

Coconino Community College

Essential Design Standards

Course Representative's Name: _____

Course Number, Semester, Year: _____

This form is based on the Quality Matters standards and the Canvas Course Evaluation Checklist v2.0. The purpose of this checklist is to guide to faculty designing shared online CCC courses, and it can be used as an informal review checklist.

Reviewers or self-reviewers using the CCC Essential Design Standards should please:

Examine each Standard using the annotations and explanations as documented in QM's 6th Edition Rubric Consider the Standards and how they were applied in your own course or other courses.

Using the annotations as a guideline, determine if you have "Met" or "Not Met" each Standard.

Include in the Comments area your description of either how the course met the Standard or how it has not yet met and what might be done to meet that Standard.

Canvas links will only work if you are logged into Canvas.

[Quality Matter](#) (e.g., QM 1.2) and [Universal Design for Learning](#) (e.g., UDL 8.4) standards are referenced throughout this document.

If you need help with any aspect of your review, please contact the Teaching and Learning Center at distance.learning@coconino.edu.

Categories	Quality Matters Standards	Met	Not Met	Evidence
Foundational				
	The current CCC learning-centered syllabus template is posted in the course and uses the current course outline with course goals, outcomes, and content. [Template meets the following QM standards 1.3, 1.4, 1.7, 2.1, 2.4, 3.2, 4.2] Faculty-4-1-1 Syllabus Template			
	The CCC Canvas template with the orientation module and specific course information is used as the basic structure of the course. [Template hits the following QM standards 1.1, 1.5, 1.6, 1.8, 7.1,7.2,7.3]			
	Copyright law is followed. Course breaks no copyright considerations. CCC Copyright Procedure and contact for question.			
Course Overview Introduction				
	1.2 Learners are introduced to the purpose and structure of the course. Course navigation is clearly explained to the student and remains relatively consistent throughout the course (e.g., introductory worksheet, announcement, scavenger hunt, video, low stakes activities introducing different tools, etc.)			
	1.9 Learners are asked to introduce themselves to the class.			
Learning Objectives (Outcomes, Competencies)				
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.			
	2.3 Module/unit Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.			
	2.5 The module/unit learning objectives or competencies are suited to the level of the course.			

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Assessment and Measurement			
3.1 The assessments measure the stated learning objectives or competencies.			
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. Examples: Evaluation criteria and/or point value for each quiz, assignment, and discussion posting and participation expectations are clearly stated. Rubrics used to evaluate assignments and/or discussions. Canvas Guide - Rubrics			
3.4 The assessments used are sequenced and suited to the level of the course. Examples: A variety of assessments is used (e.g., discussions, individual and/or group assignments and quizzes) to increase learner engagement and promote active learning. UDL 4.1 Vary the methods for response and navigation Low-stakes (formative) assessments occur frequently throughout the course to measure knowledge, skills and attitude and occur before high-stakes assessments. High-stakes (summative) assessments are clearly aligned with stated goals, learning objectives and/or standards.			
3.5 The course provides learners to track their learning progress with timely feedback. Examples: Assessments include option for instructors to use SpeedGrader to score and provide prompt and high-quality feedback. Canvas Guide - SpeedGrader UDL 8.4 Increase mastery-oriented feedback			
Instructional Materials			
4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies. Instructional materials include textbooks, OER, publisher or instructor-created materials, presentations, lectures, videos, images, diagrams, website, etc.			
Course Activities and Learner Interaction			
5.1 The learning activities promote the achievement of the stated learning objectives or competencies. Learning activities include class discussions, simulation exercise, practice quizzes, tests, case studies, role-playing, student presentations, or labs.			
5.2 Learning activities provide opportunities for interaction that support active learning. Active learning involves students "doing" something such as discovering, processing, or applying concepts and information. Examples: UDL 8.3 Learning activities include student-student interaction to foster a sense of community (e.g. student-led group or class discussions, collaborative group work, constructive collaboration and peer reviews). UDL 8.3 Foster collaboration and community UDL 8.3 Learning activities include opportunities for student-teacher interaction (e.g. discussions, videoconferencing, and feedback). UDL 8.3 Foster collaboration and community UDL 8.3 & 9.3 Learning activities include student-content interaction (e.g. students interact with engaging content and resources by reading, completing assignments, or learning exercises) UDL 8.3 Foster collaboration and community			
5.3 The instructor's plan for interacting with learners during the course is clearly stated. Example: Instructors clearly communicate a plan that outlines instructor responses to discussion posts, individual messages and/or emails, feedback on assignments, and grades.			

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Course Technology			
6.1 The tools used in the course support the learning objectives or competencies. Tools include, but are not limited to, discussions, videoconferences, animations, games, social media, simulations, gradebooks, announcements, assignments, quizzes, wikis, blogs, proctoring systems, plagiarism detectors, video repositories, and collaboration tools.			
6.2 Course tools promote learner engagement and active learning.			
Accessibility and Usability			
8.1 Course navigation facilitates ease of use Consistent layout and design with easy access to course content from anywhere in the course (e.g. 3-click rule) Course design allows learners to know where they are in the course Easy to understand links like Coconino Community College vs. www.coconino.edu All links, files, videos and external URLs are active and working. Canvas Guide - Link Validation			
8.2 The course design facilitates readability Text color alone is not used to convey meaning, like items are grouped together, headings are used to change topics, fonts styles are consistent, liberal white space is used to help improve comprehension and reduce eye fatigue. The content is free of grammatical and spelling errors.			
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. Examples: Be aware of course bandwidth issues in reference to the course design (e.g., image, video, and audio file sizes) Color enhances the aesthetic appeal and effectiveness of the course; sufficient contrast between text and background makes information easy to read; and color is not used in isolation to convey meaning. Use Accessibility Checker in the Rich Content Editor UDL 7.3 Minimize threats and distractions 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 UDL 1.3 Offer alternatives for visual information Styles (e.g. Paragraph, Heading 2, etc.) are used to format text. Canvas Guide - General Accessibility Design Guidelines UDL 4.2 Optimize access to tools and assistive technologies 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 UDL 4.2 Optimize access to tools and assistive technologies Audio materials (mp3, wav, etc.) are accompanied by a transcript and videos / screencasts are closed-captioned. Canvas Guide - Create Caption Files UDL 1.2 Offer alternatives for auditory information Tables are used appropriately and are accessible. WebAim - Creating Accessible Tables			