

Face-to-Face Course Design Standards

Course Name: Instructor:

Course ID and Number: Review Term:

*Learning excellence is about providing students with the support they need to succeed. The following standards will aid in creating a learning environment that fosters excellence by utilizing course design best practices.*

*Instructional Standards: 1) Prepare to teach assigned courses, 2) Organize course(s) in an effective manner, 3) Facilitate student engagement, 4) Assess student learning and use assessment data for continuous improvement.*

*The instructor must articulate to the reviewer how they intend to accomplish the task if the item is not available in a Canvas course shell. The reviewer will document in the comment section.*

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| **First Steps** | **Yes** | **No** | **N/A** | **Comments** |
| **Welcome letter, email, or other pre-course communication is provided to the students with appropriate instructor contact information.**  If not provided in a course shell, the instructor should articulate how this will occur.  The welcome letter supports student success by providing pertinent course information such as instructor contact information, textbook, and course materials needed prior to the course starting.  Standard 3 |  |  |  |  |

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| **Syllabus** | **Yes** | **No** | **Comments** |
| **Posted in Concourse, is complete, includes textbook/resource, related materials, and available to students.**  Specialty / Contract Courses – Articulate the provided syllabus method.  Standard 1 |  |  |  |
| **Identifies communication procedures-timeframe for faculty feedback/responses to student.**  Example could include: Instructor will respond to course inbox messages and emails with 24 hours during the work week and 48 hours during non- work week days.  Standard 4 |  |  |  |
| **Instructor background/contact information and office hours posted/provided in appropriate area.**  Must include: Barton provided email  Other optional items could include a phone number, employee Zoom link, and/or office location (if appropriate).  Standard 1 |  |  |  |
| **Defines acceptable and unacceptable participation and other appropriate expectations.**  Examples could include: forums, online and synchronous/asynchronous participation, and netiquette expectations.  Standard 1 |  |  |  |
| **Methods of Grading and Review.**  Grading rubric, procedure, policy, weights and/or methods are defined. Assignments and total points available in the course is present.  Standard 1 |  |  |  |
| **Clear instructions exist about assignment deadlines and submission methods. Clear instructions also exist that outline when graded assignments will be returned.**  Example could include: Provide feedback on your assignments within 3-5 days of the due date.  Standard 1 |  |  |  |
| **Descriptors for all assignments are current, including updated instructions, links, and major activities.**  Standard 1 |  |  |  |

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| **Design and Layout** *(As appropriate with delivery style)* | **Yes** | **No** | **NA** | **Comments** |
| Course templates are available, please reach out to the Center or Barton Online for support. | | | | |
| **Required Course Navigation (in order)**   1. **Home 2) Course Syllabus (Concourse)**   **Additional Required Navigation Buttons (any order)**   1. **Announcements 2) Grades 3) Modules**   Standard 2 |  |  |  |  |
| **Large blocks of information are divided into manageable sections with ample white space around and between the blocks.**  Standard 2 |  |  |  |  |
| **Course is free of grammatical and spelling errors.**  Standard 2 |  |  |  |  |
| **Flashing and blinking text and graphics are avoided. Limited colorful text is used (black text is preferred).**  Standard 2 |  |  |  |  |
| **A sans-serif font with a standard size of at least (minimum) 12 pt is used.**  Standard 2 |  |  |  |  |
| **Hyperlink text is descriptive and makes sense when out of context (avoid using “click here”).**  Standard 2 |  |  |  |  |
| **Student Access**  All materials have access or download directions included.  Standard 2 |  |  |  |  |
| **(All Courses) ADA Compliance**  Accessibility and Universal Design principles are applied to materials used. Ally Accessibility score is 90% or higher. Text is readable, black/white, and chunked. Alt-text has been added for images. Audio and video have closed captions or a transcript provided.  (Course Shell) Canvas ADA and Ally Checkers are Run/Issues addressed.  Standard 2 |  |  |  |  |
| **Internal and External Links**  All links work and connect to the correct website/resource.  Links are limited as much as possible. As much content as possible is included or embedded in the course shell.  Standard 2 |  |  |  |  |
| **Competency Alignment**  Documentation is provided showing where outcomes and competencies are aligned in the course.  Standard 2 |  |  |  |  |

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| **Interaction** | **Yes** | **No** | **Comments** |
| **Student to Student Interaction**  Examples could include, discussion, group projects or other collaborative activities.  Standard 3 |  |  |  |
| **Student to Instructor Interactions**  Sustained, interactive communication regarding current course content and activities between students and the course. Accelerated courses require more frequent feedback.  Standard 3 |  |  |  |
| **Student to Content Interactions**  Learner activities foster substantive student-content interaction (i.e., Presentations, Videos, H5P, etc.).  Standard 3 |  |  |  |

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| **Assignments/Assessment** | **Yes** | **No** | **Comments** |
| **A variety of assignments exists throughout course**  *Examples could include: self-checks, quizzes, collaborative projects, simulations, papers, discussion boards.*  *Standard 4* |  |  |  |
| **Course Assessment**  *Instructor should articulate how/when a*  ***documented*** *Course Assessment will occur.*  *Standard 4* |  |  |  |
| **Academic Integrity**  *Assignment settings promote academic integrity: time limits added, students don’t see correct answer prior to the due date, etc..*  *Best practices are to use Respondus for multiple choice quizzes and Turnitin for written assignments.*  *Standard 2* |  |  |  |

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| **Completion and Certification** | **Yes** | **No** | **Comments** |
| The reviewed course meets or exceeds all items listed above. The course is designed to meet the needs of all students and applies best practices for student success. |  |  |  |

**Reviewer: Date of Completed Review:**