



Gateway's Pedagogy Standards (GPS)

Standards

- [1. Syllabus and Brightspace \(13 standards\)](#)
- [2. Course Planning and Curriculum \(12 standards\)](#)
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- [4. Teaching Methods \(12 standards\)](#)
- [5. Respect ways of learning \(5 standards\)](#)
- [6. Accessibility \(15 standards\)](#)
- [7. Technology and Tools \(9 standards\)](#)



1. Syllabus and Brightspace

<input checked="" type="checkbox"/>	Criteria	Resources
<input type="checkbox"/>	A. Students are welcomed to the class and given instructions on how to get started [Announcements page or start Here]	Welcome learners to the course and provide context for what they will be learning. Welcome and get started Welcome video resources Course trailer 99 tips for creating simple and stainable videos -playlist Welcome letter
<input type="checkbox"/>	B. Students are provided an overview of the course outcomes, class expectations, grade breakdown, and assignment due dates. [Course syllabus]	Learners benefit from knowing what they are about to learn, as well as the scope of work and time commitment expected from them. Course Overview Discover the spark of teaching and learning through equitable grading.
<input type="checkbox"/>	C. Students can easily find course information in the LMS without needing to download the full syllabus. [Syllabus and instructor info]	Deconstruction of the syllabus enables learners to find varied, discrete course information quickly. Deconstructed syllabus
<input type="checkbox"/>	D. Students have access to a printable syllabus in PDF or Google Doc format. [Syllabus and instructor info]	Some learners prefer to print a syllabus for offline reference. Printable syllabus



<input checked="" type="checkbox"/>	Criteria	Resources
<input type="checkbox"/>	E. Students see links to campus policies in the LMS. [Syllabus and instructor info- College policies]	Learners have access to information about college policies and services to feel connected to their campus. Campus policies
<input type="checkbox"/>	F. Students see links to resources that support their wellness and academic success. [College policies and Student resources section of Brightspace]	Having easy access to support prepares learners for success and reduces frustration. Student Resources
<input type="checkbox"/>	G. Students are aware of the course delivery method, what that means for their learning experience, and how and when they need to attend. [Course syllabus]	Make the course format clear and explain what it means that your class is online, on-campus, blended, OSYNC, etc. Course delivery , GTCs Student Alternative Delivery Definitions
<input type="checkbox"/>	H. Students are informed about technology requirements and how to receive technical support. [Course syllabus and Student resources section of Brightspace]	Gateway's Tech Central should be referenced for help with any issues that arise from different operating systems and devices (mobile, laptops, etc.) Tech support
<input type="checkbox"/>	I. Students can contact the instructor in a variety of ways. [Course syllabus and Facilitator information]	Provide opportunities for private communication with the instructor. At a minimum, provide an email, phone number and video conferencing link. Instructor contact
<input type="checkbox"/>	J. Students are provided an overview of the LMS and how to use its components and tools. [Start Here- navigation table or navigation video]	Provide students with a clear overview of your Brightspace shell, the layout and expectations of your course, and information on any technology tools. LMS overview
<input type="checkbox"/>	K. Students can easily navigate the LMS and course	Create a cohesive course structure that is logically sequenced and



<input checked="" type="checkbox"/>	Criteria	Resources
	materials with the help of consistent layout, color schemes, icons, and clearly labeled content. [Start Here - navigation table or navigation video]	paced. LMS layout
<input type="checkbox"/>	L. Students know how their grade is determined and can find policies related to grading in the LMS. [Course syllabus and Grades]	Learners need to know how their work will be assessed in a clear and transparent manner. Grading policies
<input type="checkbox"/>	M. Students have easy access to a well-designed, valid, and up-to-date gradebook. [Grades]	The Grade Center should be easy to navigate and clear. Gradebook



2. Course Planning and Curriculum

<input checked="" type="checkbox"/>	Criteria	Resources
<input type="checkbox"/>	A. Students can use Open Educational Resources when appropriate.	Gateway is committed to using low-cost instructional materials wherever possible to reduce the financial burden on learners. OER tools
<input type="checkbox"/>	B. Student workload is transparent and relatively consistent throughout the class.	Students should know about how much and what types of work to expect each week. Consider the credit hours and course format in creating a manageable workload for students. Student workload
<input type="checkbox"/>	C. Students receive accurate and academically appropriate content that demonstrates the instructor's knowledge and passion for the discipline.	Students should be presented with interesting materials at an appropriate academic level. Accurate and appropriate content 8 Pathways to Every Student's Success Smart Strategies for Student Success
<input type="checkbox"/>	D. Students make progress on course outcomes through each module's activities and assessments.	Content and activities should be cohesive and align to the course outcomes, assessments, and activities. Alignment of activities, assessment, and outcomes
<input type="checkbox"/>	E. Students see just-in-time instructions for all activities.	Clear instructions help learners to function in the class environment. Repeat instructions throughout the course, a click or two from the assignment/activity to which they apply. Just-in-time instructions
<input type="checkbox"/>	F. Students are provided with learning materials in a variety of formats.	To increase accessibility for all students, incorporate multiple ways for students to understand course concepts. Variety of formats Instructional Scaffolding



<input checked="" type="checkbox"/>	Criteria	Resources
		Chunking Principle
<input type="checkbox"/>	G. Students receive information in short segments interspersed with active learning opportunities.	Plan for short periods of instruction followed by student engagement. Short segments of info with active learning
<input type="checkbox"/>	H. Students see consistent terms related to course navigation and content used throughout course materials.	Plan the terms that you want students to learn, and use those terms consistently. Consistent terms
<input type="checkbox"/>	I. Students engage in a variety of authentic learning activities and assessments that address both knowledge acquisition and higher-order thinking.	Incorporate opportunities for accessing prior knowledge, gaining new knowledge, practicing, collaborating, discussing, and applying. Levels of thinking
<input type="checkbox"/>	J. Students engage with materials and activities reflecting various industry and professional perspectives.	Select materials that show the diversity in your field and emphasize the value diverse perspectives bring values a variety of perspectives . Instructor provides models of excellent work and unacceptable work.
<input type="checkbox"/>	K. Students see citations, licensing statuses, or sharing permissions for course materials.	Resources and materials in the course should all be properly cited. In doing so, instructors and programs model good academic citizenship. Citations and permissions
<input type="checkbox"/>	L. Students know how often and in what ways to participate in the class.	Expectations for participation should be clear. Explain how often and in what way students will engage with materials, activities, and each other. Participation expectations



3. Assessment and Feedback

<input checked="" type="checkbox"/>	Criteria	Resources
<input type="checkbox"/>	A. Students know how their grade is determined and can find policies related to grading in the LMS.	Learners need to know how their work will be assessed in a clear and transparent manner. Grading policies
<input type="checkbox"/>	B. Students engage in multiple formative assessments and low-stakes opportunities to practice course concepts and receive feedback.	Communicate feedback to promote student learning and engagement. Formative assessment
<input type="checkbox"/>	C. Student achievement of course competencies is determined through summative assessment.	Ultimately, summative assessments aligned with course competencies to demonstrate that students who pass the course have met course objectives. Summative assessment
<input type="checkbox"/>	D. Students receive respectful, constructive feedback that recognizes excellence in student work and promotes further learning.	Good feedback should help students gain confidence in their ability to make corrections in their learning and achieve the course outcomes. Respectful, constructive feedback
<input type="checkbox"/>	E. Students see the criteria for assessment of graded assignments. Instructor provides models of excellent work and unacceptable work.	Provide students with assignment checklists, rubrics, or exemplary or unacceptable work. Grading criteria
<input type="checkbox"/>	F. Students have opportunities to review their performance and assess their own learning throughout the course.	Self-assessment has been shown to play a role in self-efficacy, fosters learners' abilities to construct meaning, and promotes metacognition.



<input checked="" type="checkbox"/>	Criteria	Resources
		Student self assessment
<input type="checkbox"/>	G. Students have the opportunity to review their peers' performances to help them improve their performance.	Peer assessment has been shown to empower students to manage their own learning and motivate students to dig deeper into course materials. Why use peer assessment?
<input type="checkbox"/>	H. Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.	Understanding learners who need more time for accommodations or extraneous circumstances is critical to promoting learner success in online courses. Timed response notification
<input type="checkbox"/>	I. Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of technology.	Use student feedback to inform decision-making about the teaching and learning process in the future. Feedback on the course
<input type="checkbox"/>	J. Students know how long it will take to receive a response from the instructor.	Expectations are provided and met for timely and regular feedback (questions, emails, assignments). Response time
<input type="checkbox"/>	K. Students regularly receive the message that the instructor respects them, cares about their learning, and is willing to assist them.	Emphasize learning and student goals through the language used in communication with students, and feedback. Respect, caring, and assistance
	L. Students are encouraged to perform at their highest levels of achievement through the instructor-created adaptive learning environment.	Consider the variety of factors that influence student success, and be willing to adapt teaching and assessment practice to meet student needs when necessary. Adapt the learning environment.



4. Teaching Methods

<input checked="" type="checkbox"/>	Criteria	Resources
<input type="checkbox"/>	A. Students are welcomed to the class and given instructions on how to get started.	Welcome learners to the course and provide context for what they will be learning. Welcome and get started
<input type="checkbox"/>	B. Students can contact the instructor in a variety of ways.	Provide opportunities for private communication with the instructor. At a minimum, provide an email, phone number and video conferencing link. Instructor contact
<input type="checkbox"/>	C. Students know how long it will take to receive a response from the instructor.	Expectations are provided and met for timely and regular feedback (questions, email, assignments). Response time
<input type="checkbox"/>	D. Students know how often and in what ways to participate in the class.	Expectations for participation should be clear. Explain how often and in what way students will engage with materials, activities, and each other. Participation expectations
<input type="checkbox"/>	E. Students and the instructor get to know each other and interact regularly in meaningful ways.	Let students know who you are by engaging actively and frequently. Use students' names, and foster connections with students. Student/Instructor interaction
<input type="checkbox"/>	F. Students get to know each other and become part of a class community.	Facilitate activities to build a sense of class community, support and trust. Student community
<input type="checkbox"/>	G. Students interact with each other to learn and apply course concepts.	When learners work together on content-related activities, they are often more engaged and take more responsibility for their own learning. Student collaboration



<input checked="" type="checkbox"/>	Criteria	Resources
<input type="checkbox"/>	H. Students contribute by sharing prior knowledge, experiences, and resources related to course concepts.	Invite learners to share their understanding, experiences, and resources with each other. Student knowledge, experiences and resources
<input type="checkbox"/>	I. Students receive respectful, constructive feedback that recognizes excellence in student work and promotes further learning.	Your feedback is an opportunity to interact with and encourage students. Respectful, constructive feedback
<input type="checkbox"/>	J. Students regularly receive the message that the instructor respects them, cares about their learning, and is willing to assist them.	Emphasize learning and student goals through the language used in course materials, communication with students, and consistent updates (weekly) and feedback. Respect, caring, and assistance
<input type="checkbox"/>	K. Students are encouraged to perform at their highest levels of achievement through the instructor-created adaptive learning environment.	Consider the variety of factors that influence student success, and be willing to adapt teaching practice to meet student needs when necessary. Adapt the learning environment.
<input type="checkbox"/>	L. Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of technology.	Use student feedback to inform decision-making about the teaching and learning process in the future. Feedback on the course



5. Respect ways of learning

<input checked="" type="checkbox"/>	Criteria	Resources
<input type="checkbox"/>	A. Students are provided with learning materials in a variety of formats.(representation - how you provide content to students)	To increase accessibility for all students, incorporate multiple ways for students to understand course concepts. Learning material formats , UDL strategies
<input type="checkbox"/>	B. Students have the opportunity to demonstrate understanding and mastery through a variety of formats. (action and expression - how you ask students to show what they know and how they can apply)	To increase student engagement, faculty will provide multiple ways for students to understand and demonstrate course concepts. UDL strategies
<input type="checkbox"/>	C. Students are encouraged to perform at their highest levels of achievement through the instructor-created adaptive learning environment.	Consider the variety of factors that influence student success, and be willing to adapt teaching practice to meet student needs when necessary. Adapt the learning environment .
<input type="checkbox"/>	D. Students are invited to interact with faculty members through scheduled or unscheduled support hours and email or texting communication.	Offer students various methods to communicate and connect with faculty for easy access and professional communication. Good practice communicates high expectations .
<input type="checkbox"/>	E. Students can contact the instructor in a variety of ways. [Course syllabus and Facilitator information]	Provide opportunities for private communication with the instructor. At a minimum, provide an email, phone number and video conferencing link. Instructor contact



6. Accessibility

<input checked="" type="checkbox"/>	Criteria	Resources
<input type="checkbox"/>	A. Students are only asked to use technology tools that meet accessibility standards.	Any technology tool or application outside of the LMS needs to be reviewed from an accessibility perspective before including it in the online course. Consider the availability of closed captioning, screen reading, etc. Accessibility Standards
<input type="checkbox"/>	B. Students can easily navigate the LMS and course materials with the help of consistent layout, color schemes, icons, and clearly labeled content.	Be consistent in the design of learning modules, assignments, and rubrics, offering several ways for students to access the materials to aid navigation. Consistent layout
<input type="checkbox"/>	C. Students see text in short, readable blocks.	Smaller “chunks” of content enable learners to make better use of working memory and recall. Organizing course content into manageable sections makes it easier for learners to work through and process information. Short blocks of text
<input type="checkbox"/>	D. Students can distinguish between text and background because of ample contrast.	Low contrast between text and background can decrease readability and inhibit learner success. Ample contrast
<input type="checkbox"/>	E. Students can easily navigate course materials with the help of titles, headings, and other styles.	Titles and headings effectively guide learners through course materials. Titles, headings, and style
<input type="checkbox"/>	F. Students do not see flashing and blinking text.	Course content that flashes or blinks can cause seizures for some learners and should be avoided. Avoid flashing and blinking



<input checked="" type="checkbox"/>	Criteria	Resources
<input type="checkbox"/>	G. Students see a sans-serif font with a standard size of at least 12 pt used in the LMS and course materials.	Font style and size factor into readability. Font
<input type="checkbox"/>	H. Students can access information in a linear format instead of as a table.	Linear text is more accessible to a learner who is blind, low-vision and/or using a screen reader. Linear text instead of tables
<input type="checkbox"/>	I. Students can read a title and summary description of all tables.	Tables need a title and summary description in order to guide learners using screen readers through the topic before the screen reader accesses the actual data in the table. Table title and summary
<input type="checkbox"/>	J. Students can read tables with assigned header rows and columns using a screen reader.	Row and column headers need to be in place for screen readers to process table information. Table header rows and columns
<input type="checkbox"/>	K. Students see slideshows with simple, non-automatic transitions between slides.	Irrelevant sounds, motions, or animations in a presentation can reduce learner comprehension. Simple slide transitions
<input type="checkbox"/>	L. Students can use screen readers with all content because text is available in an easily accessed format, preferably HTML. PDFs and text contained in images are also readable by screen readers.	Providing content that is accessible is critical to keeping learners with visual image disabilities on track. Accessible text format
<input type="checkbox"/>	M. Students can see a text equivalent for every non-text element provided ("alt" tags, captions, transcripts, etc.).	Screen readers do not read images unless descriptive, alternative (Alt) text is provided. Alt text
<input type="checkbox"/>	N. Students can make sense of text, graphics, and	Learners who have low vision or are color blind need to be able to obtain



<input checked="" type="checkbox"/>	Criteria	Resources
	images with or without color.	information from text. Text and graphic color
<input type="checkbox"/>	0. Students see hyperlink text that is descriptive and makes sense when out of context.	Screen readers provide the ability to hear only the links that appear on a page. Should a learner come across a page with “click here” used for every link, the learner needs to read through the entire page to access a specific link. Hyperlinks



7. Technology and Tools

☑	Criteria	Resources
<input type="checkbox"/>	A. Students are informed about technology requirements and how to receive technical support.	The syllabus and Brightspace should note tech requirements. Gateway's Tech Central should be referenced for general tech help. General tech awareness and support
<input type="checkbox"/>	B. Students are provided with technologies appropriate for the course delivery method and aligned with their academic and professional goals.	Students appreciate knowing that the technology in a given class was chosen thoughtfully and aligns with their academic and professional goals. Appropriate technology
<input type="checkbox"/>	C. Students receive just-in-time tech support as developed by the instructor or provided by the publisher for all class technologies.	Students should receive continued assistance as they use class technologies. Provide support materials for all third-party tech. Just-in-time tech support
<input type="checkbox"/>	D. Students build the necessary technical skills through scaffolded activities such as orientation, practice, and application.	Learners should be provided time to set up, practice and troubleshoot class tech tools. Scaffolded tech skills
<input type="checkbox"/>	E. Students know how their data is being collected and used in various technology tools, and they have the option to opt out of sharing their data.	Learners should be provided access to information about how their data is collected and distributed either by the LMS or through an external tool. Data use
<input type="checkbox"/>	F. Students are provided an overview of the LMS and how to use its components and tools.	Providing students with a clear overview of your Brightspace layout is an important first step to student success. LMS overview



<input checked="" type="checkbox"/>	Criteria	Resources
<input type="checkbox"/>	G. Students are only asked to use technology tools that meet accessibility standards.	Any technology tool or application outside of the LMS needs to be reviewed for accessibility. Tool accessibility
<input type="checkbox"/>	H. Students who face barriers in technology skills or access are well-supported and can be successful.	Instructors should have resources ready to help with basic tech skills. Instructors should have a plan to help students get access to the required technology. Technology barriers
<input type="checkbox"/>	I. When appropriate, students can use Open Educational Resources, free, or low-cost materials.	Gateway is committed to using low-cost instructional materials wherever possible to reduce the financial burden on learners. OER tools