

SWU Course Development Standards

Category 1: Course Introduction & Information

1.1	"Introduction to the Course" page is set as the front page (home) and contains the following: a) An introduction to the course b) A link to an introduction to the instructor (biography, photograph, and an appropriate self-introduction that presents the instructor as approachable and engaged) c) A link to the embedded course syllabus page d) A link to the support resources page
1.2	Course syllabus is easily located and provides complete and clear information as prescribed in the syllabus template.
1.3	Course contains information and links to campus resources, technical support and support for external tools, and an instructor's notes page with instructions for future course instructors.
1.4	Students are provided with an opportunity to introduce themselves to the class.

Category 2: Learning Materials/Content

2.1	Course is well-organized, easy to navigate, and divided into appropriate modules. The purpose of each module and its relevance to students are clearly communicated.
2.2	Modules include module-specific learning objectives tied to course learning outcomes, and module activities are clearly related to these outcomes.
2.3	Course content and materials are of sufficient breadth and depth for the subject.
2.4	Faith components are tied to a clear learning outcome and are integrated in each module.
2.5	Course materials engage students in the learning process in various ways through print, multimedia, visuals, and real-life applications.
2.6	Course promotes student-to-student, student-to-instructor, and student-to-content interactions.

Category 3: Assessment & Evaluation

3.1	Assessments are clearly aligned with course learning outcomes.
3.2	Assessments are varied in terms of type and frequency, and instructions provide clear expectations.
3.3	Assessments promote authentic application and critical thinking skills.
3.4	Performance standards, rubrics, and/or samples of exemplary/non-exemplary student work are provided.
3.5	Formative assessments, self-assessments, supplementary resources, and peer feedback opportunities (where appropriate) exist in the course.

Category 4: Technology, Accessibility, & Feedback

4.1	The course leverages technology to enhance student learning and interactively engage students.
4.2	Course technologies are readily and easily accessible with the use of headings, alt tags, lists, meaningful links, labeled tables, and captioned video/transcribed audio.
4.3	The course uses appropriate formatting (font, color, etc.) to maximize readability and legibility.
4.4	All external links are functional.
4.5	The course includes a formative evaluation of instruction/course design—soliciting student feedback regarding course quality—at or prior to the midpoint of the course.