

# STANDARDS FOR EXCELLENCE IN DIGITAL CONTENT DESIGN AND DEVELOPMENT

This document details the quality standards for excellence in digital content design and development. Each standard has supporting quality indicators that explain the specific expectations related to meeting each standard. Additional *OneCampus by Laureate* requirements appear alongside the related standards and must be met for a course to be included in *OneCampus by Laureate*. The Standards for Excellence Toolkit contains definitions, exemplars, best practices, and additional tools to help support individuals and institutions as they strive to meet these standards.

## HOW TO USE THIS DOCUMENT

This document contains three tables:

- Table 1 – Course Standards
- Table 2 – Media Standards
- Table 3 – *OneCampus by Laureate* Requirements

Each table contains three or four columns that outline the expectations. The standards are the overarching principles that outline the expectations. The definitions are the describing factors for the standards. The quality indicators are the specific expectations for meeting the standards. Additional *OneCampus by Laureate* requirements are the additional expectations required for inclusion in *OneCampus by Laureate*. For a course to be considered for *OneCampus by Laureate*, it must meet all of the general Quality Indicators (Column 3). In addition, the course must also meet all of the *OneCampus by*

*Laureate* Quality Indicators (Column 4) and the *OneCampus by Laureate* Requirements (Table 3).

Before engaging with the content of this document, consider the following terminology:

- Program – a full complement of study to attain a degree; a program is made up of individual courses that, when completed, result in a degree (for example, BA, MBA, PhD).
- Course – an individual subject area for which a student receives a grade; multiple courses make up a program.
- Unit – a segment of learning; often referred to as a week, module, or topic; multiple units make up a course.

Additional terms and phrases within the standards that may require definition are identified with bold face type. Refer to the glossary for detailed definitions.

## COURSE

STANDARDS	DEFINITION	QUALITY INDICATORS	ADDITIONAL ONECAMPUS BY LAUREATE REQUIREMENTS
1 Foundations / Expectations	The degree to which the content creates a solid foundation, clearly communicates expectations, and meets external requirements.	1.1 The course description clearly introduces the purpose and aligns with course content. 1.2 The course syllabus is clear and accurate, aligns with course content, and uses consistent formatting. 1.3 The course includes instructions on how to get started and where to find various course components. 1.4 The course introduction is clear, logical, attention-grabbing, and motivating. 1.5 The course meets <b>regulatory and accreditation requirements</b> .  1.6 The course integrates the mission of the institution.	1.2 OC ( <i>OneCampus</i> ) The course does not include prerequisite skills that would be difficult for students to obtain without taking specific courses. General academic writing and critical thinking expectations are appropriate.  1.5 OC The course meets governance requirements for the receiving institution by using its governance process.  1.6 OC The integration of the institution's mission does not create a "niche" course that takes the focus away from more universally recognizable core content that would be expected for a particular subject.



<p>2 Outcomes / Objectives</p>	<p>The degree to which outcomes/objectives demonstrate effective principles of curriculum and instructional design.</p>	<ul style="list-style-type: none"><li>2.1 The course outcomes and objectives are clearly and concisely written.</li><li>2.2 The course outcomes and objectives are measurable and reflect the expected learning from completing an activity/assignment, not a description of the activity itself.</li><li>2.3 The course outcomes align with program outcomes and, if applicable, institutional outcomes.</li><li>2.4 The weekly objectives align with course outcomes.</li><li>2.5 The weekly activities and assignments align with weekly objectives.</li></ul>	
<p>3 Assessment and Measurement</p>	<p>The degree to which effective <b>assessment strategies</b> are incorporated to measure learning and evaluate proficiency.</p>	<ul style="list-style-type: none"><li>3.1 The course assessments are clear, accurate, and consistent within the course and across other courses in the same program.</li><li>3.2 The course assessment and measurement strategies are designed to allow for substantive feedback to students.</li><li>3.3 The types of assessments and submission methods are conducive to the delivery format of the course.</li><li>3.4 The course grading policy is transparent, objective, and easy for both students and faculty to understand.</li><li>3.5 The course assessments are relevant to the degree offering and the profession.</li><li>3.6 The course includes formative and summative assessments.</li></ul>	
<p>4 Activities and Assignments</p>	<p>The degree to which <b>activities and assignments</b> are relevant to the student, engage students in reflection and critical thinking, and include instructional rigor.</p>	<ul style="list-style-type: none"><li>4.1 The instructions for activities and assignments are clearly written and scaffold learning.</li><li>4.2 The activities and assignments foster collaboration, including instructor-student, content-student, and student-student interaction.</li><li>4.3 The activities and assignments are varied, engaging, <b>globally inclusive</b>, and elicit critical thinking.</li><li>4.4 The activities and assignments are relevant to the degree offering and, where applicable, the core competencies in the profession.</li></ul>	<ul style="list-style-type: none"><li>4.1 OC The course includes clear expectations and scaffolds learning about using appropriate citation and referencing style when responding to activities and assignments.</li><li>4.3 OC The course content reflects global awareness and global diversity.</li></ul>



		4.5 The course workload and rigor are appropriate for the degree level and student population.	4.5 OC Student workload is balanced with faculty grading load.
5 Resources	The degree to which course resources are relevant, engaging, and demonstrate academic integrity.	<p>5.1 The course resources help promote achievement of stated goals and objectives.</p> <p>5.2 The course resources are current, and are prepared by experts in their respective fields.</p> <p>5.3 The course resources are engaging and enhance content mastery.</p> <p>5.4 The course resources are <b>universally accessible</b> and organized consistently throughout the course.</p> <p>5.5 The course resources adhere to current copyright law.</p> <p>5.6 The course resources align with the institution's expectations for delivery method, language, content, and aesthetics.</p>	<p>5.2 OC The course resources reflect global awareness and global diversity.</p> <p>5.4 OC All resources, including textbooks and articles, are available for distribution in an electronic format, and rights are obtained to distribute them electronically.</p> <p>5.5 OC If the course includes resources available from the library, the library resources are online (i.e., online journals) and can be made available to students through existing agreements.</p>
6 Instructional Impact	The degree to which research-based best practices in teaching and assessment of student learning are incorporated into the programs and courses.	<p>6.1 The course provides a platform for faculty to create and sustain an active teaching presence.</p> <p>6.2 The course provides opportunities for substantive, constructive, and timely feedback from faculty.</p> <p>6.3 The course provides opportunities for peer-to-peer learning.</p>	
7 Writing, Presentation, and Aesthetics	The degree to which the learning solution is universally accessible, well-designed, coherently written, innovative, and supportive of learning.	<p>7.1 The course uses active voice and speaks directly to students.</p> <p>7.2 The course writing is clear, concise, and consistent.</p> <p>7.3 The course uses correct grammar, consistent formatting, and institution-approved writing and citation styles (e.g., APA, Harvard, MLA).</p> <p>7.4 The course writing incorporates <b>global perspectives</b> and supports cultural diversity.</p> <p>7.5 The course layout is easy to navigate, user-friendly, and aligns with institution expectations.</p>	7.3 OC The course includes clear, scaffolded expectations about citations and referencing throughout the course.



		<p>7.6 The course is well organized with a logical sequence and flow of information.</p> <p>7.7 The course design and presentation are engaging.</p> <p>7.8 The course meets expectations for accessibility and usability.</p>	<p>7.7 OC Core concepts around attribution and scholarly writing are emphasized, rather than a punitive approach to perfecting a particular citation format.</p>
<p>8 Support Structures</p>	<p>The degree to which support structures are in place for students and faculty.</p>	<p>8.1 The course includes instructions on how to use any <b>new technologies</b> introduced in the course.</p> <p>8.2 The course includes links and clear instructions on how students can access support for library, research, and learning resources.</p>	
		<p>8.3 The course includes links and clear explanations for how students can access institutional support, such as academic support, disability services, language services, career services.</p>	
<p>9 Technology</p>	<p>The degree to which the use of technology promotes achievement of learning outcomes.</p>	<p>9.1 Technology used in the course is integral to achieving the learning outcomes of the course.</p> <p>9.2 Technology is functional and accessible by all students and faculty in the course.</p> <p>9.3 Technology policies and requirements are clearly articulated in the course.</p>	

## MEDIA

STANDARDS	DEFINITION	QUALITY INDICATORS	ADDITIONAL <i>ONECAMPUS</i> BY <i>LAUREATE</i> REQUIREMENTS
<p>1 Instructional Impact</p>	<p>The degree to which the media demonstrate clear alignment with measurable outcomes and a commitment to learning effectiveness.</p>	<p>1.1 The media are designed in tandem with the course design.</p> <p>1.2 The media help promote student achievement of stated learning objectives.</p> <p>1.3 The media are appropriate for the degree level of the course.</p> <p>1.4 The media foster critical thinking and content mastery.</p>	



		<ul style="list-style-type: none"><li>1.5 The media showcase focused and relevant content applicable to the learning outcomes of the course.</li><li>1.6 The media provide current, engaging content.</li><li>1.7 The media are aligned and appropriately paired with the corresponding activity or objective in the course.</li></ul>	
<p>2 Student Impact</p>	<p>The degree to which the media enhance student achievement and promote superior student experiences.</p>	<ul style="list-style-type: none"><li>2.1 The media are designed to be intuitive and easy for students to access.</li><li>2.2 The media relationship to assigned activities is clearly explained to the students.</li><li>2.3 The media expand the student's global perspective regarding cultural diversity when appropriate.</li><li>2.4 The media adhere to accessibility compliance requirements and incorporates multiple delivery techniques to meet the needs of students' with disabilities.</li><li>2.5 The media serve the transformational nature of the program and its courses.</li><li>2.6 The media should balance experiential and active learning with passive learning.</li></ul>	
<p>3 Technical Capacity</p>	<p>The degree to which the <b>media</b> incorporate visual and auditory elements that are technically appropriate.</p>	<ul style="list-style-type: none"><li>3.1 The media are easy to see, hear, and understand.</li><li>3.2 The media operate without error from Laureate-approved and/or tested media players and platforms.</li><li>3.3 The media utilize current technologies and delivery is designed to be intuitive and user-centric.</li></ul>	
<p>4 Consistency and Accuracy</p>	<p>The degree to which the media include content, language, and aesthetics that are consistent and accurate.</p>	<ul style="list-style-type: none"><li>4.1 The media use consistent language, style, graphics, terminology, tone, and tense.</li><li>4.2 The media offer clear instructions for proper function and use.</li><li>4.3 The language, tone, voice, and length are appropriate for media presentations.</li><li>4.4 All necessary copyright permissions and/or licensing requirements have been secured for media.</li></ul>	

# ONECAMPUS BY LAUREATE REQUIREMENTS

STANDARDS	DEFINITION	QUALITY INDICATORS
<p><b>1</b> Course Performance</p>	<p>The degree to which the course performance has been successful.</p>	<p>1.1 Enrollment History: The course has been popular in the past at the home institution. 1.2 The pass rate for the course (if available) has been above average (in other words, this is not considered a “barrier course” by the institution).</p>
<p><b>2</b> Faculty</p>	<p>The degree to which the faculty and institution support and scale digital instruction and learning.</p>	<p>2.1 The faculty have some basic experience teaching online. 2.2 The host institution is able to scale the delivery of course with appropriate number of faculty.</p>
<p><b>3</b> Technical Support</p>	<p>The degree to which the host institution has technical support capacity.</p>	<p>3.1 The host institution is able to provide 24/7 technical support to students from home institution (in conjunction with <i>One Campus by Laureate</i> centralized IT best practices). 3.2 The host institution must identify administrator (and/or team) to collaborate with the <i>OneCampus by Laureate</i> team throughout deployment.</p>
<p><b>4</b> Technical Requirements</p>	<p>The degree to which institution infrastructure meets technical requirements.</p>	<p>4.1 The host institution LMS is Blackboard 9.1 or above (recommended). 4.2 The students are never required to provide personal information on a third-party website to complete a required course assignment. 4.3 The host institution must provide access to digital library for home institution students if library access is required.</p>
<p><b>5</b> Online Guidance for Students</p>	<p>The degree to which the institution provides guidance and support for students and faculty.</p>	<p>5.1 Orientation materials related to the pace of study, working in an online environment, communicating effectively online, and technology should be included for all <i>OneCampus by Laureate</i> courses. 5.2 The course includes a “Help and Support” page for online students to understand whom to contact when they need guidance.</p>

# GLOSSARY OF TERMS

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**Activities and assignments** – The opportunities for students to engage with course content and demonstrate learning; may be graded or ungraded; often includes discussions, papers, individual exercises, collaborations, demonstrations, and many more.

**Assessment strategies** – Strategies used to measure, assess, and evaluate student learning.

**Global perspectives** – Course content that strives to provide and include material that takes into account multiple perspectives that relate to others with respect and openness, shows a willingness to embrace diversity, and seeks to understand the links between our own lives and those of people throughout the world. A global perspective is universally accessible and enhances understanding of the social, political, and environmental forces that shape existence.

**Globally inclusive** – Takes into account multiple perspectives that relate to others with respect and openness, shows a willingness to embrace diversity, and seeks to understand the links between our own lives and those of people throughout the world.

**Media** – The video, audio, or interactive resources in a course or program.

**New technologies** – 1. Any technology tool that students would not be reasonably expected to already understand how to use; 2. Any technology tool that is part of required course work that students have not had to use in other parts of the course or program.

**Regulatory and accreditation requirements** – The requirements imposed on a course or program to maintain accreditation from an organization or standing from a governing body.

**Universally accessible** – Able to be consumed by people with disabilities, for example, transcription of video content for people with hearing impairments.