

K-State Rubric for Quality E-Learning for Non-Credit Courses

Non-credit courses are trainings that range from about an hour of learning to several hours. These may be stand-alone learning experiences or parts of learning sequences.

This rubric has been created to achieve the following:

- Ensure that faculty, learners, and administrators have clear expectations of the non-credit course
- Promote fair processes for all course participants / learners
- Support learner access to relevant online and campus resources
- Align the online course with federal laws (intellectual property, accessibility, media, and others) and university policies
- Ensure accurate assessment of the actual learning
- Uphold professional accountability by all course participants

Note to Instructor and Subject Matter Experts (SMEs): This tool was co-created by faculty, administrators, and staff. It is offered with the full acknowledgment of the instructor's freedom in course design and delivery. Please feel free to add factors that are important to your particular teaching and learning context. This resource may be modified for your quality e-learning needs.

Rating Scale for Rubric

0 – Not Observed

1 – Developing

2 – Meets Expectations

3 – Exceeds Expectations

Section 1. Non-Credit Course Information, Policies, and Requirements

Rubric Category	Rating 0-3	Suggestions for overall quality improvement
<p>Welcome message:</p> <ul style="list-style-type: none"> • Messages of inclusiveness of all learners • Messaging as text, image, video, or some combination • Learning policies • Required technical knowledge 		
<p>Instructor presence in the online course:</p> <ul style="list-style-type: none"> • Professional biographical information • Instructor contact information and expected response time • Consistent monitoring of learner progress and response to support progression through content • Regular multiway communications 		
<p>Learning overview</p> <ul style="list-style-type: none"> • Name of the learning object • Learning objectives • Learning sequences and contents (with expected time to complete) • Learning outcomes • Assessment process • Special requirements (if any) • Special technology needs (if any) 		
<p>Americans with Disabilities Act (ADA):</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>Intellectual property laws and practices:</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 <ul style="list-style-type: none"> ○ checks of all imagery with reverse image searches to identify original owners to pursue legal copyright releases ○ use of Creative Commons Search for available imagery, sound, video, and other elements • Proper labeling of trademarked™ and registered mark® items (TM) and (R) • Inclusion of a copyright statement in the course (university-sanctioned online course copyright policy) 		<p>© The materials in this online course fall under the protection of all intellectual property, copyright and trademark laws of the U.S. The digital materials included here come with the legal permissions and releases of the copyright holders. These course materials should be used for educational purposes only; the contents should not be distributed electronically or otherwise beyond the confines of this online course. The URLs listed here do not suggest endorsement of either the site owners or the contents found at the sites. Likewise, mentioned brands (products and services) do not suggest endorsement. Students own copyright to what they create.</p>
<p>Learner privacy rights, based on privacy rights:</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>Regular assessments of online teaching:</p> <ul style="list-style-type: none"> • Assessments of online courses (with TEVAL, IDEA or other format such as Qualtrics) • Application of learner feedback from these instruments to improve course 		
1 overall score		Total points possible=21

Section 2. Non-Credit Course Organization and Contents

Rubric Category	Rating 0-3	Suggestions for overall quality improvement
<p>Coherent course organization:</p> <ul style="list-style-type: none"> • Presentation of instructional materials in a coherent way (developmental, logical, sequential, 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 • Ability to review learning during the learning sequence and after • Access to reference materials like built-in dictionaries for terminology 		
<p>Content-rich learning materials:</p> <ul style="list-style-type: none"> • Rigor • Accuracy • Current / contemporaneous applications • Source citations 		
<p>Learning materials in multiple formats:</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 accommodate diverse learners 		
<p>Assessments</p> <ul style="list-style-type: none"> • Aligned with learning objectives and learning outcomes • Fair for learners with different learning preferences (so a variety of different assessment types) • Ability to review and re-take as necessary (for formative assessments) • High-value high-security assessment delivery (for summative assessments) 		

<ul style="list-style-type: none"> • Written in clear English 		
<p>Opportunities for students to learn from other professionals in the field (if relevant):</p> <ul style="list-style-type: none"> • Guest presentations • Event announcements • Links to industry best practices (as relevant) • Internship opportunities, and others 		
<p>2 overall score</p>		<p>Total points possible=15</p>

Section 3. Technology Usage

Rubric Category	Rating 0-3	Suggestions for overall quality improvement
<p>Use of technology tools and media to enhance learning objectives, learning outcomes, and student engagement:</p> <ul style="list-style-type: none"> • Clear strategies and tactics in using technologies • Instructions on how to access technology assistance • 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 (as relevant), and available trainings (as relevant) • Support for learner safety and security in dealing with online technologies 		
3 overall score		Total points possible=3

Typical Organization of Online Learning Objects

Support Materials: The directions for navigating the learning object are offered prior to the learning object. These are often standardized. There will be close-captioned videos and annotated screenshots to show how the object is navigated and used. Use of special technologies should be mentioned at the beginning of the material, with links to learning materials or support documents (handouts). Legal disclaimers for how the objects may be used should be included.

Digital Learning Object or Sequence:

Introduction of the digital learning sequence:

- name
- general learning objectives for the sequence
- learning requirements (pre-requisites)
- target audience
- length of time expected for completion
- learning outcomes

Introduction of the individual digital learning objects

- Learning objectives for the specific digital learning object (separated into action verb phrases)

Learning contents:

- An introduction to bring learners into the learning objective (priming for learning)
- Learning contents with citations (slideshows, videos, simulations, etc.)
- Formative assessments (to enhance the learning)
- Social assignments (if relevant)

Review of the learning

Summative assessment (tied to learning objectives and outcomes)

Acknowledgment of completion, CEU (continuing education unit) credits, or badging for the digital learning object (a legal requirement)

Link to next learning options (or the next part in the sequence)

Alpha and Beta Testing of Digital Learning Objects (DLOs) for Automated Learning

Automated learning should be supported by an instructor and / or subject matter expert (SME) for accuracy. Automated learning should be tested thoroughly before deployment. “Alpha-testing” is in-house testing of all the elements above. “Beta testing” refers to testing the learning objects and learning sequences with real-world learners for learning efficacy.

Non-Credit Course Updates

Automated learning should also be reviewed at least annually to ensure that the learning materials are accurate, effective, fair, and functioning.

(Updated 2019)