**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.

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| --- | --- |
| 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: | |

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| Canvas Development: |

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| --- | --- |
| 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://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].