WVU Course Design Rubric

This is a rubric to document the design quality of courses at WVU. It does not measure the quality of the course delivery.

Each of the four areas (Student Information, Student Learning Outcomes, Learning Activities, and Assessments) has a set of expected criteria, which should be met by all courses (regardless of modality or type). Enhanced criteria are recognized as markers of advanced course design, some of which may be required by departments or units.

If this rubric is being used as evidence of quality, we recommend at least 2 reviewers, one of whom is external to the unit.

Consequences of not meeting the expected criteria will vary by application.

General thoughts on scoring

If two or more expected criteria are missing from any of the four categories, revision may be required.

One expected criterion may be missed in each category, provided that a justification or plan for future improvement is included.

The WVUbric

Student Information

Expected

- Information to get started in the course is provided (syllabus plus other items)
    - Course overview (expected methods of instruction, student expectations and responsibilities)
    - Course policies
    - Instructor contact information and office hours and other instructor information
    - Appropriate and expected means of communication
    - Course meeting schedule
    - Minimum technology requirements and skills and support
    - Course prerequisites and skills
- The course grading policy is stated clearly at the beginning of the course including the final grading scale and the contribution of course assessments.
- If participation is graded then there is a clear policy for participation or learner interaction.
- If attendance is graded then there is a clear policy for attendance.

- The course provides learners with information on protecting their data and privacy, particularly if it uses outside vendors.
- The course provides a plan for providing students with timely feedback on their assessments.
- The course syllabus is available electronically and has passed the accessibility checker in Word or Adobe Acrobat as appropriate.

Enhanced

- Explicit discussion of alignment between course learning outcomes, learning activities, and assessments
- Information on institutional policies and support services is provided.
- Students are asked to introduce themselves to the class.
- Students are presented as partners in the teaching and learning of the course.
- Any outside vendors meet accessibility requirements.

Student Learning Outcomes

Expected

- The course learning outcomes are measurable.
- Learning outcomes are stated from the learner's perspective.
- The learning outcomes are suited to the level of the course.
- The course learning outcomes are specific.
- The course outcomes are achievable and appropriate in number.
- At least one course learning outcome maps to a program learning outcome.

Enhanced

- The module/unit-level learning outcomes are measurable and aligned with the course-level outcomes.

Learning Activities

Expected

- The learning activities align with the course learning outcomes and assessments.
- The learning activities are suited to the level of the course.
- The instructional materials and tools used support the learning activities.
- The instructional materials and tools are current.
- At least some learning activities promote active learning.
- At least some learning activities require interaction with the instructor.
- There are explicit guidelines for completing learning activities as appropriate.

Enhanced

- The relationship between the use of instructional materials and tools and learning activities is clearly explained.
- The learning activities are varied.
- Students have choice in the way they demonstrate their learning.
- Some learning activities promote collaborative learning.
- Learning activities are appropriately scaffolded.
- The instructional materials and tools are varied.
- The instructional materials are accessible and promote readability.
- Course media has text alternatives, including captions for videos.
- The course models the academic integrity and respect for intellectual property expected of learners, by providing both source references and permissions for use of instructional materials.

Assessments
Expected

- The assessments measure the achievement of student learning.
- The assessments align with the course learning outcomes and activities.
- It is clear to the student how assessments will be scored.
- The assessments are suited to the level of the course.
- There are multiple assessments.

Enhanced

- Rubrics and/or sample work or previous tests are provided to students.
- There is a plan for providing individualized or aggregate timely feedback on all assessments.
- The assessments used are sequenced.
- The assessments used are varied in type.
- The assessments are appropriately scaffolded.
- The assessments used are a mixture of high and low-stakes.