

Moravian College's Quality Standards for Online Courses

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I. 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 use 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. There is also a brief course [template](#) on the Online and Innovation Resource page. At a minimum, all courses that are online or hybrid, or Hyflex modality, need to have the following characteristics:

II. 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. Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
 - 1.5. [Etiquette expectations for online](#) discussions, email, and other forms of communication are clearly stated.
 - 1.6. Minimum technology requirements are clearly stated and instructions for use provided (this may be a link to a support page, guide, or video tutorial).
 - 1.7. The instructors contact information, office hours and instructions on how to access and attend online office hours are listed.
 - 1.8. Minimum technical skills expected of the learner are clearly stated (suggested).
 - 1.9. The self-introduction by the instructor is appropriate and is available online (suggested).
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2. Learning Objectives

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

3. Assessment and Measurement

- 3.1. The assessments measure the stated learning objectives or competencies. The course grading policy is stated clearly.
- 3.2. 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 or competencies.
- 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

- or competencies.
- 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 or competencies.
 - 6.2. Course tools promote learner engagement and active learning.
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7. Student Support (module can be imported)

- 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. Information is provided about the accessibility of all technologies required in the course.
- 8.3. The instructor has designed the course to be accessible to the best of their ability- i.e. videos are closed captioned, alt text is used for images, appropriate fonts are used.