



Statement of Purpose:

This “Quality Standards for e-Learning Course Design” document combines and integrates specific BC standards with all 17 **Quality Matters Essential** Standards (2008-2010 edition), indicated with **(QM)**, as well as 9 **Quality Matters Important/Very Important** Standards, indicated with **(qm)**.

- 1) For an online or blended/hybrid course to be **internally QM certified**, it must meet ALL of the following **40** standards.
- 2) For an online or blended/hybrid course to pass the **Final Review** for course development, it must meet all **30** standards with **bold bullets and asterisks***.

1: Course Overview and Introduction	Yes	No
General Standard: The overall design of the course is made clear to the student at the beginning of the course.		
1.1* Course Preview Page uses the BC template or includes all the required components as listed in the template, and it functions outside of the Learning management System as a link from the Course List .		
1.2* Instructions make clear how to get started and where to find various course components. (QM)		
1.3* A statement introduces the student to the course and to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components. (QM)		
1.4* The Course Syllabus uses the current BC template or includes all the required components as listed in the template.		
1.5* In online courses, students are required to complete an Online Orientation with expected outcomes. In blended/hybrid courses, it is strongly recommended that students be provided with an orientation, either face-to-face or online.		
1.6 The self-introduction by the instructor is appropriate and available online (qm) and students are asked to introduce themselves to the class. (qm)		
1.7 Clear instructions are given to the student on how to view course announcements and/or changes to the Course Syllabus.		
2: Learning Outcomes (Competencies)	Yes	No
General Standard: Learning outcomes are clearly stated and explained. They assist students in focusing their effort in the course.		
2.1* Course Syllabus includes both the course-level General Learning Outcomes and the module or unit-level Specific Learning Outcomes as stated in the BC official Course Outline http://www.broward.edu/ext/CourseOutlines.jsp .		
2.2* The course-level General Learning Outcomes are measurable. (QM)		
2.3* The module or unit-level Specific Learning Outcomes are measurable and consistent with the course-level General Learning Outcomes. (QM)		
2.4* All learning outcomes are stated clearly and written from students’ perspective. (QM)		
2.5* Instructions to students on how to achieve the learning outcomes are adequate and stated clearly. (QM)		

3: Assessment and Measurement		
General Standard: Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning outcomes, and are designed to be integral to the learning process.	Yes	No
3.1* The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources. (QM)		
3.2* The course grading policy is stated clearly with points and/or percentage schemes. (QM)		
3.3* Specific and descriptive criteria, such as grading rubrics, are provided for the evaluation of students' work and participation. (QM)		
3.4* Assessments and assignments are linked to module/unit learning outcomes and include due dates and policy on late submissions.		
3.5* The grade book in the Learning Management System should be made available to students for prompt feedbacks.		
3.6* Academic Dishonesty Policy is included and clearly stated in Course Syllabus.		
3.7* For high-stake assessments, every measure should be taken to assure the integrity of student work, such as student identification, use of proctored test centers, and time limits.		
4: Resources and Materials		
General Standard: Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes and are prepared by qualified persons competent in their fields.	Yes	No
4.1* The instructional materials are current and contribute to the achievement of the stated course and module/unit-level learning outcomes. (QM)		
4.2* The relationship between the instructional materials and learning activities is clearly explained to the student. (QM)		
4.3* All resources and materials used in the course are appropriately cited and are free from copyright infringement. (qm)		
4.4 BC Copyright statement is located in the footer on the Course Homepage.		
4.5 Wherever appropriate, the course content is organized into Learning Modules and laid out in a weekly or modular structure.		
4.6 If publisher content is used, it should reside within BC's Learning Management System.		
5: Learner Engagement		
General Standard: Meaningful interaction between the instructor and students, among students, and between students and course materials is employed to motivate students and foster intellectual commitment and personal development.	Yes	No
5.1* Learning activities promote the achievement of stated Learning Outcomes. (QM)		
5.2* Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction. (QM)		
5.3* Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade postings, etc.). (qm)		
5.4* Etiquette expectations (sometimes called "netiquette") for online discussions, email		

and other forms of communication are clearly stated. (qm)		
5.5 The requirements for student interaction, such as participation in discussions, are clearly articulated. (qm)		
5.6 Students are required, whenever possible, to use the course email within the Learning Management System for communication.		
6: Course Technology	Yes	No
General Standard: Course navigation and technology employed in the course foster student engagement, and ensure access to instructional materials and resources.		
6.1* The tools and media support the achievement of Learning Outcomes and are appropriately chosen to deliver the course content. (QM)		
6.2* The tools and media support student engagement and guide the student to become an active learner. (QM)		
6.3* Navigation throughout the online components of the course is logical, consistent and efficient. (QM)		
6.4 Students have ready access to technologies required in the course. (qm)		
6.5 All content pages and web links work properly.		
7: Learner Support	Yes	No
General Standard: Courses facilitate student access to instructional services essential to student success.		
7.1* Help Desk and technical support information is clearly posted on the Course Homepage or clearly articulated in the Course Syllabus. (qm)		
7.2* Information is provided on how students can access BC's academic support services such as library resources, tutoring services, and testing centers. (qm)		
7.3 Students are required to complete a course evaluation at the end of the course.		
8: Accessibility	Yes	No
General Standard: The face-to-face and online course components are accessible to all students.		
8.1* The course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility in online and blended/hybrid courses. (QM)		
To meet this standard, a course should: <ul style="list-style-type: none"> - include a statement or a web link that tells students how to gain access to BC's Office of Disability Services. - employ an ADA-compliant Learning Management System, such as Blackboard. 		