Rubric for BlazeVIEW Course Design

Course Title & Number (e.g. ENGL1102)

Course Title: **Course Number**:

Discipline Area:

Course Information

1. Are your learners required to review a tutorial on navigating the LMS before beginning the course?

2. Have you created a Course Map? (i.e. List of Course Objectives and Module Objectives aligned with the content and learning activities)

3. How recent was the last revision of your course content?

4. Are publisher course materials used in this course?

5. Are third-party tools or social media used in this course?

Course Pedagogy

1. What is your teaching philosophy applied to teaching modality (i.e., Online, Blended)?

2. Is this course taught synchronously or asynchronously?

3. How many hours of study time are you expecting from your students in this course?
   "Determination of Credit Hours for Courses Policy"
   One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time: https://www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

4. Does your course delineate and provide frequent grade updates and substantive feedback to students?

5. List the forms of Learner-to-Learner (student-to-student, instructor-to-student) interaction in your course.

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		Yes	No	N/A
Getting Started	Do you have a "Getting Started" or "Start Here" module?			
	Is this a master course copy?			
	Is this course online?			
	Is this course blended/hybrid?			
	Course introduction and how to start course are explained.			
	Course objectives are stated clearly for students.			
	Prerequisites for course are clearly stated.			
	Netiquette expectations, course expectations, online discussions, email, and other forms of communication are present.			
	Technology requirements are present.			
	Instruction on course navigation is available (LMS and Content).			
	Instructor introduction is present.			
	Introduction discussion forum is present.			
	Does your course have an online orientation (i.e., video, quiz, "Getting Started Assignment" or a contract)?			

		Yes	No	N/A
Syllabus Components	Welcome note			
	Instructor's contact information			
	Office hours (virtual, F2F, blended/hybrid)			
	Course Overview			
	Required Materials			
	Grading Standards			
	Course Schedule and Reading			
	University Policies			
	Accessibility and Disability Policies			
	Attendance Standards			
	Discussion Posting Standards			
	Assignment Policies (due dates, times, submissions)			
	Library Resources/ Permalinks			
	Citation Standards			
	Help Desk Information			
	Academic Integrity statement and/or contract			
	Military concerns			

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		Yes	No	N/A
Module section	**Course content is well organized?***			
	Module objectives are clearly stated.			
	Module objectives align with course objectives and are clearly stated.			
	Task list is present (no hyperlinks).			
	Content is present (text, video, resources, etc.).			
	Technology used supports Learner-to-Learner interaction and learning (discussion forums, etc.).			
	Assessments are present (quiz, assignments, dropbox).			
	Due Dates are listed for all assessments, assignments, and discussions.			

*Repeat weekly section review for each week in the course.

		Yes	No	N/A
Course Resources	Course tools and course design are linear and consistent to support navigation.			
	Technology used in learning activity supports learning objectives.			
	Instructions are present to access and support the use of technologies in course.			

		Yes	No	N/A
Learning Tools	Kaltura (if yes, see decision guide)			
	Blackboard Collaborate Ultra			
	Turnitin			
	Hoonuit			
	Video Conferencing			

		Yes	No	N/A
Accessibility	Headings and appropriate content structure are applied to course content (i.e., H1 and H2 tagging).			
	PDFs are NOT images, and they are accessible to screen readers and appropriately tagged (if no, do not use PDFs).			
	Complete Checklist for ADA compliance in Online Course form - see next page.			

Checklist for ADA Compliance in Online Courses

		Yes	No	N/A
Links	a. Provides wordings for the links. Avoids using "click here" for the links.			
	b. Uses text descriptions for the links.			
Text	a. Uses **sans serif fonts** for easy readability: https://www.w3.org/TR/WCAG20/#understandable			
	b. Uses dark font colors on light backgrounds (preferably use black text on a white background): http://accessibility.psu.edu/legibility/contrast/			
	c. Avoids extremely bright colors as a background colors: http://accessibility.psu.edu/color/colortexture/			
	d. Uses one font throughout the site.			
	e. Avoids overuse of all CAPS, bold or italics.			
	f. Avoids underlining words, as the screen reader can mistake it for a navigation link.			
Images	a. Images are clear: https://www.w3.org/WAI/tutorials/images/			
	b. Image files are optimized for efficient loading.			
	c. Use of animated images is limited to only those that contribute to the learning experience supporting the course content: https://webaim.org/techniques/images/			
	d. Avoids animated or blinking images, text or cursors. These can cause seizures for some people: https://webaim.org/articles/seizure/			
	e. All Images have alt texts/long descriptions attached to them: https://www.w3.org/TR/WCAG20/#text-equiv			
Audio	a. Audio quality is clear: https://support.rev.com/hc/en-us/articles/202603724-Tips-for-Recording-Clear-Audio			
	b. Audio file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths.			
	c. A written transcript is provided with all audio files.			
	d. Audio file length is adequate to meet the goals of the activity without adding unnecessary information.			
	e. Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in.			
Video	a. Video quality is clear: https://www.w3.org/WAI/perspective-videos/contrast/ and https://www.w3.org/WAI/perspective-videos/understandable/			
	b. Video file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths.			
	c. Provides closed-captioning or has accompanying text-based scripts for all videos: https://www.w3.org/WAI/perspective-videos/captions/			
	d. Video file lengths are adequate to meet the goals of the activity without adding unnecessary information.			
	e. Video player required is compatible with multiple operating systems and requires only a standard, free plug-in.			