

# BUILDING A QUALITY COURSE



**BELLEVUE**  
UNIVERSITY



# Your Presenters

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# Bellevue University



- Bellevue, NE
- Private, non-profit, regionally accredited
- 80+ degrees
- 9,000+ students
- 1900+ Master courses
- 800+ term-coded courses run per term

# Design & Development Department

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D&D's focus is to ensure our courses and course-related materials are well-considered, well-designed, well-built, and well-reviewed.

**Instructional Designers = 15**

**Operations = 8**

**Production = 4**

**Video = 3**

**Learning Media Group = 4**

**Multimedia Support (AV) = 4**



# Building In Rigor

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## Presentation Objectives

- ✓ **Define** the characteristics and qualities of academic rigor in online learning.
- ✓ Discuss how to use QM standards to **measure** and **evaluate** a course's rigor and alignment, ensuring both are appropriate to the course level.
- ✓ Examine the role of faculty and other stakeholders in the **revision** of a quality course.

# Our Work Until Now...

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**Standardize, review,  
and update our  
courses**

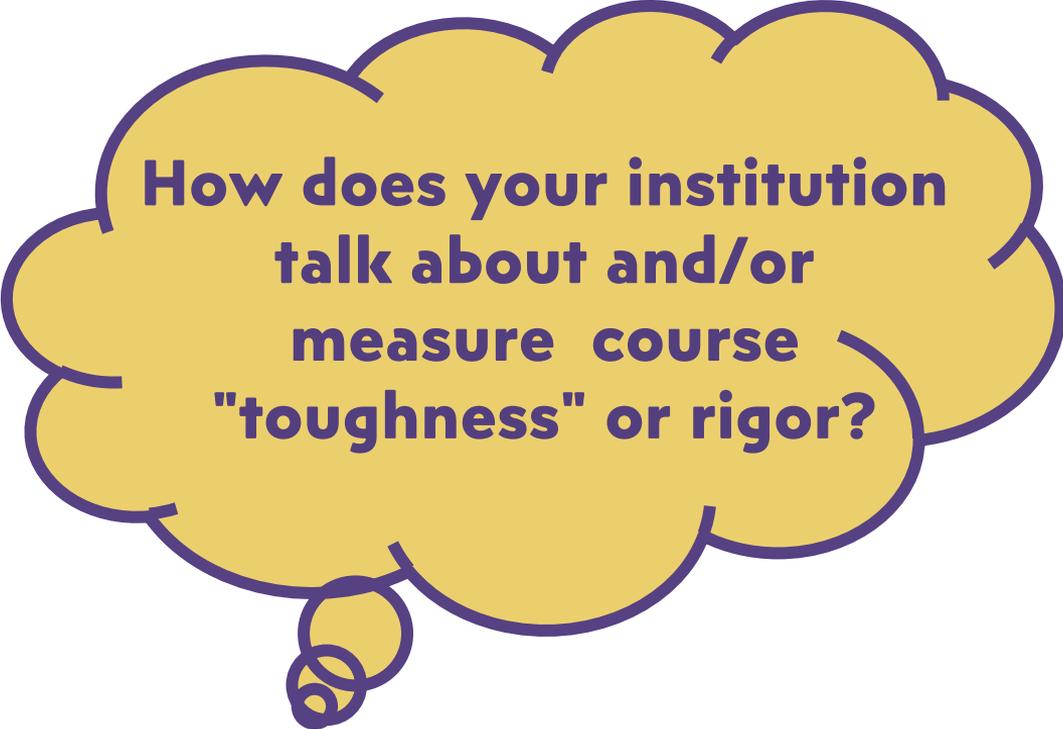


**Ensure proper rigor  
and alignment within  
our courses**



# Talking About "Toughness"

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**How does your institution  
talk about and/or  
measure course  
"toughness" or rigor?**

# Bellevue's POV

"[...] every course must include clear skill level expectations along with appropriate levels of rigor and relevance (Daggat, 2005) [...]. Moreover, students must be presented with curriculum that provides “enduring understandings” (Howard, 2007), providing transferable knowledge that will remain with them far beyond the completion of their college coursework."

Description of courses	100-level	200-level	300-level	400-level
	Course is introductory, a survey, or part of a standard series of basic courses in the field.	Course may introduce more sophisticated concepts than those presented at 100-level.	Course may emphasize integration of knowledge from other courses in the field and perhaps from other fields.	Course may emphasize current state of the field.
	Course may focus on learning and recalling basic facts and concepts.	Course may emphasize relationships among terms and concepts.	Course may focus on specialized knowledge of concepts, methods, etc.	Course may emphasize independent scholarship and/or creative work by students.

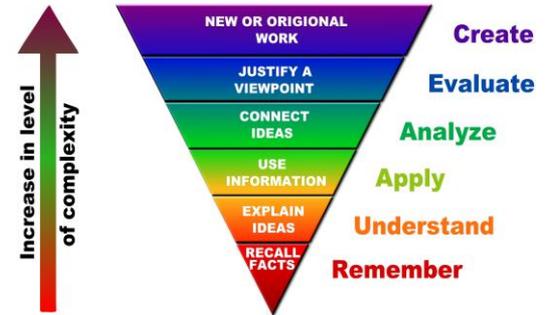
Student preparation at enrollment	100/200/300/400-level preparation AND:	Master's-level preparation AND:
	500-level courses may be bridge courses between undergraduate courses and graduate courses.	Specialized knowledge of the discipline or professional practice (depth).
	Ability to communicate effectively (orally and in writing) using the accepted conventions of the discipline or professional practice.	Understanding of the discipline or profession's epistemology.
	Ability to locate and evaluate current scholarship in the discipline or	Ability to work independently and take responsibility for one's learning.

Assessment	100-level	200-level	300-level	400-level
	Assessment of student learning outcomes often emphasizes objective measures and highly structured assignments or prompts from instructor.	Assessment of student learning outcomes emphasizes objective measures and moderately structured assignments or prompts from instructor.	Assessment of student learning outcomes emphasizes subjective measures and less structured assignments or prompts from the instructor.	Assessment of student learning outcomes may include learner-directed assessment such as student reflection, portfolios of work, etc.
	outcomes derive primarily from lower levels of Bloom's taxonomy.	outcomes derive primarily from middle and lower levels of Bloom's taxonomy.	outcomes derive primarily from middle to upper levels of Bloom's taxonomy.	outcomes derive from upper level of Bloom's taxonomy and emphasize mastery.
	Students may begin to apply the evaluative standards of the field to their work.			

# Tools to Measure Academic Rigor



**BLOOM's TAXONOMY PYRAMID**

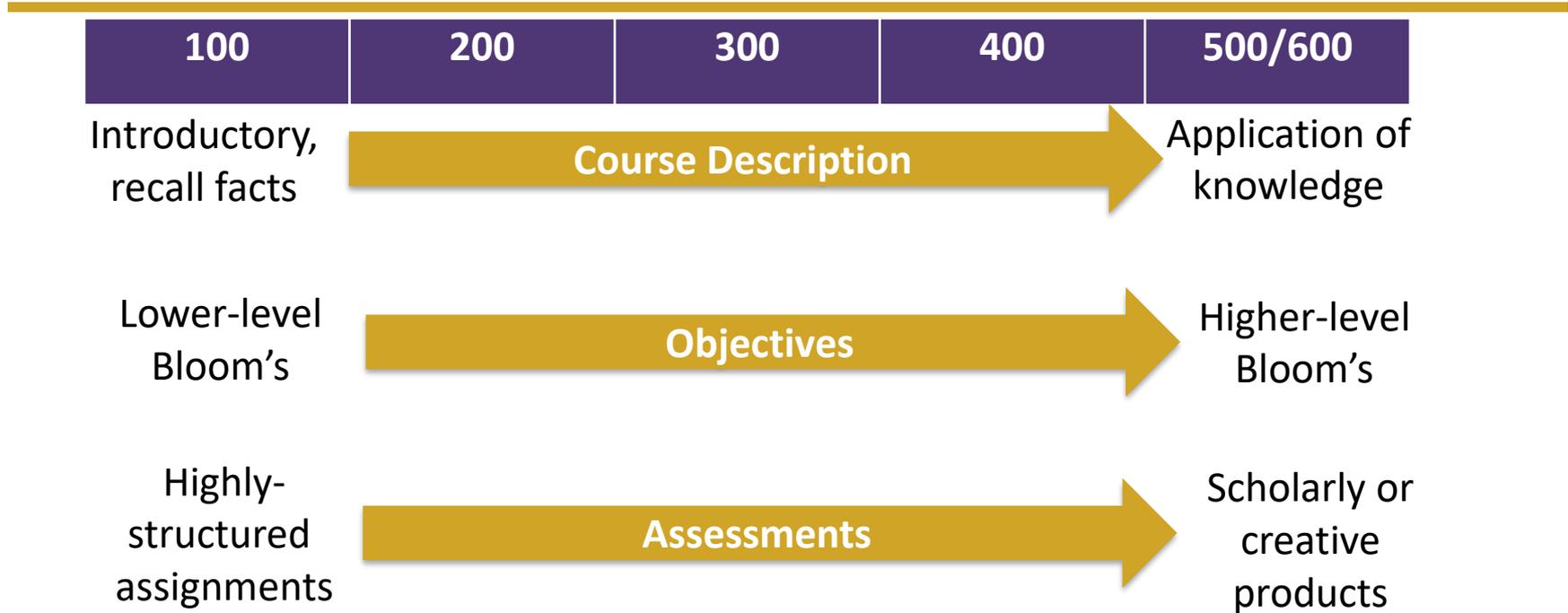


# QM and Rigor

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# Leveling Guide



# Rigor Course Rubric

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Getting Started



Course Design



Assignment Clarity



Workload & Level

# Evaluation of Rigor

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# Case Study Intro

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- **Topic:** Global Brand Marketing 463 / 663



- **Course-level:** Advanced Undergraduate *AND* Graduate



- **Stakeholders:** Program Director, instructors, instructional designer, and ID director

# Managing Cross-level Courses

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**How many of you have developed a cross-level course or migrated content between two courses with varying levels?**

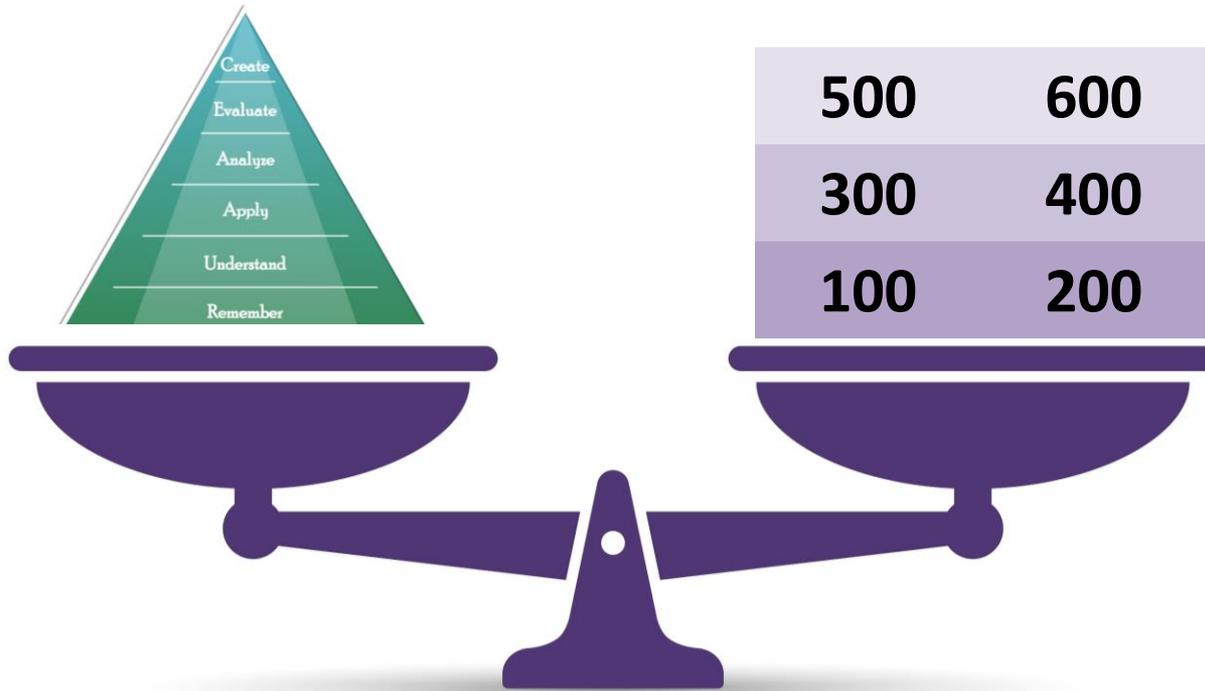
# 3 Blocks of Rigor

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# Objectives & Course Level

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# 3 Blocks of Rigor

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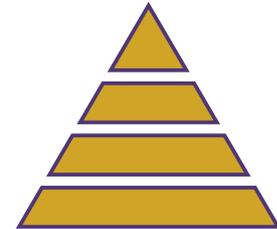
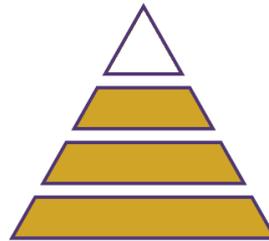
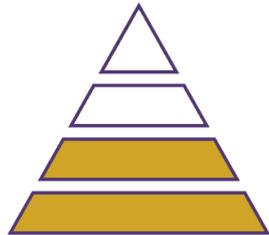
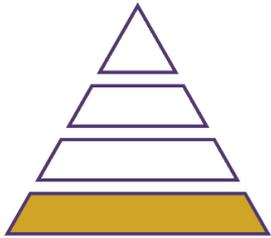
How do you create objectives for cross-leveled courses?



# Case Study: Objectives

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"see if a higher-level verb may be **more suited for the level** of the course and **better reflect the assignment.**"



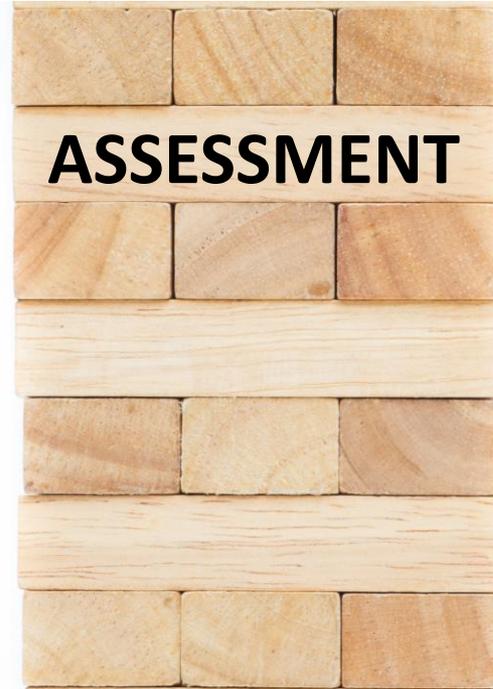
# Assessments & Course Level



# 3 Blocks of Rigor

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How do you create assessments for cross-levelled courses?



# Case Study: Assessments

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“Graduate students don’t seem to be required to do very much more work than undergraduate students”

“Consider using some of the wording from the objectives to rewrite the discussion board questions”

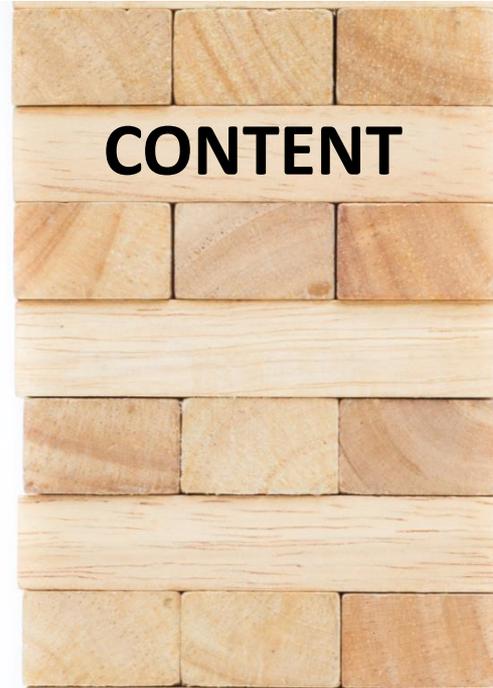
# Content & Course Level



# 3 Blocks of Rigor

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How do you select content for cross-leveled courses?



# Case Study: Content

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# The Final Piece: Revision

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# Progress Is Progress

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## Changes made...



Assessment  
updates



Syllabi updates

## Changes to make...

- Re-examination of course and module objectives (undergrad and grad).
- Content changes to support both levels of student.
- Further assessment changes to capture learning at both levels.

# Potential Barriers or Opportunities

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- May instigate larger, program-wide revisions.
- Collaborating with stakeholders.
- ID or development support needed.
- Awareness pushes development.





# QUESTIONS?

# Resources

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- [Course Leveling/Rigor Review](#)
- [Course Leveling Rubric](#)