearly and explicitly stated in a way that informs the learners how they will be assessed throughout the term and how their final grades will be calculated. The grading information includes detailed, analytical rubrics for subjective assignments explicitly stating how each assignment and/or assessment will be assessed and including the weight of the grade (most often seen in a percentage). Due dates are made clear in the introductory course materials.</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p>3. KSU’s online or hybrid courses will include a gradebook embedded in an LMS where students can view all grades and help them understand how their assignments are evaluated. Feedback is required for student success; therefore, a plan for frequent, substantive, and timely feedback should be in place and followed through. Faculty and students are responsible for giving and receiving feedback. Feedback should be constant and could be instructor led and involve self-check quizzes or activities with immediate feedback through the LMS.</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>

<b>SACS</b>	
<p><b>1.</b> The course links to and describes helpful resources related to student success (tech support, required technology, directions for software usage, library, tutoring, advising, academic support).</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p><b>2.</b> KSU’s online or hybrid courses link to and describe helpful resources related to student success and any privacy or accessibility statements pertaining to software used in the course. The course and its online activity make use of the university-verified learning management system, synchronous meeting tools, and exam monitoring tools for the purpose of verifying student identity. Materials, assessments, tools, and technology in the course are clearly aligned to the course and module learning objectives.</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p><b>3.</b> The course includes measurable course goals at the appropriate level of Bloom’s Taxonomy for the course. Modules include measurable objectives that are in alignment with course goals. And the module contents are in alignment with and support the module objectives.</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p><b>4.</b> KSU’s online or hybrid courses align to the stated course learning objectives, module objectives and competencies of each course description. The courses include digital course content, assignments, and assessments that align with learning goals. Instructors have taken care to choose the appropriate technology. Instructors have organized materials in a way that creates an obvious path for the students by “chunking” content into sections. All content enables critical thinking skills and reflection</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p><b>5.</b> Course materials (textbooks, publisher packs, software, hardware) are available. In the</p>	<p>Required improvements:</p>

<p>case of multiple editions of resources, the edition required is either the latest OR the instructor has taken care to ensure that the required edition is available. The instructor has taken care to ensure that any resources a student is required to purchase are resources that are necessary for success in the course.</p>	<p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p>6. Instructional activities and assessments are purposeful and align with the course learning objectives and goals.</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p>7. The course modality [synchronous, asynchronous, online (95%, 100%); hybrid (33%, 50%, 66%); face to face] is made clear in the introductory materials. Clear expectations for each class session—whether online or face to face—are made clear in the course schedule, including dates, modality, and module/meeting objectives. For master hybrid courses, face to face meetings include notes, visible to the instructor only, regarding what activities/lesson topics would be appropriate for the f2f meetings.</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p><b>ADA</b></p>	
<p>1. All aspects of the course (documents, multimedia, websites) are accessible to the widest possible range of diverse learners. Alternate formats are provided for persons desiring or requiring alternatives to visual and audio content.</p> <p>2. For synchronous courses the introductory materials clearly state how ADA compliance will be achieved for the synchronous components of the course.</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p><b>Additional Requirements</b></p>	
<p>1. The course has a clear and consistent structure and navigation through the course and that structure and navigation is clearly stated and</p>	<p>Required improvements:</p> <p>Desired Improvements:</p>

<p>explained to the student online. Explanations may be provided via navigational videos in the introduction and within modules. Additional examples may include checklists or task lists within modules.</p>	<p>Justification (if no recommendations are provided)</p>
<p>2. Course content is sequenced and structured in a manner that enables students to achieve the stated course and module-level learning objectives. Digital content is organized in a logical progression with consistency, distributed into chunks for a clear understanding to avoid frustration and is easy to access for all learners.</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p>3. Faculty communication preferences and availability are made clear to the student. The course introductory materials provide information regarding how quickly emails will be answered and how soon students can expect feedback on assignments.</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p>4. Student engagement and interaction activities promote achievement of learning objectives. Appropriate asynchronous and synchronous technologies are provided for students to ask questions and receive feedback from the instructor and/or students.</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>
<p>5. Whenever possible, course materials make explicit how the material being learned can be applied in the real world and in real work situations.</p>	<p>Required improvements:</p> <p>Desired Improvements:</p> <p>Justification (if no recommendations are provided)</p>

Minor Issues: