

Title: Customizing Course Standards to Meet Your Institution's Needs.
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Customizing Course Standards to Meet Your Institution's Needs

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- BEFORE**
- Variation In Course Quality
 - Lack Of Guidelines For Instructor
 - Lack Of Guidelines For Instructional Designers
 - Student Feedback
 - Administrative Challenges
- AFTER**
- Course Quality Consistency
 - Guidelines For Instructors
 - Road Map For Instructional Designer
 - Positive Student Feedback
 - Influence Administrative Policies
 - Exceed Minimum Standards
 - Examples Of Best Practices



- LESSONS LEARNED**
- Sensitivity To Language
 - Time And Resources To Develop As A Team
 - Periodically Update Document
- CHALLENGES**
- Faculty Adoption
 - Reassess Document For Clarity And Purpose
 - Lack Of Reward System

2.1 Performance Objectives				SCALE:	
Minimum Standard(s)				(A) Accomplished- Successful implementation of minimum standard	(NW) Needs Work- Successful implementation of minimum standard is not currently evident
A	NW	NA	Standard	(NA) Not Applicable- Minimum standard does not apply to this course	
				Criteria	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Each 'lesson' includes measurable performance objectives	Objectives include audience, measurable behavior, criteria and condition	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Lesson performance objectives are aligned and are aligned and limited to course goals	Objectives address only course outcomes listed in course goals.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Performance objectives are written at the appropriate level	Objectives are written to address various and appropriate cognitive levels. See Action Verbs for Blooms Taxonomy	
Exceptional (Optional)					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Performance objectives aligned to meet national/professional standards/competencies	If applicable, effort is taken to align performance objectives to known national/professional standards or competencies. EX ASPH MPH Competencies	

List of Standards:

- | | | | |
|---|--|--|--|
| <p>1. Course Overview and Introduction</p> <p>1.1. Syllabus</p> <p>1.2. Expressed Expectations/Communication</p> | <p>2. Instructional Elements</p> <p>2.1. Performance Objectives</p> <p>2.2. Course Content and Learning Resources</p> <p>2.3. Course Organization</p> | <p>3. Course Design</p> <p>3.1. Delivery</p> <p>3.2. Consistency and Accuracy</p> <p>3.3. Visual Design</p> | <p>3.4. Pacing</p> <p>3.5. Instructional Media</p> |
| <p>4. Interaction and Collaboration</p> <p>4.1. Interaction</p> <p>4.2. Collaboration (Grouping)</p> | <p>5. Assessment and Feedback</p> <p>5.1. Learning Activities (Practice)</p> <p>5.2. Assessment</p> <p>5.3. Feedback</p> | <p>6. Course Evaluation</p> <p>6.1. USF Course Evaluation</p> | |

