

Memorandum of Understanding

Scoring Rubric

Defines the full expectations to be evaluated in sections 2-5 in appendix B of the MOU.

- Score 9.6-10: Excellent (96%)
- Score 8.6-9.5: Good (86%)
- Score 7.6-8.5: Average (76%)
- Score 6.6-7.5: Acceptable with no Extra Compensation (66%)
- Score 0.0-6.5: Revisions required (65% or Below)

Criterion 2.1: Course materials are organized by modules or learning units

Excellent

- An announcement welcomes students and provides clear information for getting started, directing students to the syllabus, and course instructions.
- Course materials are organized by modules and use appropriate delivery formats such as HTML or text-based PDF formatting.
- The course design facilitates usability from the student's perspective. Text color, font size, and type are readable and consistent throughout the course with proper headings and formats. Course topics, discussions, assessments, and Dropbox folders are named consistently within each tool.

Good

- An announcement welcomes students and provides information for getting started, directing students to the syllabus and course instructions.
- Course materials are organized by modules and mostly use appropriate delivery formats such as HTML or text-based PDF formatting.
- The course design facilitates usability from the student's perspective. Text color, font size, and type are readable and consistent throughout the course with proper headings and formats in most cases. Course topics, discussions, assessments, and Dropbox folders are named consistently within each tool.

Average

- No welcome announcement is present, but the course has an introduction.
- Course materials are somewhat organized by modules and use appropriate delivery formats such as HTML or text-based PDF formatting.
- The course design somewhat facilitates usability from the student's perspective. Text color, font size, and type are somewhat readable and consistent throughout the course with proper headings and formats. Course topics, discussions, assessments, and Dropbox folders are named somewhat consistently within each tool.

Acceptable

- No welcome announcement is present, but the course has an introduction.
- Course materials are sometimes organized by modules and use appropriate delivery formats such as HTML or text-based PDF formatting.
- The course design facilitates usability from the student's perspective. Text color, font size, and type are somewhat readable and consistent throughout the course with proper headings and formats. Course topics, discussions, assessments, and Dropbox folders are sometimes named consistently within each tool.

Revisions Required

- There is no welcome announcement or introduction in the course.
- Course materials are not organized by modules and fail to use appropriate delivery formats such as HTML or text-based PDF formatting.
- The course design does not facilitate usability from the student's perspective. Text color, font size, and type are not readable or consistent throughout the course with proper headings and formats. Course topics, discussions, assessments, and Dropbox folders are not named consistently within each tool.

Criterion 2.2: Course modules or learning units contain learning objectives and a cohesive course narrative. The purpose of all instructional material is clear.

Excellent

- Each module contains learning objectives describing outcomes that are measurable and consistent with the overall course-level objectives.
- Content and activities are tied together by a course narrative in which both the instructional materials and how those materials are to be used for learning activities are clearly explained. Instructional materials and learning activities contribute to the achievement of the stated course and module learning objectives or competencies.

Good

- Most modules contain learning objectives describing outcomes that are measurable and consistent with the overall course-level objectives.
- Content and activities are tied together by a course narrative in which both the instructional materials and how those materials are to be used for learning activities are explained. Instructional materials and learning activities mostly contribute to the achievement of the stated course and module learning objectives or competencies.

Average

- Most modules contain learning objectives describing outcomes that are somewhat measurable and consistent with the overall course-level objectives.
- Content and activities are somewhat tied together by a course narrative in which both the instructional materials and how those materials are to be used for learning activities are explained. Instructional materials and learning activities somewhat contribute to the achievement of the stated course and module learning objectives or competencies.

Acceptable

- Some module contains learning objectives describing outcomes that are sometimes measurable and consistent with the overall course-level objectives.
- Content and activities are sometimes tied together by a course narrative in which both the instructional materials and how those materials are to be used for learning activities are sometimes explained. Instructional materials and learning activities sometimes contribute to the achievement of the stated course and module learning objectives or competencies.

Revisions Required

- Module do not contain learning objectives describing outcomes that are measurable and consistent with the overall course-level objectives.
- Content and activities are not tied together by a course narrative in which both the instructional materials and how those materials are to be used for learning activities are clearly explained. Instructional materials and learning activities do not contribute to the achievement of the stated course and module learning objectives or competencies.

Criterion 3.1: Course content is comprehensive, varied, and communicates subject-matter expertise.

Excellent

- Instructional materials make use of a wide variety of content types including developer-created text and/or audio/video presentations. Courses developed with a high percentage of third-party or publisher material (e.g. publisher course packs) may not be eligible for compensation, or may only be eligible for partial compensation.
- Instructional material is comprehensive enough to fulfil course objectives.
- The course site to be reviewed is at the discretion of the reviewer.

Good

- Instructional materials make use of a variety of content types including developer-created text and/or audio/video presentations. Courses developed with a high percentage of third-party or publisher material (e.g. publisher course packs) may not be eligible for compensation, or may only be eligible for partial compensation.
- Most instructional material is comprehensive enough to fulfil course objectives.
- The course site to be reviewed is at the discretion of the reviewer.

Average

- Instructional materials make use of some variety of content types including developer-created text and/or audio/video presentations. Courses developed with a high percentage of third-party or publisher material (e.g. publisher course packs) may not be eligible for compensation, or may only be eligible for partial compensation.
- Some instructional material is comprehensive enough to fulfil course objectives.
- The course site to be reviewed is at the discretion of the reviewer.

Acceptable

- Instructional materials make use of a small variety of content types including developer-created text and/or audio/video presentations. Courses developed with a high percentage of third-party or publisher material (e.g. publisher course packs) may not be eligible for compensation, or may only be eligible for partial compensation.
- Some instructional material is comprehensive enough to fulfil course objectives.
- The course site to be reviewed is at the discretion of the reviewer.

Revisions Required

- Instructional materials have no variety of content types including developer-created text and/or audio/video presentations. Courses developed with a high percentage of third-party or publisher material (e.g. publisher course packs) may not be eligible for compensation, or may only be eligible for partial compensation.
- Instructional material is not comprehensive enough to fulfil course objectives.
- The course site to be reviewed is at the discretion of the reviewer.

Criterion 3.2: Course content is chunked according to best practices of instructional design.

Excellent

- Comprehensive instructional material is chunked into manageable modules that are cognitively appropriate for students.
- Lecture presentations are at a length that is conducive to maintaining learner engagement.
- A narrative exists that articulates a clear relationship among course objectives, instructional material, and student success.

Good

- Comprehensive instructional material is mostly chunked into manageable modules that are cognitively appropriate for students.
- Most lecture presentations are at a length that is conducive to maintaining learner engagement.
- A narrative exists that articulates a relationship among course objectives, instructional material, and student success.

Average

- Instructional material is somewhat chunked into manageable modules that are cognitively appropriate for students.
- Some lecture presentations are at a length that is conducive to maintaining learner engagement.
- Some narrative exists that articulates a relationship among course objectives, instructional material, and student success.

Acceptable

- Instructional material is sometimes chunked into manageable modules that are cognitively appropriate for students.

- Some lecture presentations are at a length that is conducive to maintaining learner engagement.
- A minimal narrative exists that articulates a relationship among course objectives, instructional material, and student success.

Revisions Required

- Instructional material is not chunked into manageable modules that are cognitively appropriate for students.
- Lecture presentations are not at a length that is conducive to maintaining learner engagement.
- The course does not contain a narrative that articulates a relationship among course objectives, instructional material, and student success.

Criterion 3.3: Course design takes full advantage of appropriate tools and media, which are current, supported, and readily obtainable.

Excellent

- Tools such as news items, discussions, assessments, checklists, rubrics, intelligent agents, etc. are used appropriately to support the course objectives.
- Software and audio/visual hardware requirements are up-to-date and do not extend beyond basic sound cards, speakers, and video players unless needed to meet course goals and objectives. Any special requirements should be communicated to the student in advance.
- Audio and video materials are hosted and streamed outside of the Learning Management System, using hosting services such as YouTube, Tegrity, or other ETSU Online approved services.
- Multimedia materials are high quality without audio or video disturbances. Multimedia file length is adequate to meet course goals without being too large to restrict users' ability to download the file on computers with lower bandwidth.

Good

- Most tools such as news items, discussions, assessments, checklists, rubrics, intelligent agents, etc. are used appropriately to support the course objectives.
- Software and audio/visual hardware requirements are up-to-date and do not extend beyond basic sound cards, speakers, and video players unless needed to meet course goals and objectives. Any special requirements should be communicated to the student in advance.
- Most audio and video materials are hosted and streamed outside of the Learning Management System, using hosting services such as YouTube, Tegrity, or other ETSU Online approved services.
- Multimedia materials are mostly high quality without audio or video disturbances. Multimedia file length is adequate to meet course goals without being too large to restrict users' ability to download the file on computers with lower bandwidth.

Average

- Some tools such as news items, discussions, assessments, checklists, rubrics, intelligent agents, etc. are used appropriately to support the course objectives.
- Some software and audio/visual hardware requirements are up-to-date and do not extend beyond basic sound cards, speakers, and video players unless needed to meet course goals and objectives. Any special requirements should be communicated to the student in advance.
- Some audio and video materials are hosted and streamed outside of the Learning Management System, using hosting services such as YouTube, Tegrity, or other ETSU Online approved services.
- Multimedia materials are somewhat high quality without audio or video disturbances. Multimedia file length is somewhat adequate to meet course goals without being too large to restrict users'

ability to download the file on computers with lower bandwidth.

Acceptable

- Few tools such as news items, discussions, assessments, checklists, rubrics, intelligent agents, etc. are used appropriately to support the course objectives.
- Few software and audio/visual hardware requirements are up-to-date and do not extend beyond basic sound cards, speakers, and video players unless needed to meet course goals and objectives. Any special requirements should be communicated to the student in advance.
- Few audio and video materials are hosted and streamed outside of the Learning Management System, using hosting services such as YouTube, Tegrity, or other ETSU Online approved services.
- Multimedia materials are sometimes high quality without audio or video disturbances. Multimedia file length is sometimes adequate to meet course goals without being too large to restrict users' ability to download the file on computers with lower bandwidth.

Revisions Required

- Tools such as news items, discussions, assessments, checklists, rubrics, intelligent agents, etc. are not used appropriately to support the course objectives.
- Software and audio/visual hardware requirements are not up-to-date and possibly extend beyond basic sound cards, speakers, and video players unless needed to meet course goals and objectives. Any special requirements should be communicated to the student in advance.
- Audio and video materials are not hosted and streamed outside of the Learning Management System, using hosting services such as YouTube, Tegrity, or other ETSU Online approved services.
- Multimedia materials contain audio or video disturbances. Multimedia file length is not adequate to meet course goals without being too large to restrict users' ability to download the file on computers with lower bandwidth.

Criterion 4.1: Assessment methods are varied and provide multiple opportunities for students to measure their progress.

Excellent

- Learning outcomes are assessed on a continuous basis through quizzes, group and individual projects, take-home tests, open-book exams, and/or other assessment means applicable to the particular course.
- Course includes a clear and detailed statement regarding the method, timing and tools used by the instructor to provide feedback on assignments and activities.
- Assessments and activities help measure the student's degree of competency in relation to course objectives.

Good

- Learning outcomes are assessed frequently through quizzes, group and individual projects, take-home tests, open-book exams, and/or other assessment means applicable to the particular course.
- Course includes a general statement regarding the method, timing and tools used by the instructor to provide feedback on assignments and activities.
- Assessments and activities help measure the student's degree of competency in relation to course objectives.

Average

- Learning outcomes are assessed intermittently through quizzes, group and individual projects, take-home tests, open-book exams, and/or other assessment means applicable to the particular course.
- Course includes a general statement regarding the method, timing and tools used by the instructor to provide feedback on assignments and activities.
- Assessments and activities help measure the student's degree of competency in relation to course objectives.

Acceptable

- Learning outcomes are rarely assessed through quizzes, group and individual projects, take-home tests, open-book exams, and/or other assessment means applicable to the particular course.
- Statements regarding method, timing, and tools used by the instructor to provide feedback on assignments and activities are unclear.
- It is unclear how assessments and activities help measure the student's degree of competency in relation to course objectives.

Revisions Required

- Learning outcomes are not assessed on a continuous basis through quizzes, group and individual projects, take-home tests, open-book exams, and/or other assessment means applicable to the particular course.
- Course does not include a statement regarding the method, timing and tools used by the instructor to provide feedback on assignments and activities.
- Assessments and activities do not help measure the student's degree of competency in relation to course objectives.

Criterion 4.2: Assignment expectations are varied and provide multiple opportunities for students to measure their progress.

Excellent

- Course includes a clear and detailed statement regarding the method and tools used by students to submit assignments, including location of assignment submission (typically the course dropbox), any file type requirements, etc.
- Assignments include detailed expectations such as rubrics and/or examples.
- Practice tests are included to help students become familiar with the Learning Management System assessment tool before an actual test.
- Guides, instructions and/or demonstrations for required software, hardware, or services are provided.

Good

- Course includes a somewhat detailed statement regarding the method and tools used by students to submit assignments, including location of assignment submission (typically the course dropbox), any file type requirements, etc.
- Most assignments include detailed expectations such as rubrics and/or examples.
- Practice tests are included to help students become familiar with the Learning Management System assessment tool before an actual test.
- Guides, instructions and/or demonstrations for required software, hardware, or services are mostly provided.

Average

- Course includes a general statement regarding the method and tools used by students to submit assignments, including location of assignment submission (typically the course dropbox), any file type requirements, etc.
- Some assignments include detailed expectations such as rubrics and/or examples.
- Practice tests are not included to help students become familiar with the Learning Management System assessment tool before an actual test.
- Guides, instructions and/or demonstrations for required software, hardware, or services are sometimes provided.

Acceptable

- Course statements regarding the method and tools used by students to submit assignments, including location of assignment submission (typically the course dropbox), any file type requirements, etc. are unclear.
- Few assignments include detailed expectations such as rubrics and/or examples.
- Practice tests are not included to help students become familiar with the Learning Management System assessment tool before an actual test.
- Guides, instructions and/or demonstrations for required software, hardware, or services are rarely provided.

Revisions Required

- Course does not include a clear and detailed statement regarding the method and tools used by students to submit assignments, including location of assignment submission (typically the course dropbox), any file type requirements, etc.
- Assignments do not include detailed expectations such as rubrics and/or examples.
- Practice tests are not included to help students become familiar with the Learning Management System assessment tool before an actual test.
- Guides, instructions and/or demonstrations for required software, hardware, or services are not provided.

Criterion 5.1: Course clearly demonstrates instructor presence.

Excellent

- An introduction sets the tone for the course by establishing instructor presence, providing an overview of the course, and initiating a positive learning environment.
- Instructor consistently interacts with students, provides timely feedback on assignments, and gives opportunities for q/a. Not this list is not exhaustive, as there are additional ways to add presence to a course.
- The developer has authored a narrative that clearly demonstrates the instructor's teaching style, subject matter expertise, and clearly explains the relevancy of each module throughout the course.

Good

- An introduction sets the tone for the course by establishing instructor presence, providing an overview of the course, and initiating a positive learning environment.
- Instructor frequently interacts with students, provides timely feedback on assignments, and gives opportunities for q/a. Not this list is not exhaustive, as there are additional ways to add presence to a course.
- The developer has authored a narrative that demonstrates the instructor's teaching style, subject matter expertise, and explains the relevancy of each module throughout the course.

Average

- An introduction somewhat sets the tone for the course by establishing instructor presence, providing an overview of the course, and initiating a positive learning environment.

- Instructor sometimes interacts with students, provides timely feedback on assignments, and gives opportunities for q/a. Not this list is not exhaustive, as there are additional ways to add presence to a course.
- The developer has authored a limited narrative that demonstrates the instructor's teaching style, subject matter expertise, and explains the relevancy of each module throughout the course.

Acceptable

- An introduction is present in the course that somewhat establishes instructor presence, but does not provide an overview of the course or initiate a positive learning environment.
- Instructor rarely interacts with students, provides timely feedback on assignments, and gives opportunities for q/a. Not this list is not exhaustive, as there are additional ways to add presence to a course.
- The developer has not authored a narrative that demonstrates the instructor's teaching style, subject matter expertise, and explains the relevancy of each module throughout the course.

Revisions Required

- No introduction is present in the course to establish the instructor presence, provide an overview of the course, or initiate a positive learning environment.
- Instructor never interacts with students, provides timely feedback on assignments, and gives opportunities for q/a. Not this list is not exhaustive, as there are additional ways to add presence to a course.
- The developer has not authored a narrative that demonstrates the instructor's teaching style, subject matter expertise, and explains the relevancy of each module throughout the course.

Criterion 5.2: Course fosters student/student and student/faculty interaction.

Excellent

- Learning activities foster instructor-student, student-content and student-student interaction.
- Student participation and attendance is defined, including how early semester progress reporting and attendance reporting will be determined. A mechanism for measuring quality and quantity is provided.
- Students have a wide range of opportunities to interact through a robust discussion forum, chat sessions, audio conferencing or group projects. Synchronous chat or video options can be used if they are optional or if the requirement has been made clear in advance through a GoldLink note or other student communication.
- Course interaction requirements and expectations are clear and include rubrics and/or examples.

Good

- Most learning activities foster instructor-student, student-content and student-student interaction.
- Student participation and attendance is defined and a mechanism for measuring quality and quantity is provided.
- Students have opportunities to interact through a robust discussion forum, chat sessions, audio conferencing or group projects. Synchronous chat or video options can be used if they are optional or if the requirement has been made clear in advance through a GoldLink note or other student communication.
- Course interaction requirements and expectations are somewhat clear and include rubrics and/or examples.

Average

- Some learning activities foster instructor-student, student-content and student-student interaction.
- Student participation and attendance is defined.

- Students have some opportunities to interact through a robust discussion forum, chat sessions, audio conferencing or group projects. Synchronous chat or video options can be used if they are optional or if the requirement has been made clear in advance through a GoldLink note or other student communication.
- Course interaction requirements and expectations are clear, but no rubrics are provided.

Average

- Learning activities do not foster instructor-student, student-content and student-student interaction.
- Student participation and attendance is not defined.
- Students have limited or no opportunities to interact through a robust discussion forum, chat sessions, audio conferencing or group projects. Synchronous chat or video options can be used if they are optional or if the requirement has been made clear in advance through a GoldLink note or other student communication.
- Course interaction requirements and expectations are unclear, but no rubrics are not provided.

Average

- Learning activities are not present in the course.
- Student participation is not defined.
- Students have no opportunities to interact.