

The IIRP Graduate School's Course Design for Student Success Rubric



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ABOUT THIS RUBRIC

- This is a robust rubric, designed to support student engagement, access, and success across varied learner populations and institutions, including undergraduate, graduate, 2-year, etc.
- We want to inspire faculty, instructional designers, and administrators along their path of continual improvement. This rubric is not intended to be evaluative or shaming but to highlight successes as well as opportunities for enhancement.

ABOUT RESTORATIVE PRACTICES

- As a transdisciplinary field of study, restorative practices examine how to strengthen relationships between individuals and improve social connections within communities.
- Restorative practices are used in conflict resolution, creating dialogue, bridging gaps across divided groups, and building cultures where all members have a voice, work more effectively together, and become more innovative.
- The fundamental hypothesis of restorative practices is that humans are happier, healthier, more productive, and more likely to make positive changes in their behavior and communities when we do things WITH them, rather than TO them or FOR them.
- Restorative practices are utilized in a variety of communities and sectors, including K-12, higher education, social services, workplaces, community-based organizations, government and civic entities, criminal justice systems and programs, and families.

ABOUT THE IIRP GRADUATE SCHOOL

- [The IIRP](#) is a standalone, nonprofit, accredited graduate school solely dedicated to the field of restorative practices.
- We offer graduate education ([master's degree and graduate certificates](#)), [continuing education](#), and [collaborative application services](#), and we conduct research in the field.
- Students can complete their program with us from anywhere in the world through our online, asynchronous offerings.

Course Design for Student Success Rubric

COURSE NUMBER – DATE

These standards support student engagement, access, and success across varied learner populations.

The IIRP also utilizes the Quality Matters (QM) rubric for course excellence. Overlapping standards are noted in this rubric.

Download this document and save as Course-Number_Course_Review_for_Student_Success_YYYY-MM-DD.

Use the checkboxes to indicate alignment. Add notes as needed.

Standards that have Approaching and Exceeding Expectations grayed out can only Meet Expectations or not.

STANDARD	NOT STARTED	APPROACHING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS	NOTES
Essential Course Information (QM overlap)			The syllabus, course map, and course (in the LMS) include the course name, number, description, and prerequisites, along with clear and specific course outcomes, learning objectives, learner expectations, grading guidelines, and list of required and suggested reading materials.		
Diversity Statement			Diversity statement appears in the syllabus and course (in the LMS), declaring that diversity is valued in the course; all students, regardless of racial, ethnic, cultural, gender, age, social class, religion, and other kinds of human difference are important and equal partners in the education process; and the importance of inclusivity and respect for all students and their contributions.		

STANDARD	NOT STARTED	APPROACHING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS	NOTES
Access to Learner Resources and Support			The syllabus and course provide clear instructions for students to access and utilize resources related to general student assistance, online academic supports, assistance with using technology, and health and well-being resources.		
Formal Accommodations for Learner Disability and Difference (QM overlap)			Procedures for requesting formal accommodations are clearly stated in the course and syllabus.		
Cost Burden of Materials			Demonstrates intentional choices to reduce costs through selection of books and materials, such as Open Educational Resources (OER), whenever possible.		
Opportunities for Feedback (QM overlap)			Students have multiple opportunities to provide feedback to faculty (e.g., email, phone, course improvement form). Faculty respond promptly to students' feedback and make improvements as appropriate.		

STANDARD	NOT STARTED	APPROACHING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS	NOTES
Sensitivity to Content			<p>Trigger warnings/content advisories are provided with content that may trigger a strong, negative emotional response when read or viewed. Such content isn't simply upsetting or challenging but may actually trigger a debilitating response in people who have been affected by trauma. Examples of triggering content include graphic descriptions or imagery of sexual violence, suicide, or child abuse.</p> <p>As needed, instructors provide warnings for course content and students provide warnings for discussion forum or other assignment content.</p>		
Accessibility (QM overlap)			<p>Course navigation, design, layout, content, and handouts all meet QM Standard 8 requirements and WCAG 2.1 standards.</p>		
Universal Design for Learning (UDL)			<p>Course content and activities are aligned with core principles of UDL – i.e., multiple means of representation, action and expression, and engagement.</p>		

STANDARD	NOT STARTED	APPROACHING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS	NOTES
Technology Access			Course design mitigates digital divide and technology access issues by providing digital literacy resources, instructions for accessing institutional resources, and alternative pathways to access course materials and complete course activities if students face barriers.		
Faculty Positionality		The instructor introduces themselves personally, providing a Welcome Video, Welcome Letter, and/or taking time at the beginning of the first synchronous video meeting or in-person class session to become acquainted.	The instructor introduces themselves personally, providing a Welcome Video, Welcome Letter, and/or taking time at the beginning of the first synchronous video meeting or in-person class session to share their personal and professional background, describing how they came to be interested in the topics they teach and why the field and/or specific topics are important to them.	The instructor introduces themselves personally, providing a Welcome Video, Welcome Letter, and/or taking time at the beginning of the first synchronous video meeting or in-person class session to describe their lived experience, explaining how that experience influences their professional roles and how they teach the course. A Positionality Statement (written or recorded video) is included in the Welcome section of the course.	
Valuing Student Diversity		The instructor demonstrates a welcoming approach to all students.	The instructor demonstrates a welcoming approach that is specifically respectful of diverse abilities, identities, talents, life experiences, and ways of knowing.	The instructor demonstrates a welcoming approach that specifically respects and values diverse abilities, identities, talents, life experiences, and ways of knowing, recognizing their importance for collaborative learning.	

STANDARD	NOT STARTED	APPROACHING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS	NOTES
Framing of Student-Instructor Relationship (QM overlap)		Frames the relationship between the students and instructor as civil and valuable, perhaps having the instructor framed as the expert imparting knowledge to the students.	Frames the relationship between students and instructor as one of mutual respect, with students being central to the course.	Frames the relationship between students and the instructor as one of mutual care and learning that is central to the success of the course.	
Building Learner-to-Learner Relationships (QM overlap)		The course requires interaction between students to support each other academically.	The course requires regular interaction designed for students to learn about each other on a personal level and support each other academically.	The course requires regular interaction designed for students to learn about each other on a personal level, strengthen student connections and collaboration, and support each other academically.	
Content, Images, and Representation		Images and language represent different racial and gender identities.	<p>Course content explores a range of diverse contributions to the discipline.</p> <p>Images, representations, handouts, readings, and sources reflect diversity and/or the instructor acknowledges the lack of diversity in the discipline or topic under study and provides a platform for relevant discussion around representation and stereotypes.</p>	<p>Course content explores a range of diverse contributions to the discipline. Images, representations, handouts, readings, and sources reflect diversity.</p> <p>The course utilizes diverse student and instructor experiences as resources and emphasizes the enrichment they bring to the course.</p> <p>Multiple course activities ask students to connect course content to: (1) Their lives and/or reflect on course content in relation to other perspectives; (2) Students' communities and/or social and cultural groups of reference, and other socio-cultural backgrounds.</p>	

STANDARD	NOT STARTED	APPROACHING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS	NOTES
Content Meaning		Connections between course content and students' lived experiences and their perspectives are implied or stated in a general way.	Course activities require students to actively draw connections between course content and their own lived experiences and perspectives.	In course activities, students connect course content to their identities, backgrounds, and cultures, and/or to the identities, backgrounds, and cultures of others.	
Human Bias		The concept of human bias is stated in a general fashion but not identified in relevant course content and activities.	Instances of human bias are specifically identified in relevant course content and activities.	Students analyze and discuss human biases as part of course activities.	
Reflection on History of the Discipline		Mentions or acknowledges disparities or issues in the history of the discipline.	Provides space and activities to reflect on any disparities or issues in the history of the discipline.	Any historical disparities are actively highlighted, discussed, and related to the present state of the discipline.	
Opportunities to Practice Before Assessment (QM overlap)		There are some opportunities for students to practice, but the course lacks sufficient feedback or alignment to summative assessments.	There are more formative (sequenced) assessments than summative assessments, and they align with concepts and skills to be assessed.	All formative (sequenced) assignments are oriented toward preparation for any summative assignments, including substantial instructor and/or peer feedback.	
Technology Use (QM overlap)		Technology utilized in the course reasonably facilitates learning but is not intentionally chosen and may be cumbersome to learn or use.	Technology utilized in the course facilitates learning and is generally easy to learn and use. More complicated technology may require students to independently seek instructions for use.	Technology utilized in the course is intentionally selected to complement the materials and assignments, facilitates learning, and is generally easy to learn and use. Avenues to learn the technology are provided if it surpasses the minimum technical requirements and skills expected of students in the program.	



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