

## LSCO Online Course Annotated Rubric

<b>General Standard 1 - Course Overview and Introduction:</b> The overall design of the course is made clear to the learner at the beginning of the course.	<b>Overview Statement:</b> The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the outset.
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<b>Specific Review Standard</b>	<b>Points</b>	<b>Annotation</b>
1.1 Learners are introduced to the purpose and structure of the course.	3	Information posted at the beginning of the course provides a general course overview, presents the schedule of activities, modes of communication, types of learning activities, how learning will be assessed, guides the learner to explore the course site, and indicates what to do first, in addition to listing detailed navigational instructions for the whole course. Useful features include a “Read Me First” or “Start Here” section linking learners to start-up information, “Course Schedule,” “Course Outline,” “Course Map,” “Course Calendar,” etc., as well as an instructor introduction. Any technology requirements such as camera access or access codes to external course software is clearly stated.
1.2 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2	Expectations for how learners are to communicate online and in the classroom are clearly stated (netiquette). Types of communication include email, discussion forums, assignments, and other interactions or collaborations.
1.3 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2	Look for links to the student handbook or other institution-wide policy publications and determine that all policies that apply to learners are stated or linked in the course. Commonly established policies may address such matters as student conduct, academic integrity, late submission of assignments, the grade of “Incomplete,” withdrawal without penalty, confidentiality in the classroom, student grievances, electronic communication, proctoring, accessibility, etc.
1.4 Learners are asked to introduce themselves to the class.	1	Learners are asked to introduce themselves and are given guidance on where and how they should do so.

<b>General Standard 2 – Learning Objectives (Competencies):</b> Learning objectives or competencies describe what learners will be able to do upon course completion of the course.	<b>Overview Statement:</b> The learning objectives or competencies establish a foundation upon which the rest of the course is based.
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<b>Specific Review Standard</b>	<b>Points</b>	<b>Annotation</b>
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.  <b>*alignment</b>	3	Measurable course learning objectives or competencies (or “learning outcomes”) precisely and clearly describe what learners will learn and be able to do if they successfully complete the course. Course objectives or competencies describe desired learner mastery using terms that are specific and observable enough to be measured by the instructor.
2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. <b>*alignment</b>	3	Learning objectives or competencies at the module/unit-level aligns with and are more specific than course objectives or competencies. The module/unit-level learning objectives or competencies describe learner mastery in specific, observable terms and in smaller, discrete pieces. The objectives or competencies precisely describe the specific competencies, skills, and knowledge learners can master and demonstrate at regular intervals throughout the course. The module/unit-level objectives or competencies may either implicitly or explicitly be aligned with the course-level objectives or competencies.
2.3 Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course.	3	The course and module/unit-level learning objectives or competencies are stated clearly and prominently in the online classroom. The learning objectives or competencies are written in a way that allows learners, including non-native speakers, to easily grasp their meaning and the learning outcomes expected.
2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3	The connection between learning objectives and assigned learning activities is clearly explained.
2.5 The learning objectives or competencies are suited to the level of the course.	3	Expected content mastery is appropriate to the type and level of the course.

**\*alignment:** the concept of alignment is intended to convey the idea that critical course components work together to ensure that learners achieve the desired learning outcomes. Measurable course and module/unit-level learning objectives or competencies form the basis of alignment in a course.

<p><b>General Standard 3 – Assessment and Measurement:</b> Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.</p>	<p><b>Overview Statement:</b> Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learner’s mastery of content, but also allows learners to track their learning progress throughout the course.</p>
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Specific Review Standard	Points	Annotation
<p>3.1 The assessments measure the achievement of the stated learning objectives or competencies.</p> <p><b>*alignment</b></p>	3	<p>From the types of assessments chosen, learners can successfully complete the assessments if they have met the objectives or competencies stated in the course materials and learning activities.</p>
<p>3.2 The course grading policy is stated clearly at the beginning of the course.</p>	3	<p>A clear, written statement at the beginning of the course fully explains to the learner how the course grades are calculated. The points, percentages, and weights for each component of the course grade are clearly stated. The relationship(s) between points, percentages, weights, and letter grades are explained. If grades are reduced because of late submission, the instructor's policy on late submission clearly states the amount of the reduction.</p>
<p>3.3 Specific and descriptive criteria are provided for the evaluation of learner’s work, and their connection to the course grading policy is clearly explained.</p>	3	<p>Learners are provided with a clear and complete description of the criteria that will be used to evaluate their work in the course. Evaluation criteria are provided to learners prior to beginning a particular assessment. The description or statement of criteria provides learners with clear guidance on the instructor’s expectations and on the required components of coursework and participation. The criteria give learners the information they need to understand how a grade on an assignment or activity is calculated.</p>
<p>3.4 The assessments used are sequenced, varied, and suited to the level of the course.</p>	2	<p>Multiple assessment strategies are used that require learners to apply what they learn and to think critically. The assessments are sequenced to promote the learning process and to build on previously mastered knowledge and skills gained in the course and prerequisite courses. Assessments are paced to give learners adequate time to achieve mastery and complete the work in a thoughtful manner.</p>
<p>3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.</p>	2	<p>Learners receive frequent, substantive, and timely feedback. Feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or from other learners.</p>

**General Standard 4 – Instructional Materials:** Instructional materials enable learners to achieve stated learning objectives or competencies.

**Overview Statement:** The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgements about the instructional materials.

Specific Review Standard	Points	Annotation
<p>4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.</p> <p><b>*alignment</b></p>	3	Materials align with the learning objectives or competencies in order to provide the information and resources learners need to achieve the stated learning objectives or competencies.
4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3	Learners are provided with an explanation of how the instructional materials and learning activities are used in the course, and how each will help them achieve the stated learning objectives or help them prepare to demonstrate course competencies. If optional instructional materials are provided and their use is recommended in the course, the materials are labeled as optional and their relevance to learning activities is explained.
4.3 The course models the academic integrity expected of learners by providing both source references and permission for the use of instructional materials.	2	Instructional materials include source references, and permission has been obtained to utilize the materials in the course. Sources for materials used in the course are clearly identified with references. This requirement applies to previously published, instructor-created materials, journal articles, publisher materials, textbooks, images, graphic materials, tables, videos, audio recordings, websites, slides, and other forms of multimedia.
4.4 A variety of instructional materials are used in the course.	2	The course presents a variety of relevant instructional materials that may include textbooks and other publications, instructor-created resources, websites, and multimedia. Variety may take the form of different types of media used to deliver content.

<b>General Standard 5 – Learning Activities and Learner Interaction:</b> Learning activities facilitate and support learner interaction and engagement.	<b>Overview Statement:</b> Course components that promote active learning contribute to the learning process and to learner persistence.
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<b>Specific Review Standard</b>	<b>Points</b>	<b>Annotation</b>
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.  <b>*alignment</b>	3	Learning activities are designed to align with course and module objectives. Learning activities incorporate interaction, which promotes learner achievement of the stated objectives or competencies by actively engaging the learner with the course content. Learning activities are varied in order to provide reinforcement and mastery in multiple ways.
5.2 Learning activities provide opportunities for interaction that supports active learning.	3	Interactive learning activities promote active learning and engagement through three types of interaction: learner-content, learner-instructor, and learner-learner. Meaningful interactions that promote learners' development skills are designed as activities to support the course objectives or competencies and may vary with the subject matter, purpose, and level of the course.
5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3	A clear plan for instructor-learner interaction, including when learners can expect the instructor's responses to discussion posts and feedback on assignments, helps ensure substantive interaction between instructors and learners during the course.
5.4 The requirements for learner interaction are clearly stated.	2	Policies or expectations for learners interacting with their instructor are stated clearly, including if learner responses to instructor-initiated interaction are required.

**General Standard 6 – Course Technology:** Course technologies support learners' achievement of course objectives or competencies.

**Overview Statement:** The technologies enabling the various tools used in the course facilitate rather than impede the learning process.

<b>Specific Review Standard</b>	<b>Points</b>	<b>Annotation</b>
6.1 The tools used in the course support the learning objectives or competencies.  <b>*alignment</b>	3	The tools selected for the course align with the course and module/unit-level objectives or competencies by effectively supporting the course's assessments, instructional materials, and learning activities.
6.2 Course tools promote learner engagement and active learning.	3	Tools used in the course help learners actively engage in the learning process rather than passively absorb information. The selected course tools help the learner actively engage in the course by facilitating ongoing interactions with the instructor, course materials, and other learners.
6.3 A variety of technology is used in the course.	1	The course uses a variety of technology tools, such as videos, discussions, social media, mobile technologies, games, simulations, wikis, blogs, podcasts, and virtual worlds.
6.4 The course provides learners with information on protecting their data and privacy.	1	Steps learners can take to protect their privacy with course activities, tool usage, and interactions with others are provided. Tools used in the course (both faculty-selected and institutionally integrated) include links to the privacy policies provided by the creators of the tools.

**General Standard 7 – Learner Support:** The course facilitates learner access to institutional support services essential to learner success.

**Overview Statement:** It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

Specific Review Standard	Points	Annotation
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	Technical support statement includes information as how to log in; how to use the tools and features of the learning management system; and how to get help desk support. Courses with externally provided resources, such as publisher sites or materials, include directions for obtaining assistance if the resources are not supported by the institution’s internal technical support.
7.2 Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course.	3	The course contains information about academic support services and how to access them.
7.3 Course instructions articulate or link to the institution’s student services and resources that can help learners succeed.	1	The course contains information about student support services and how to access them.

<p><b>General Standard 8 – Accessibility and Usability:</b> The course design reflects a commitment to accessibility and usability for all learners.</p>	<p><b>Overview Statement:</b> The course design utilizes the principles of Universal Design for Learning (UDL) and reflects a commitment to accessibility, ensuring all learners can access all course content and activities, and to usability, ensuring all learners can easily navigate and interact with course components.</p>
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Specific Review Standard	Points	Annotation
8.1 Course navigation facilitates ease of use and readability.	3	The course’s navigation strategies facilitate ease of movement through the course and course activities. Course design elements maximize usability by facilitating readability and minimizing distractions.
8.2 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3	Text and images used in the course are accessible to all learners.
8.3 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2	Multimedia, such as audio and video, are accessible to all learners.
8.4 Course multimedia facilitates ease of use.	2	Multimedia used as a vehicle for content or feedback are easy to use, intelligible, and interoperable across devices.

*Total points available: 82*

*Faculty must earn 85% of total points available for overall course to be considered “met.”*