St. Edward's University
COURSE DESIGN REVIEW STANDARDS (v. 3) October 2018

Evaluator: **Date:**

		2 - Meets Criteria 1 - Needs Improvement 0 - Not Present	Critical(C), Best Practice (B)	Notes	
	DESIGN & LAYOUT				
1	Course includes Welcome and Getting Started content which provides an overview of the course.		C		CDR Standard 1
2	Each content module (e.g. Week or Unit) contains an overview page so students know how to navigate and what tasks are due.		C		CDR Standard 2
3	Syllabus is easily found and a printable version is available.		C		CDR Standard 3
4	Course includes links to relevant campus policies on plagiarism, computer use, student grievances, accommodating disabilities, etc.		C		CDR Standard 4
5	Course provides access to campus resources (technical help, academic support services, library resources).		C		CDR Standard 5
6	Course information clearly states all formats of course activities (online, in-class, virtual, lab, internship, etc.)		B		CDR Standard 6
7	Course includes clear instructions on the use of various devices and technical requirements for accessing and participating in the course are communicated. (mobile, publisher websites, secure content, browser issues, microphone, webcam).		B		CDR Standard 7
8	Course provides contact information for instructor, department and/or program.		C		CDR Standard 8
9	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together with self-evident titles). Where appropriate, department/School templates are used.		C		CDR Standard 9
10	Unused Canvas items are removed from the course menu.		B		CDR Standard 10
	COURSE TECHNOLOGY & TOOLS				
11	Practice is provided to use a new technology before a graded assignment is due.		B		CDR Standard 11
12	Course includes links to privacy policies for internal and external tools.		B		CDR Standard 12
13	3rd party technology tools meet Web Content Accessibility Guidelines (WCAG) 2.0 AA accessibility standards or some accommodation is available.		C		CDR Standard 13
	LEARNING OBJECTIVES				
14	The course learning objectives, or course/program competencies, describe outcomes that are measurable and are suited to the level of the course.		C		CDR Standard 14
15	The module/unit learning objectives are presented and describe outcomes that are measurable, consistent with course learning objectives, and are written from the student's perspective.		C		CDR Standard 15
16	Learning objectives, activities, and assignments are aligned.		C		CDR Standard 16
	CONTENT				
17	The purpose and use of instructional materials for learning activities are clearly explained.		B	Need a new annotation------------>	CDR Standard 17

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18	Citations for instructional materials model the practices learners are expected to follow for documenting references.		B		CDR Standard 18
19	A variety of instructional materials and methods is used in the course.		B		CDR Standard 19
20	The distinction between required and optional materials is clearly explained.		C		CDR Standard 20
21	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.		C		CDR Standard 21
22	Course content is accessible and meets WCAG 2.0 AA guidelines.		C		CDR Standard 22
23	Course is free of grammatical and spelling errors.		C		CDR Standard 23
24	Course is free of broken links.		C		CDR Standard 24
	ACTIVITIES				
25	Learning activities provide opportunities for interaction that support active learning.		B		CDR Standard 25
26	Student-centered instruction is present in course activities.		B		CDR Standard 26
27	A written agenda or objectives are provided for all synchronous course meetings.		B		CDR Standard 27
	INTERACTION				
28	Expectations for timely and regular feedback from the instructor are clearly stated (response time regarding questions, email, assignments).		C		CDR Standard 28
29	Expectations for interaction are clearly stated (grade weighting for participation, models/examples of quality discussion board posts, and timing and frequency of posts).		C		CDR Standard 29
30	Course design demonstrates opportunities for instructor to build social presence with students.		C		CDR Standard 30
31	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust.		B		CDR Standard 31
32	Course is designed to afford students the opportunity for activity or interaction in the course in time to enable them to comply with the university's substantive interaction policy.		C		CDR Standard 32
	ASSESSMENT & FEEDBACK				
33	Course provides assignments for students to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis where appropriate.		C		CDR Standard 33
34	Course provides assignments that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.		B		CDR Standard 34
35	Course grading policies, including plus/minus grading and consequences of late submissions, are clearly stated in the syllabus.		C		CDR Standard 35
36	Course includes opportunities for students to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.)		C		CDR Standard 36
37	All assignments have clear instructions and major assignments include grading rubrics for learners, as appropriate.		C		CDR Standard 37

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38	Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.		C		CDR Standard 38
39	All graded assessments have due dates.		C		CDR Standard 39

OVERALL NARRATIVE