## Course Design Evaluation Rubric

### Including Learning Management System (LMS) Content Recommendations

Course ID and/or Course Name:

Date reviewed:

Reviewers:

This rubric is correlated to the [Quality Matters Higher Education Rubric](https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric), which is part of Innovative Learning’s [Course Design](https://www.purdue.edu/innovativelearning/developing-courses/course-design/) process.

It is divided into four distinct areas, and 16 specific course design standards.

[Section A: Alignment (A1-A5)](#_Section_A:_Alignment)

[Section B: Course Organization and Clarity (B1-B2)](#_Section_B:_Course)

[Section C: Interaction and Communication (C1-C6)](#_Section_C:_Interaction)

[Section D: Accessibility (D1-D3)](#_Section_D:_Accessibility)

Each area includes the review standard and criteria for evaluation, as well as an area for reviewers to provide feedback, and the course representative to respond to the review content. All design standards show Course Ready and Incomplete/Needs revision criteria. Additionally, some standards also define Exemplary qualities.

**Implementation recommendations:** At the end of each design standard category is a brief list of items that as a course creator you might want to incorporate to help you meet each design standard. The list of recommended options is not exhaustive. Additionally, special campus circumstances may result in requirements or recommendations from the Provost’s Office which are not reflected in this rubric.

The final section of this document is a [checklist](#_Checklist_of_Recommended) of all the implementation recommendations for your convenience.

## Section A: Alignment

##### **A1.** Course-level learning objectives\* are well-defined, measurable, and appropriate for the level of the course. Guidance on how learners are to achieve these is clearly communicated and written from the learner’s perspective.

QualityMatters (QM) specific review standards correlation: **2.1**, **2.3, 2.4, 2.5\*\***

***\****[*IMPACT*](https://www.purdue.edu/impact/) *uses the term outcomes for course-level and objectives for unit/module level.*

*\*\*Bold numbers denote essential (required) QM specific review standards.*

|  |  |
| --- | --- |
| Course Ready | Incomplete/Needs Revision |
| Objectives\* are measurable and clearly stated from the learner’s perspective. *These are located early in the course design and syllabus.* | Objectives\* are *not* measurable and/or clearly stated from the learner’s perspective. These may be missing early in the course design and syllabus. |

##### **A2.** Unit/module/lesson objectives are aligned with course-level outcomes, and written from the learner’s perspective.

QM Correlation: **2.2**

|  |  |  |
| --- | --- | --- |
| Exemplary | Course Ready | Incomplete/Needs Revision |
| Objectives are measurable and included in ALL learning units/modules/lessons *as well as assessments*. These are clearly aligned to course-level objectives. | Objectives are measurable and included in individual learning units/modules/lessons. These are clearly aligned to course-level objectives. | Objectives are either *not* measurable or not included in individual learning units/modules/lessons. These are clearly aligned to course-level objectives. |

##### **A3.** Course instructional materials, content and learning activities are clearly aligned and are used to meet the stated learning objectives and provide opportunities for interaction which supports active learning. *Exemplary designs state this relationship clearly and explicitly for learners.*

QM Correlation: **2.2, 4.1, 4.2, 5.1**

|  |  |  |
| --- | --- | --- |
| Exemplary | Course Ready | Incomplete/Needs Revision |
| The connections between the course instructional materials, content and activities and the unit/module/course objectives are made explicitly clear to learners. | Course instructional materials, content and activities are aligned with unit/module/course objectives. | Course instructional materials, content and activities are *not* aligned with unit/module/course objectives. |

##### **A4.** Both internal (to the LMS) and external tools, materials and media utilized have specific learning purposes and support the learners' ability to achieve the learning outcomes & objectives most efficiently. Tools promote learner engagement, active learning, and the purpose of using them is clearly stated.

QM Correlation: **4.1, 5.2, 6.1, 6.2**

|  |  |  |
| --- | --- | --- |
| Exemplary | Course Ready | Incomplete/Needs Revision |
| Course tools are used to provide integrated and innovative learning materials and activities for learners to meet the learning outcomes and objectives efficiently, using engagement, active learning and have a clear purpose to course outcomes. | Course tools are used to access materials and facilitate learning in a variety of modalities (such as text, audio, video, and/or graphics) and promote student-centered learning. | Tools that could be used to access materials and facilitate learning are not used effectively, or tools that are present are not employed to meet course objectives/outcomes. |

##### **A5.** Both formative and summative assessments are present and clearly aligned to measure learning objectives, proficiencies, or competencies, as applicable.

QM Correlation: **3.1**

|  |  |  |
| --- | --- | --- |
| Exemplary | Course Ready | Incomplete/Needs Revision |
| Multiple types of formative and summative assessments are used. These assessments clearly align with stated course-level and module/unit/lesson-level objectives and learners are directed to the appropriate objective(s) for each assessment. | Both formative and summative assessments are used. Assessments appear to align with stated course-level and module/unit/lesson-level objectives. | Assessment types are limited to only one type (either formative or summative), and/or assessments evaluate performance unrelated to stated objectives. |

#### Section A. Recommendations

Employ [Brightspace](https://www.purdue.edu/brightspace/index.php) LMS as the course central hub, and select from the Tools linked therein to facilitate learning to meet course outcomes.

If seeking implementation of a [new third-party course tool](https://www.purdue.edu/brightspace/Integrations.php), follow these review steps several months in advance of anticipated need.

Use the current [Purdue syllabus template](https://www.purdue.edu/innovativelearning/developing-courses/syllabus-template/).

Consider using the [Foundational Learning outcomes](https://www.purdue.edu/provost/students/s-initiatives/curriculum/outcomes.html) in your course, as appropriate.

Clearly connect all assessments and assignments to learning outcomes using measurable and observable action verbs and student-centered language.

Consider having a [course design review](https://www.purdue.edu/innovativelearning/developing-courses/course-design/) prior to implementation for feedback on alignment.

###### Criteria A1-A5 Comment(s)/Recommendation(s)

*Note to reviewers: For all recommendations, use additional lines as necessary to provide feedback.*

Recommendation from Reviewers to Course Representative:

Response/Changes Implemented from Course Representative:

## Section B: Course Organization and Clarity

##### **B1.** Learners are introduced to the purpose and organization of the learning environment, provided clear instructions on how to get started and navigate through various components of the environment with guidance on how to obtain technical support or academic services, including accessibility services, if needed.

QM Correlation: **1.1**, **1.2**, **7.1, 7.2, 7.3**

|  |  |  |
| --- | --- | --- |
| Exemplary | Course Ready | Incomplete/Needs Revision |
| Learning modules or units are consistently structured and sequenced allowing learners to better anticipate and manage workload. Guidance to received cross-campus support and services beyond tech support and accessibility are included. | Purpose of course is clearly stated, and content is presented in visibly distinct learning units or modules. Guidance on how to obtain accessibility or support services included. | Purpose of course is *not* clearly stated, and/or content is *not* presented in visibly distinct learning units or modules. Guidance on how to obtain accessibility or support services *not* included. |

##### **B2.** Navigation throughout the learning environment is logical, well-organized, consistent, and facilitates ease of use. Navigation strategies are efficient, minimizing the number of steps learners have to take to reach the course content and activities.

QM Correlation: **8.1**

|  |  |  |
| --- | --- | --- |
| Exemplary | Course Ready | Incomplete/Needs Revision |
| Clearly labeled material(s) explain(s) how to navigate the course, in addition to the easily determined navigation and content flow. | Navigation and content flow are explained and easily determined. | Navigation and content flow are not explained and/or easily determined. |

#### Section B. Recommendations

Develop a Start Here area of the course which includes:

List the course name, number, description

State brief course orientation, including technical and navigation requirements

Insert syllabus document in learning management system in clearly marked area.

Layout course content in easily determined segments, such as by topical modules.

###### Criteria B1-B2 Comment(s)

*Note to reviewers: For all recommendations, use additional lines as necessary to provide feedback.*

Recommendation from Reviewers to Course Representative:

Response/Changes Implemented from Course Representative:

## Section C: Interaction and Communication

##### **C1.** Expectations for learner interaction are clearly communicated. This includes how synchronous and asynchronous communication methods will be utilized, and the instructor’s plan for interacting with learners during the course is clearly stated.

QM Correlation: **5.3**, 5.4

|  |  |  |
| --- | --- | --- |
| Exemplary | Course Ready | Incomplete/Needs Revision |
| A rubric or equivalent grading guide is included to explain how participation is to be evaluated and connected to a learner’s course objectives and outcomes. | Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions, as well as synchronous/ asynchronous) are provided and clearly stated. | Guidelines explaining required levels of student participation are not provided. |

##### **C2.** Learners are provided with regular and substantial opportunities initiated by the instructor(s) or by themselves to build community through the promotion of instructor-to-learner and learner-to-learner interaction and dialogue. Communication tools are utilized when appropriate.

QM Correlation: 1.9, **5.1, 5.2**

|  |  |  |
| --- | --- | --- |
| Exemplary | Course Ready | Incomplete/Needs Revision |
| The instructor’s plan to engage in regular effective contact includes the use of a variety of communication tools and addresses inquiries, discussions, and assignment/assessment feedback. Student-initiated interaction contributes to a student-centered learning environment and is designed to assist in meeting course objectives and outcomes. | The instructor provides students with his/her plan to engage in regular effective contact, and includes expected timeframes for such communication. Opportunities for student-initiated interaction with the instructor and other learners are clearly available and encouraged. | The plan for instructor-to-learner or learner-to-learner communication is missing or unclear how a learner may contact the instructor or peers. |

##### **C3.** Learning activities provide opportunities for interaction of a meaningful or academic nature that support active learning and advance the achievement of the learning outcomes and objectives.

QM Correlation: **4.1, 5.1, 5.2**

|  |  |  |
| --- | --- | --- |
| Exemplary | Course Ready | Incomplete/Needs Revision |
| The connection between the content/activities and the module/unit/lesson objectives are made explicitly clear to the learners. | Module/unit activities are clearly aligned to module/unit objectives. | Module/unit activities are *not* clearly aligned to module/unit objectives. |

##### **C4.** Instructor response time and feedback to learner-initiated communications is clearly stated at start of course. *Reminder: During course delivery, the instructor should initiate regular, substantial and frequent interaction of a meaningful academic nature.*

QM Correlation: **5.3**

|  |  |  |
| --- | --- | --- |
| Exemplary | Course Ready | Incomplete/Needs Revision |
| Learners are given clear instructions on accessing feedback and guidance on applying feedback. | The course includes a clear plan for providing meaningful, timely feedback on assessments. | There is little or no statement or evidence of meaningful feedback that will be provided on student assessments. |

##### **C5.** Instructor mechanisms for assignment and assessment feedback align with assignment/activity instructions, and aim to help learners achieve course and module/unit/lesson objectives. Specific and descriptive criteria are provided for the evaluation of learner work and participation, and exemplars may be provided. These are tied to the course grading policy.

QM Correlation: **3.2, 3.3**

|  |  |  |
| --- | --- | --- |
| Exemplary | Course Ready | Incomplete/Needs Revision |
| Rubrics or descriptive criteria for desired outcomes include models of “good work” or exemplars with details how these are connected to the grading policy. | Course grading policy is clearly stated with mechanisms for additional feedback beyond assessment grade. Rubrics or descriptive criteria for desired outcomes are included for all assessments. | Course grading policy is *not* stated or is unclear. Rubrics or descriptive criteria for desired outcomes may not be included for some assessment activities. |

##### C6.Learners' self-assessments and/or peer feedback opportunities exist in the course to allow learners to reflect and assess their own performance/knowledge prior to formal assessment (i.e., major exams, projects, etc.).

QM Correlation: 3.5

|  |  |  |
| --- | --- | --- |
| Exemplary | Course Ready | Incomplete/Needs Revision |
| There are multiple opportunities for student self-assessment that encourage students to benchmark their own progress and seek timely additional help, as needed. | Opportunities for student self-assessment with feedback are present, with opportunities to track their own progress. | There is little to no evidence that students are provided opportunities for self-assessment or to track their own progress. |

#### Section C. Recommendations

Clearly state expectations for learner interactions with content, peers, and instructor including when and how.

Provide a discussion post for learners to interact with each other and you. (This can be used for asking clarifying questions and community-building.)

Label required content, differentiating required items from additional resources for deeper understanding.

State how to reach instructors for assistance, as well as turnaround time for both for grading and communications.

Provide descriptive feedback for all assessments.

###### Criteria C1-C6 Comment(s)

*Note to reviewers: For all recommendations, use additional lines as necessary to provide feedback.* Recommendation from Reviewers to Course Representative:

Response/Changes Implemented from Course Representative:

## Section D: Accessibility

##### **D1.** The design facilitates readability and the aesthetic design (i.e., color scheme and layout utilized) presents and communicates course information clearly and legibly and meets currently accepted standards.\*\*\*

QM Correlation: **8.2**, 8.4

Additional Standard: WCAG 2.0\*\*\*

*\*\*\*Purdue University electronic information, communication, and technology accessibility* [*standard*](https://www.purdue.edu/policies/information-technology/s5.html)*.*

|  |  |
| --- | --- |
| Course Ready | Incomplete/Needs Revision |
| There is sufficient color contrast between foreground (text or graphics) and background could create difficulties for low vision and color-blind learners. Visual elements (color, bolding, all caps) alone have *not* been used to convey meaning. Page properly uses heading styles or titles to clearly communicate course elements. | Insufficient color contrast between foreground (text or graphics) and background could create difficulties for low vision and color-blind learners. Visual elements (color, bolding, all caps) alone have been used to convey meaning. Page does not use heading styles or titles to clearly communicate course elements. |

##### **D2.** Learners are provided with links to accessibility statements for all required technologies, course and/or institutional policies, and other support services and resources.

QM Correlation: 1.4, **7.3**, 7.4, **8.2**

|  |  |
| --- | --- |
| Course Ready | Incomplete/Needs Revision |
| Links are provided and clearly labeled for all technologies and institutional policies, including student support services and resources. If links are not available these will be clearly stated. | Links are *not* provided and/or clearly labeled for all technologies and institutional policies, including student support services and resources. If links are not available these will be clearly stated. |

##### **D3.** All learning materials, multimedia, and tools utilized are accessible and ready to meet diverse learner needs to currently accepted standards.\*

QM Correlation: **8.3**

Additional Standard: WCAG 2.0\*\*\*  
*\*\*\*Purdue University electronic information, communication, and technology accessibility* [*standard*](https://www.purdue.edu/policies/information-technology/s5.html)*.*

|  |  |
| --- | --- |
| Course Ready | Incomplete/Needs Revision |
| All tools, including third party integrations, are accessible. Every image (including those used in documents linked within the course) use descriptive alternative text that includes any text visible in the image. Table cells designated as row and/or column headers allow screen readers to read the table cells in the correct order. Lists are descriptive and avoid redundancy, and use Bullet or Number list tools. Links use descriptive phrases, and underlining is only used to denote active hyperlinks. | Some tools, including third party integrations, are *not* accessible. Some images (including those used in documents linked within the course) do *not* use descriptive alternative text that includes any text visible in the image. Table cells are *not* designated as row and/or column headers allow screen readers to read the table cells in the correct order. Lists are *not* descriptive and avoid redundancy, and use Bullet or Number list tools. Links do *not* use descriptive phrases, and underlining is only used to denote active hyperlinks. |

#### Section D. Recommendations

Choose tools for the course that are accessible including [Brightspace](https://www.d2l.com/accessibility/standards/).

Post all course videos in [Kaltura Media Space](https://www.purdue.edu/innovativelearning/supporting-instruction/instructional-technology/kaltura.aspx) and link them into the course, being sure to close caption them.

[Format all course documents for accessibility](https://www.purdue.edu/innovativelearning/accessibility/accessible-documents.aspx).

###### Criteria D1-D2 Comment(s)

*Note to reviewers: For all recommendations, use additional lines as necessary to provide feedback.* Recommendation from Reviewers to Course Representative:

Response/Changes Implemented from Course Representative:

## Checklist of Recommended Course Design Features

#### Section A. Recommendations

Employ [Brightspace](https://www.purdue.edu/brightspace/index.php) Learning Management System as the course central hub, and select from the Tools linked therein to facilitate learning to meet course outcomes.

If seeking implementation of a [new third-party course tool](https://www.purdue.edu/brightspace/Integrations.php), follow these review steps several months in advance of anticipated need.

Use the current [Purdue syllabus template](https://www.purdue.edu/innovativelearning/developing-courses/syllabus-template/).

Consider using the [Foundational Learning outcomes](https://www.purdue.edu/provost/students/s-initiatives/curriculum/outcomes.html) in your course, as appropriate.

Clearly connect all assessments and assignments to learning outcomes using measurable and observable action verbs and student-centered language.

Consider having a [course design review](https://www.purdue.edu/innovativelearning/developing-courses/course-design/) prior to implementation for feedback on alignment.

#### Section B. Recommendations

Develop a Start Here area of the course which includes:

List the course name, number, description

State brief course orientation, including technical and navigation requirements

Insert syllabus document in learning management system in clearly marked area.

#### Section C. Recommendations:

Clearly state expectations for learner interactions with content, peers, and instructor including when and how.

Provide a discussion post for learners to interact with each other and you. (This can be used for asking clarifying questions and community-building.)

Label required content, differentiating required items from additional resources for deeper understanding.

State how to reach instructors for assistance, as well as turnaround time for both for grading and communications.

Provide descriptive feedback for all assessments.

#### Section D. Recommendations:

Choose tools for the course that are accessible including [Brightspace](https://www.d2l.com/accessibility/standards/).

Post all course videos in [Kaltura Media Space](https://www.purdue.edu/innovativelearning/supporting-instruction/instructional-technology/kaltura.aspx) and link them into the course, being sure to close caption them.

[Format all course documents for accessibility](https://www.purdue.edu/innovativelearning/accessibility/accessible-documents.aspx).