



# WIDS Online Design Quality Standards

## Directions

Use this checklist to plan for the design and set-up of your online course OR use the criteria detailed in the scoring guide to evaluate a completed course.

## Rating Scale

Value	Description
Met	Fully or adequately met expectations
Not Met	Partially met or failed to meet expectations

## Scoring Guide

Criteria	Ratings
<b>WIDS: Learning Outcomes</b>	<b>Met Not Met</b>
Competencies reflect major discipline-specific skills addressed at the learning plan or lesson level	Met Not Met
Competencies are observable, and measurable	Met Not Met
Competencies drive both learning and assessment	Met Not Met
Competencies are linked to external standards and related outcomes where applicable	Met Not Met
Learning objectives define the concepts and skills needed to perform the competency	Met Not Met
Performance standards define the assessment strategy and criteria for performance of the competency	Met Not Met
Course competencies, learning objectives, and performance standards meet detailed WIDS Quality Standards	Met Not Met
Course competencies, learning objectives, and performance standards are communicated to students in multiple ways including the WIDS Course Outcome Summary, Syllabus, Learning Plan, and Performance Assessment Task reports	Met Not Met
<b>WIDS: Syllabus</b>	<b>Met Not Met</b>
WIDS Syllabus provides instructor contact information	Met Not Met
WIDS Syllabus provides a course overview that describes the purpose of the course	Met Not Met
WIDS Syllabus details the course pre-requisites, where applicable	Met Not Met
WIDS Syllabus details course competencies	Met Not Met
WIDS Syllabus details external standards and related outcomes where applicable	Met Not Met
WIDS Syllabus includes a detailed grading rationale that explains how grades will be determined	Met Not Met
WIDS Syllabus Grading Rationale or Guidelines detail the timeline for providing instructor feedback for assignments	Met Not Met
WIDS Syllabus Guidelines detail course and organizational policies and procedures	Met Not Met
WIDS Syllabus Guidelines include a communication policy detailing communication tools and turnaround times (i.e. instructor will respond to student emails within 48 hours during the work week)	Met Not Met
WIDS Syllabus Guidelines detail interaction requirements for instructors and participants, where applicable	Met Not Met

WIDS Syllabus Guidelines include information on how to access technical support for all of the technologies used in the course	Met	Not Met
WIDS Syllabus Guidelines articulate accessibility policies and services	Met	Not Met
WIDS Syllabus includes a course schedule	Met	Not Met
<b>WIDS: Learning and Teaching Plans</b>	<b>Met</b>	<b>Not Met</b>
Learning activities follow the WIDS Learning Cycle: Motivate, Comprehend, Practice and Apply	Met	Not Met
Learning and assessment activities, materials, and resources are aligned to the competencies	Met	Not Met
Learning activities promote interaction that supports learning	Met	Not Met
Learning activities promote learner-centered learning ownership	Met	Not Met
Learning activities provide opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress	Met	Not Met
Learning activity instructions detail requirements for participant interaction, if required	Met	Not Met
Assessment activities tell learners what they must do to demonstrate the competency	Met	Not Met
Assessment activities reference WIDS Performance Assessment Tasks, where applicable	Met	Not Met
Course tools and technologies promote participant engagement and active learning	Met	Not Met
WIDS Learning Materials List details the learning materials referenced in the learning activities	Met	Not Met
Learning materials are linked to learning activities in WIDS	Met	Not Met
Learning material electronic files are stored in WIDS document files, where applicable	Met	Not Met
Learning materials reflect up-to-date theory and practice	Met	Not Met
Learning materials are sourced, referenced, cited and used according to current legal requirements and copyright laws	Met	Not Met
Practice activities require learners to engage with the learning materials and do something with the information provided	Met	Not Met
WIDS Teaching Plan details course set-up and facilitation notes for learning activities	Met	Not Met
<b>WIDS: Performance Assessment Tasks</b>	<b>Met</b>	<b>Not Met</b>
WIDS Performance Assessment Tasks provide learners with the information needed to accomplish the summative assessment for each competency including directions, scoring standards and a scoring guide or rubric	Met	Not Met
The summative assessment detailed in the Performance Assessment Task can reasonably be accomplished in an online environment OR with the resources available to the learner	Met	Not Met
Summative assessments detailed in the Performance Assessment Task are aligned with course competencies, program outcomes, core abilities, or other key learning outcomes	Met	Not Met
WIDS Performance Assessment Task criteria detail the requirements of a successful performance or product	Met	Not Met
WIDS Performance Assessment Tasks meet detailed WIDS Quality Standards	Met	Not Met
WIDS Performance Assessment Task reports are provided to learners in advance of the assessment to prepare them for and guide them through their performance	Met	Not Met
<b>LMS: Course Set-up</b>	<b>Met</b>	<b>Not Met</b>
LMS course structure includes a Course Introduction section	Met	Not Met
Course Introduction section includes a Getting Started activity with clear instructions on where and how to begin working through the course	Met	Not Met
Course Introduction section includes information on how to navigate the course in the LMS	Met	Not Met
Course Introduction section displays or provides a link to the WIDS Syllabus report	Met	Not Met
Course Introduction section includes a forum where learners introduce themselves	Met	Not Met
LMS activities are organized by learning plan	Met	Not Met
LMS activity structure displays or provides a link to each individual WIDS Learning Plan report	Met	Not Met
LMS activity tools (discussion forum, wiki tools, integrated media) are set up to follow the WIDS Learning Plan structure	Met	Not Met
LMS activity or assessment structure displays or provides a link to each WIDS Performance Assessment Task report	Met	Not Met
LMS activity or assessment structure provides a mechanism to submit student products for review	Met	Not Met

LMS grade book is set up according to the grading policies detailed in the WIDS Syllabus report	Met Not Met
LMS tools, WIDS Syllabus, and WIDS Learning Plans allow participants to self-track progress	Met Not Met
LMS course navigation facilitates ease of use	Met Not Met
LMS course design supports readability	Met Not Met
LMS course materials and activities meet accessibility requirements.	Met Not Met
LMS technical functionality supports scoring, recording assessments, and calculating earned course points or grades	Met Not Met
LMS technical functionality supports participant privacy and confidentiality as required by local, state, and national laws for student data	Met Not Met
<b>LMS: Course Maintenance</b>	<b>Met Not Met</b>
LMS course is reviewed periodically to ensure that the course is current	Met Not Met
LMS course uses multiple methods and sources of input for assessing course effectiveness including student assessment data, student feedback, and instructor feedback	Met Not Met
LMS tracking data such as the time spent completing a specific assignment or test; documents download statistics, learning paths statistics, completion reports, and user grades statistics are analyzed for continuous course improvement	Met Not Met
LMS course is updated on a continuous improvement cycle for effectiveness based on the findings from data analysis	Met Not Met