

Course Design Standards

General Standards	Specific Review Standards
Course Organization & Navigation	1.1 A homepage is set as the landing page and includes or links to “Start Here” content that orients students to the purpose and structure of the course, instructor information, university and course policies, technology requirements, and student support (technical, academic, and accommodation services).
	1.2 The syllabus follows UW course syllabus expectations and is printable.
	1.3 Modules are consistent in structure and design and begin with an overview of the learning goal(s), objectives, and activities.
	1.4 Content is divided into manageable sections and layout is uncluttered and easily navigable.
	1.5 Course workload reflects federal credit hour definition (e.g., 1 course credit = 1 hour direct instruction + 2 hours out-of-class work per week).
Learning Outcomes	2.1 Course learning outcomes are measurable, clearly stated, and aligned to learning activities and assessments.
	2.2 Module objectives are specific, measurable, clearly stated, and aligned to course learning outcomes, activities, and assessments.
Assessment	3.1 Grading scale and policies are clear and consistent throughout the syllabus and course.
	3.2 Multiple types of assessments provide multiple opportunities to measure achievement of course learning outcomes.
	3.3 Descriptive evaluation criteria for each assessment provides guidance to the learner.
Instructional Materials	4.1 A variety of engaging and up-to-date instructional materials and tools are used to present content and support achievement of course learning outcomes and module objectives.
	4.2 Instructional materials include copyright permissions and are appropriately cited, modeling attribution and style formatting for students.
	4.3 The relevance of instructional materials and their relationship to activities and assessments is clearly explained.

<p>Learning Activities & Interaction</p>	<p>5.1 Learning activities are varied and build the skills and knowledge students need to achieve learning outcomes and complete assessments.</p>
	<p>5.2 Learning activities build community and provide opportunities for interactions between students and between student(s) and instructor.</p>
	<p>5.3 Expectations for student interactions and instructor’s plan for regular interaction with students are clearly stated.</p>
<p>Accessibility</p>	<p>6.1 Text is accessible. Accessibility checker yields no issues. For example, the course uses:</p> <ul style="list-style-type: none"> • built-in headings and list styles • two or fewer sans-serif fonts • underlining for hyperlinks only • a sufficient color contrast between background and text • tables for data (not for formatting information) that include table headers • descriptive hyperlinks that are labeled with clear names instead of “click here” or raw URL
	<p>6.2 Images are accessible. Alt text is provided, or image is marked as decorative.</p>
	<p>6.3 Documents are accessible. Opening each document and running the accessibility checker yields no issues.</p>
	<p>6.4 Video and audio content is accessible. Accurate captions and/or transcripts are included. Videos are ideally six minutes or less and are fully embedded. Flashing content, including animated gifs, is avoided.</p>
	<p>6.5 Learning Tool Interoperability's (LTIs) are correctly integrated and functional.</p>