KCC BEH Online Teaching Rubric

Course Element	Emerging	Proficient	Exemplary
1. Course Overview and Introduction			
1a. The course shell is organized so that learners can easily identify how to navigate the course space, including how to get started and where to find essential course elements (course overview, schedule of activities, description of learning activities and assignments, grading breakdown etc.)	The shell contains only a few items on the main menu with generic labels and requires students to navigate through multiple folders to access course material.	The main menu is populated by intuitive, course specific folders that direct students clearly to related course material.	In addition, the main menu has a Getting Started folder with an introductory video of the course and another video that guides the student through the navigation of the course shell.
1b. Expectations for appropriate and timely communications are explicitly stated.	The instructor provides contact information and communication options.	The instructor provides contact information and multiple communication options. Virtual office hours are described and encouraged.	In addition, the instructor explains how communication in an online course differs from face-to-face learning.
1c. Relevant college policies are referenced, explained and/or made available to learners	Copied the relevant policies and is missing one or more from the required list.	Syllabus contains all of the required policies with hyperlinks to locations for additional information and resources.	In addition, the syllabus contains information and encouragement for paying attention to, and taking advantage of the resources available.
1d. The instructor establishes presence by introducing themselves and providing contact information	A brief bio of the instructor is included in the syllabus.	An introductory audio or visual representation of the instructor's interests, why they're teaching the course, how they came to do what they do, or anything they'd like the students to know about them is included.	In addition, a series of short videos are provided that link the instructors experience to the course content throughout the semester.

Course Element	Emerging	Proficient	Exemplary
2. Learning Outcomes			
2a. The course and course unit learning outcomes are communicated to the learners and are measurable.	The learning outcomes in the syllabus are merely copies of the required Pathways outcomes. No direct connection to course assignments are made.	The major assignments are aligned to the course learning outcomes in order for students to understand the purposes of each assignment.	In addition, a description of how the course outcomes are connected to future academic, workplace and citizenship skills is provided.
3. Assessment and Measurement			
3a. The assessments measure the stated learning objectives or competencies.	Each assessment is explicitly aligned with the specific learning objectives being measured.	In addition, a variety of assessment types are implemented to accommodate diverse learners.	In addition, a means of helping students keep track of their progression toward meeting specific learning objectives is provided.
3b. The course grading policy is stated clearly.		The syllabus describes each of the required course assignments and the relative weight each will be given in the calculation of the final grade.	In addition, the syllabus describes how the course assignments will help students master important skills and content that are needed outside of course completion.
3c. Major course assignments contain a rubric or framework that facilitates effective feedback	Assignments are listed and explained without a clear description of the features and qualities of exemplary work.	The assignments are accompanied by a grading rubric or framework which describes the features and qualities of exemplary work at three levels or more of proficiency.	In addition, the assignments are accompanied by student exemplars to reinforce the features and qualities of exemplary work.

Course Element	Emerging	Proficient	Exemplary
4. Learner Interaction			
4a. The instructor's communication plan for classroom response time and feedback on assignments is clearly stated.		The instructor's communication plan for classroom response time and feedback on assignments is clearly stated.	The instructor communicates what students can expect in terms of feedback based on various assignment types, e.g. numerical scores, written feedback, verbal feedback, questions to prompt deeper thinking.
4c. Learning activities provide opportunities for interaction that encourage active learning. Types of interaction include learner-instructor, learner-content, and learner-learner.	Content is delivered primarily through learner-instructor interaction.	Instructor explicitly provides learners with opportunities to interact with the content and one another.	In addition, there are varied opportunities for building community and fostering social engagement through course activities and assignments.
4d. Depending on designation (synchronous or asynchronous), course offers a variety of strategies to keep students engaged. When appropriate, students are also able to complete the course in an asynchronous manner.	The course provides all or most of the learning materials, including opportunities for feedback, for the course in an asynchronous format.	In addition, the syllabus clearly explains the nature of an asynchronous course, as well as strategies and expectations for learner engagement in this modality.	In addition, synchronous sessions are communicated as voluntary and recorded for later viewing. The time frame for synchronous class sessions is clearly communicated to students.
5. Instructional Materials			
5a. The instructional materials and related activities contribute to	The connection between the learning materials and activities to	The syllabus offers explicit connection between learning	The course is organized in the shell in modules and each module

the achievement of the stated course and module/unit learning outcomes.	the stated course outcomes is assumed but not clearly described.	materials and the stated objectives of the assignments and the course as a whole.	contains and introductory video describing the relationship between the material and learning activities in the module with the learning outcomes of the course.

Course Element	Emerging	Proficient	Exemplary
6. Learner Support, Accessibility and Usability			
6a. Information about technical support, and academic/accessibility support services and policies is provided to learners.	The instructor provides links to technical support, and academic/accessibility support services and policies available at the college.	The instructor provides information about and direct links to technical support, and academic/accessibility support services and policies available at the college.	Up-to-date schedules and virtual events for the current semester's academic/accessibility support services are made available to students regularly.
6b. The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. ****This should be an attempt, as it is stressed in the rubric that there is a learning curve to creating accessible course materials.**	The syllabus references the Access-ability policy and indicates where the student can go for additional support.	The syllabus indicates the instructor's commitment to making the course as accessible as possible for students, has evidence of some steps toward that goal, and requests students to reach out to the instructor if they are experiencing difficulty.	In addition, all videos contain captioning or a transcript, all written materials are formatted for use by e-reader software, and written materials are designed to enhance readability and comprehension.