BASELINE INSIGHT RUBRIC

M STATE ONLINE

BASELINE STANDARDS

DESCRIPTION

Section 1: Course Overview and Information

1 An orientation or overview is provided for the course overall—this can be a welcome message or a "Getting Started" guide.
2 The course includes a course information area, faculty information, and a syllabusLearners are introduced to the purpose and structure or the course.
3 The course provides access to online learner success resources (technical help, support services, academic honesty, etc.).
4 Course information states whether the course is asynchronous, synchronous, or hybrid. Students are provided with expectations on how to interact with the course content and their peers.
5 The course has outcomes and/or objectives that are clear and measurable.

Section 2: Course Technology and Tools

6 The course uses modules, pages or a combination of them to organize course content. The course does not use files as a method of organization.
7 Frequently used technology tools are easily accessed.
8 Any tools not being utilized are removed from the Canvas course navigation.

Section 3: Design and Layout

9 The course is easy to navigate with a logical, consistent, and uncluttered layout.
10 There is enough contrast between text and background for the content to be easily viewed.
11 Instructions are provided and well written.

Section 4: Content and Activities

12 The course offers access to a variety of engaging methods to present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor.
13 The course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.
14 Text content is available in an easily accessed format. All text content is readable by assistive technology, including a PDF or any text contained in an image.

Section 5: Interaction

15 Regular and substantive instructor-to-student interactions are present and appropriate for the course.
16 Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly explained.
17 The course provides activities intended to build a sense of class community, support open communication, promote regular and substantive interaction, and establish trust.

Section 6: Assessment and Feedback

18 Course grading policies, including consequences of late submissions, are clearly stated in the Course Information/ Syllabus materials.
19 Criteria for the assessment of a graded assignment (summative) are articulated.
20 The grade book aligns with the grading schema presented in the syllabus.