

## COURSE DESIGN

STANDARD	RATIONALE
Course is learner-centered; its design is focused on student activities rather than information dissemination.	IPP-Experience
Course inspires students to internalize the material so that learning is more than an intellectual exercise.	IPP-Experience
A variety of instructional resources is provided for students to gain a thorough understanding of the topics.	UDL 2.5
Readings, images, and videos are copyright compliant.	Copyright Act of 1976; Digital Millennium Copyright Act; TEACH Act
Rationale for the chosen course materials, including how it fits into the academic program, is explained.	IPP-Context; Quality Matters 4.2
Contextualizing information supplies background knowledge, highlights patterns, critical features, big ideas, and relationships to facilitate students' ability to transfer and generalize their new knowledge.	IPP-Context; UDL 3.1, 3.2, 3.3, 3.4, 8.1
Opportunities for reflection appear throughout the course.	IPP-Reflection
Students are encouraged to create meaning by connecting course material to other learning experiences.	IPP-Reflection
Reflections are not exclusively solitary; peer-to-peer communication extends and enriches the reflective process.	IPP-Reflection
Students are asked to consider how their new knowledge can help them make informed decisions or contribute beyond the classroom.	IPP-Action

## ASSESSMENT OF STUDENT LEARNING

STANDARD	RATIONALE
Formative, self-check, or practice assignments, such as drafts or pretests, are used.	IPP-Evaluation; Quality Matters 3.5
Assessments directly support the takeaways/outcomes of the course and program.	Quality Matters 3.1; Ambrose
Multiple and varied assignments occur throughout the course with thought given to using authentic assignments.	IPP-Evaluation; Quality Matters 4.5
Assessments are designed to ensure academic integrity.	C-RAC 9
Grading policies are clearly explained and transparent.	Quality Matters 3.2; Ambrose
Clear criteria (rubrics, descriptive criteria, and/or models of exemplary work) allow students to self- or peer-evaluate.	IPP-Evaluation; Quality Matters 3.3; Ambrose

## COMMUNITY

STANDARD	RATIONALE
The course environment promotes a climate of safety and ownership.	Jenkins; Garrison: Col Social Presence
The instructor and students introduce themselves to each other.	Quality Matters 1.8 & 1.9; Garrison: Col Social Presence
There are opportunities for the instructor to get to know the students' worlds – their prior knowledge, environment, background, perspectives, and goals.	IPP-Context
There is space built into the course for the instructor to be present in a variety of ways.	Garrison: Col Teaching Presence; C-RAC 4
The course is designed as a community of learners where students can learn from each other.	Garrison: Col Cognitive Presence; C-RAC 4
Opportunities exist for students to contribute their knowledge, ideas, and insights.	Jenkins

## COURSE SITE USABILITY

STANDARD	RATIONALE
Directions clearly indicate how to start and where to locate various course components, including help resources.	Quality Matters 1.1 & 8.1
Navigational elements are clearly labeled and consistent.	Quality Matters 8.1; UDL 3.3
Syllabus adheres to <i>Seattle University Guides for Course Syllabi</i> including both the required and recommended components, and the statement regarding resources for students with disabilities.	Seattle University Academic Assembly, Center for Faculty Development
Content is organized into small, conceptually related segments, usually using modules.	UDL 3.3
Media elements (text, graphics, audio, and video) are congruent with the instructional message, are not distracting and facilitate learning.	Quality Matters 8.2; UDL 7.3
The number of necessary clicks is minimized; embedded materials, rather than links, are used when possible.	UDL 4.2
Images include alt text, or captions for information-rich images.	Section 508; Quality Matters 8.3; UDL 4.2
Pages and slides are readable with a screen reader and use built-in headings.	Section 508; Quality Matters 8.3; UDL 4.2
Captions are available for videos.	Section 508; Quality Matters 8.4; UDL 1.2
Color contrast makes the text easy to read and color is not used in isolation to convey meaning.	Section 508; UDL 4.2
Hyperlink text uses the hyperlink destination or purpose in its name; raw URLs are avoided	Section 508; UDL 4.2

## INFLUENTIAL WORKS:

Ambrose, S.A., Bridges, M. W., DiPietro, M., Lovett, M. C., Norman, M.K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.

C-RAC: Council of Regional Accrediting Commissions. (2011). [Interregional guidelines for evaluation of distance education.](#)

Garrison, D. R., Anderson, T., & Archer, W. (2000). [Critical inquiry in a text-based environment: Computer conferencing in higher education model.](#) *The Internet and Higher Education*, 2(2-3), 87-105.

Jenkins, H. (n.d.). [Confronting the challenges of participatory culture: Media education for the 21<sup>st</sup> century.](#) Chicago: MacArthur Foundation.

Jesuit Institute. (1993). [Ignatian pedagogy: A practical approach.](#)

Quality Matters. (2018). Specific Review Standards from the QM Higher Education Rubric, Sixth Edition.

Section 508 of the Rehabilitation Act of 1973. (2017). [Information and Communication Technology \(ICT\) Final Standards and Guidelines.](#)

Universal Design for Learning. (2018). [Universal design for learning guidelines.](#) CAST, Inc.