**How to Use:**  The legend each header references what type of criterion is demonstrated.
★ rating indicates an **Essential** and standard design component to learning;
★★ rating is considered **Best Practice** and adds value to a course;
★★★ is **Exemplary** and elevates learning.

|  |  |
| --- | --- |
| Course Name:  | Developer: |
|  WIDS Development: |

|  |  |
| --- | --- |
|  | ★ Essential ★★ Best Practice ★★★ Exemplary |
| Yes 🗸 | Course Information |
| * ★
 | Course number and title match PeopleSoft (PS) |
| * ★
 | Course Information - Description (Follows NTC Guidelines) |
| * ★
 | Related Outcomes-External Standards, Targeted Soft Skills and General Education Outcomes (for general education courses) addressed in the course. |
| Yes 🗸 | Competencies (3-6 per credit) |
| * ★
 | * Begin with an action verb at the application level of [Bloom’s Taxonomy](https://docs.google.com/document/d/1_8dFbP_uOd0iqiwKUkAqzsmPSdTJf6fDgXJ2vs-5I2U/edit?usp=sharing)
* Concise and clearly stated in performance terms, they answer the question, “What will the learner be able to do?”
 |
| Yes 🗸 | Performance Standard/Assessment Strategies |
| * ★
 | Performance- based, varied (drop down menu in WIDS)For example:* + capstone project
	+ oral presentation
	+ portfolio
	+ reflection
	+ research paper
	+ skill demonstration

Should NOT exclusively be practice assignments, discussions, or quizzes/exams. |
| Yes 🗸 | Performance Standard/Criteria |
| * ★
 | Criteria begins with the name of the product (when measuring a product) or the word learner (when measuring a process). For example: Portfolio will include *or*  Learner will demonstrate  |
| * ★
 | Each criteria is measurable and observable. |
| * ★
 | Includes a criteria lead-in (from the drop down menu from WIDS) |
| Comments:  |
| ★ Essential ★★ Best Practice ★★★ Exemplary |
| Yes 🗸 | Learning Objectives (2-10 per competency) |
| * ★
 | * Begin with an action verb at or below the Bloom’s level of the competency.
* Include minor skills, concepts, procedures, processes, and/or principles a learner needs to achieve the competency.
 |
| Yes 🗸 | Learning Plans (2-10 per competency)  |
| * ★★
 | Learning Plans are created and labeled with appropriate titles |
| * ★★
 | An overview/purpose statement is written for each learning plan. This statement should be 2-4 sentences and include basic information about what topics are being covered. |
| * ★★
 | Competency(ies) addressed should be linked and targeted in one or more learning plans. |
| Yes 🗸 | General |
| * ★
 | Peer Review has been completed and returned to Curriculum and Faculty Development Coordinator |
| Comments: |

|  |
| --- |
| Canvas Development: |

|  |
| --- |
| HOME PAGE ★ Essential ★★ Best Practice ★★★ Exemplary  |
| Yes 🗸 | What to include:  |
| * ★
 | Video welcome message **(ONLINE)**This video will be the face of the instructor introducing themselves, their background, and description of course, and any other info to get students excited for your course. |
| * ★
 | START HERE message including:* Where to get started, important due date information for the first week, other textual information not available in the video welcome
* Describe navigation of the course-where to find materials and information
 |
| * ★★
 | Home Page utilizes a course banner with imagery that is relevant to subject/course materials |
| Comments |  |
| MODULES: COURSE INFORMATION ★ Essential ★★ Best Practice ★★★ Exemplary  |
| Yes 🗸 | What to include:  |
| * ★
 | Updated Syllabus  |
| * ★
 | Resources/Materials relevant to entire course **(if applicable)** |
| * ★
 | Any use of external publisher course sites must include video demonstration of registration and navigation **(if applicable)** |
| MODULES: COURSE CONTENT ★ Essential ★★ Best Practice ★★★ Exemplary  |
| Yes 🗸 | What to include:  |
| * ★★
 | **Course Syllabus Quiz is included (Top Item)** Questions for this syllabus quiz need to be created or imported by instructor. |
| * ★
 | Content is "chunked” into manageable pieces by leveraging **modules** (e.g. organized by units, chapters, topic, or weeks) | [Canvas Guide - Modules](https://community.canvaslms.com/docs/DOC-10735-67952724476) |
| * ★
 | **Modules** and items within modules have a thoughtful naming convention (e.g. name the module “Module 1: Pandas in the News,” not just “Module 1”)  |
| * ★
 | Page 1 of Module begins with:Module Overview/ Purpose (short narrative about what will be covered in the corresponding module; **video required for hybrid/online/VC**) * Brief overview of module, what the student should expect, motivate and excite student to increase engagement
* Lists targeted 1-3 related competencies. Course competencies and learning objectives are listed for each module on first page of module below overview
 |
| * ★
 | Page 2 of Module includes: * Checklist of learning activities and assessment activities should be laid out. Activities/items in course are listed in order of checklist.
* Estimated time for completion included with Checklist of Activities
 |
| * ★
 | Learning Activities should be:* Begin with a learner-focused action verb
* Support the learning cycle progression of: motivation> comprehension > practice > application
* Contain a variety of active learning activities [(UDL- Universal Design for Learning)](https://drive.google.com/file/d/0BzzghX6J4r-aYTBxbFY5OTRvLVU/view?usp=sharing)
* Contain clear guidelines and instructions
 |
| * ★★
 | Video demonstrations by instructor are highly encouraged |
| * ★
 | Activities include at least one of three forms:* Student-Student Interaction (e.g. discussions and/or collaborative projects)
* Student-Teacher Interaction (e.g. quality feedback)
* Student-Content Interaction (e.g. engaging content and resources with which students must interact and not just read or watch)
 |
| * ★★
 | Text Headers and indention are included within **modules** to help guide student navigation | [Canvas Guide - Add Text Header](https://community.canvaslms.com/docs/DOC-13022-415240798) |
| * ★
 | External tools (e.g., Quizlet, Khan Academy, Panopto) are embedded within **modules** or in a page, assignment, discussion, or quiz using the Rich Content Editor  |
| * ★★★
 | Auto-open Inline Preview used thoughtfully | [Canvas Guide - Auto-open for Inline Preview](https://community.canvaslms.com/docs/DOC-12868-415268090)  |
| * ★★★
 | Personalized learning is evident (e.g., utilized module completion requirements and/or prerequisites | [Canvas Guide - Adding Prerequisites](https://community.canvaslms.com/docs/DOC-13092-415241433https%3A//community.canvaslms.com/docs/DOC-13092-415241433) |
| * ★★
 | Discussions:* There is a “Welcome” or “Let’s Get Acquainted” discussion
 |
| * ★
 | Multiple methods of authentic assessments are used (e.g. discussion, assignments (individual or group) and quizzes)  |
| * ★
 | Detailed instructions and guidelines for completing **assignments** and **discussions** are provided |
| * ★
 | **Canvas Rubrics** used to evaluate assignments and/or discussions | [Canvas Guide - Rubrics](https://community.canvaslms.com/docs/DOC-12722-415286227) |
| * ★
 | **SpeedGrader** used to score and provide feedback | [Canvas Guide - SpeedGrader](https://community.canvaslms.com/docs/DOC-10712-67952724422) |
| * ★★
 | Sample **assignments** are provided to illustrate instructor expectations  |
| * ★★★
 | Module ends with a Conclusion/Summary page to “bookend” each module |
| MODULES: COURSE ASSESSIBILITY ★ Essential ★★ Best Practice ★★★ Exemplary  |
| * ★
 | All videos included in course must be accurately [Closed Captioned](https://drive.google.com/file/d/0BzzghX6J4r-aaXlTejY3YUxfNVk/view?usp=sharing). |
| * ★
 | Copyright law is followed. Course breaks no copyright considerations | [Canvas Guide - Copyright Resources](https://community.canvaslms.com/thread/21298-copyright-resources) |
| * ★
 | All links, files, videos and external URLs are active and working | [Canvas Guide - Link Validation](https://community.canvaslms.com/docs/DOC-12770) |
| * ★
 | This area should include updated contact information including* Name
* Title
* Biography – include phone, email, office hours/location
* Google/Skype/Bb Collaborate information for virtual office hours

Profile picture |
| * ★
 | Course menu should remain consistent with NTC Template *(do not add, delete or modify any menu items from blue menu)* |
| * ★
 | **Color** does not overpower the course information; sufficient contrast between text and background makes information easy to read; and color is not used in isolation to convey meaning (e.g., color and bold are used to indicate importance) | [Canvas Guide - Accessibility Checker](https://community.canvaslms.com/docs/DOC-13345-4152808104) |
| * ★
 | **Images** are used to support course content (e.g., banners, headings and icons) and accompanied by text descriptions (Alt text) or captions for more complex descriptions | [Canvas Guide - General Accessibility Design Guidelines](https://community.canvaslms.com/docs/DOC-2060-general-accessibility-design-guidelines) |
| * ★
 | **Styles** (e.g. Paragraph, Heading 2, etc.) are used to format text with a preference to use sans serif (e.g., Arial or Helvetica) **Fonts** | [Canvas Guide - General Accessibility Design Guidelines](https://community.canvaslms.com/docs/DOC-2060) |
| * ★
 | Hyperlink text incorporates the hyperlink destination/purpose (avoid raw URLs, e.g., <https://www.canvaslms.com>) and includes words and phrases to provide context for screen-readers (e.g., use “Canvas Guide - Hyperlink” rather than “Canvas Guide”) | [WebAim - Introduction to Links and Hypertext](https://webaim.org/techniques/hypertext/#screen_readers) |

Example of Basic Citation:

Basic Citation for online sources.

Author. *Title (edition)*, TYPE OF MEDIUM. Date of publication. Supplier. Available: Uniform Resource Locator . [Access date].

U.S. Bureau of the Census. *Poverty Areas*. ONLINE. 1995. Census Bureau. Available: <http://www.census.gov/ftp/pub/socdemo/www/povarea.htm> [10 Dec. 1995].