Educational System Guidelines
Organizational Unit Tier
Guidelines Checklist

The following is a checklist of evidence-based educational system guidelines to help guide instructors in the development of their courses. The underlying framework for these guidelines asserts that there are at least three tiers that impact student learning and development: 1) Learners, 2) Courses-Instructors, and 3) the Educational Organization in part or as a whole. Each of the items are divided into several main categories as shown below. The list below is a summary of the guidelines that have been identified to date. There are also feedback forms that contain the more detailed levels for each guideline. As it is used below, "organization" means either specific organizational units (e.g., programs, departments, divisions, colleges, etc.) or the organization as a whole. There are associated feedback forms and detailed explanations that accompany these.

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If this form is being is used assess a specific department, division, college, etc., please note the following information:

Organizational area being considered: _____

Date: _____   **Reviewer(s)**: _____

* - Guideline is considered a "*Core Guideline*" based on the number of resources that highlight this guideline as being important as well as the effect size on student learning and development that educational research studies have documented.

Guideline	Much Evidence	Some Evidence	Little Evidence	N/A
Objectives				
1) *Organization ensures that instructors and learners adequately utilize objectives to guide learning and development	☐	☐	☐	☐
Assessments				
1) *The organization supports instructors and learners in utilizing varied assessments to support learning and development	☐	☐	☐	☐

Guideline	Much Evidence	Some Evidence	Little Evidence	N/A
2) *The organization cultivates a teaching and learning environment where quality feedback is used by instructors and learners to continually improve learner competencies and foster self-regulated learning skills	☐	☐	☐	☐
3) The organization intentionally works to ensure that assessments are utilized in accordance with evidence-based recommendations and, whenever possible, their reliability and validity is established	☐	☐	☐	☐
4) The organization supports the use of self- and peer-assessments to improve learning and development	☐	☐	☐	☐
Activities, Organization, & Resources (AORs)				
1) *The organization intentionally supports learner-learner interactions to support learning and development	☐	☐	☐	☐
2) *The organization provides support that helps learners and instructors to use higher order thinking to improve learning and development	☐	☐	☐	☐
3) Organization intentionally integrates relevant and interactive technologies to improve learning and development	☐	☐	☐	☐
4) The organization helps learners and instructors to adapt relevant KSAs** to address real-world issues in authentic contexts	☐	☐	☐	☐
5) *The organization supports learners and instructors in developing activities that consistently scaffolds learners' increasing competencies for key KSAs**	☐	☐	☐	☐
6) *Mission-Centered Focus*: The organization works to create and sustain a learning environment that is safe, inclusive, and caring	☐	☐	☐	☐
Teaching & Learning Theories				
1) *Organization helps learners and instructors to articulate: a) specific holistic learning theories and teaching/study strategies that they might utilize; and b) when and how these theories and strategies might apply	☐	☐	☐	☐
2) *The organization helps learners and instructors to utilize active teaching and learning strategies	☐	☐	☐	☐
3) *Organization ensures that learners and instructors are able to demonstrate the processes/methods by which they develop their courses or learning strategies and that there is alignment among these strategies with course elements	☐	☐	☐	☐
Learner Background Considerations				

Guideline	Much Evidence	Some Evidence	Little Evidence	N/A
1) *Organization helps leaners and instructors to adapt teaching/ learning to learners' relevant prior knowledge, interests, skills, and capabilities; The organization ensures that ADA considerations are addressed	☐	☐	☐	☐
2) Organization supports learners and instructors in being able to appropriately modify teaching/ learning strategies in light of learners' diverse cultural locations (e.g., SES, ethnicity, gender, age, etc.)	☐	☐	☐	☐
3) *Mission-Centered Focus*: Organization aids learners and instructors in engaging in diverse cultural experiences with under-represented and marginalized communities that proactively reduce biases and increase justice for these populations	☐	☐	☐	☐
Professional Development, Leadership, & Evidence-Based Practice				
1) *Organization supports learners and instructors in their professional development opportunities related to improving discipline-specific and/or educational competencies	☐	☐	☐	☐
2) Organization empowers learners and instructors to actively participate in leadership roles and responsibilities that improve the institution's education and culture	☐	☐	☐	☐
3) *Organization supports learners and instructors in conducting evidence-based practice and/or scholarly projects that improve discipline-specific competencies and/or quality education	☐	☐	☐	☐

KSAs** - Knowledge, Skills, and/or Attitudes

Comments, Notes: