Moravian College's Quality Standards for Online Courses

Introduction

Moravian teaching is characterized by deep learning and a close connection to the student. It is committed to embed the liberal arts in all its programs, developing and nurturing students to become responsible thinkers, reflective decision makers, innovative problem solvers, and ethical citizens of the world. We are also committed to preparing students for professional careers. In doing so, we strive to provide them with 21st century knowledge and skills, an education for the future. We take pride in our ability to transform students into critical thinkers and creators, people with the ability to make connections, see patterns, demand and utilize evidence effectively, and understand the importance of technology, all in order to build better, more beautiful, and more just communities, here and in the wider world.

With these goals for our students in mind, we reiterate here our commitment to the highest quality educational experience regardless of the mode of delivery. This document provides a blueprint for ensuring that our online and hybrid courses provide meaningful and valuable experiences for our students.

For a comprehensive overview defining structural and content quality in the development of online courses, please see the Quality Matters presentation and Quality Matters Rubric for an overview of the organization and its standards.

Below, the Quality Matters standards are abbreviated, reorganized, and simplified for quick reference to help guide you in the process of course development for the fall and beyond. The Online Education and Innovation webpage and the TLC home page both have a wealth of resources to help you design and deliver your online or hybrid course. There is also a brief course template on the Online and Innovation Resource page. At a minimum, all courses that are online or hybrid modality, need to have the following characteristics:

Standards

1.   **Course Overview**

   1.1.   Instructions make clear how to get started and where to find the various course components.
   1.2.   Learners are introduced to the purpose and structure of the course.
   1.3.   The syllabus must be submitted and published in the syllabus portlet in CANVAS.
   1.4.   The instructors contact information, office hours and instructions on how to access and attend online office hours are listed.
   1.5.   The self-introduction by the instructor is appropriate and is available online.
   1.6.   Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
   1.7.   Minimum technology and computer skill requirements are clearly stated and instructions for use provided (this may be a link to a support page, guide, or video tutorial).

2.   **Learning Objectives**

   2.1.   The course learning objectives describe outcomes that are measurable.
   2.2.   The module or unit learning objectives describe outcomes that are measurable and consistent with course-level objectives.
   2.3.   All learning objectives are stated clearly and written from the learner's perspective.
   2.4.   The relationship between learning objectives and course activities is clearly stated.
   2.5.   The learning objectives are suited to the level of the course.

3.   **Assessment and Measurement**

   3.1.   The assessments measure the stated learning objectives.
   3.2.   The course grading policy is stated clearly.
   3.3.   Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy (e.g., activity rubrics)

4.   **Instructional Materials**

   4.1.   Instructional materials contribute to the achievement of the stated course and module/unit objectives.
   4.2.   Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

5.   **Course Activities and Learner Interaction**

   5.1.   The learning activities promote the achievement of the stated learning objectives.

5.2. Learning activities provide opportunities for interaction that support active learning.
5.3. The instructor's plan for classroom response time and feedback on assignments is clearly stated.

6. Course Technology

6.1. The tools used in the course support learning objectives.
6.2. Course tools promote learner engagement and active learning.

7. Student Support

7.1. The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
7.2. Course instructions articulate or link to the institution's accessibility policies and services.
7.3. Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.
7.4. Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

8. Learner Accessibility and Usability

8.1. Course navigation facilitates ease of use.
8.2. The course design facilitates readability.
8.3. The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
8.4. The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.