Online Course Standards

ALIGNMENT OF OUTCOMES AND ASSESSMENT

- Course assessments are directly tied to identified takeaways/outcomes.

EVIDENCE OF THE USE OF THE IGNATIAN PEDAGOGICAL PARADIGM AND LEARNER-CENTERED APPROACHES

FACILITATION - Course is designed as a learning community that guides students through a process of inquiry.

- The course is learner-centered. Its design is focused on student activities rather than information dissemination.
- The instructor is accessible to the students and students are accessible to each other.

CONTEXT - Course creates a climate of trust and situates the course into the world of the learner.

- There are opportunities for the instructor to get to know the students’ worlds – their prior knowledge, environment, background, perspectives, and their goals.
- Rationale for the chosen course material, including how it fits into the academic program, is explained.
- Contextualizing information appears for each topic.

EXPERIENCE - Course inspires students to fully experience course concepts and internalize the material so that student learning is more than an intellectual exercise.

- Triggering events prompt exploration of course concepts.
- Students are challenged to consider their assumptions.
- Materials and assignments promote active learning.

REFLECTION - Students are given opportunities to create meaning from their experiences.

- Opportunities for reflection appear throughout the course.
- Students are encouraged to connect course material to other learning experiences.
- Reflections are not exclusively solitary; peer-to-peer communication extends and enriches the reflective process.

ACTION - Students do something with their new understanding; they engage in transformative action.

- Activities are designed to help students use their new knowledge now and in the future to make informed decisions.
- Students are challenged to consider how they would use their new knowledge to contribute to the world beyond the classroom.
EVALUATION - *Students are guided to evaluate their own learning and formulate a plan for further growth.*

- Formative, self-check, or practice assignments are used.
- Clear criteria help students self- and peer-evaluate.
- Multiple and varied assessments occur throughout the course.
- Rubrics, descriptive criteria, and/or models of exemplary work are provided.

PARTICIPATORY CULTURE - *Students share and feel that their contributions matter.*

- The course environment promotes a climate of safety and ownership.
- Open communication is encouraged.
- Opportunities exist for students to contribute their knowledge, ideas, and insights.

BEST PRACTICES FOR DIGITAL DELIVERY

- Directions clearly indicate how to start the course and where to locate course components, including help resources.
- Navigation elements are clearly labeled and consistent.
- Course content is organized into small, conceptually-related segments.
- If face-to-face or synchronous online meetings are required, directions are easy to find and clear.
- The media elements (text, graphics, audio and video) are congruent with the instructional message and facilitate learning.
- Content is presented in such a way as to minimize the number of clicks and amount of scrolling needed.
- The syllabus adheres to the *Seattle University Guidelines for Course Syllabi*, including both the required and recommended components, and the statement regarding resources for students with disabilities.
- Images include alt text.
- Pages and slides are readable with a screen reader.
- Captions are available for videos.
- Course materials adhere to copyright laws.

DEPARTMENT REVIEW

- The goal of the department review is to promote dialogue regarding the course's breath, depth and rigor. This review should be with a department/college administrator, or a peer in the discipline.