Assuring Online Course Quality Through Customized Minimum Course Standards Stinivacan S. Lewis D. Lonez S. Lee, S. J., & Trail, T.

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BEFORE

- Variation in Course Quality
- Lack of guidelines for Instructor
- Lack of guidelines for Instructional Designers
- Student feedback
- Administrative challenges

AFTER

- Course Quality Consistency
- Guidelines/Directions for Instructors
- Guidelines/Road map for Instructional Designer
- Positive Student Feedback
- Influence Administrative Policies
- Exceed Minimum Standards
- Examples of Best Practices



SCALE: 2.1 Performance Objectives (A) Accomplished- Successful implementation of minimum standard (NW) Needs Work- Successful implementation of minimum standard is not currently evident Minimum Standard(s) (NA) Not Applicable- Minimum standard does not apply to this course

				(IVA) INOLAPPIICABLE- Minimum standard does not apply to this course	
A	NW	NA	Standard	Criteria	
			a. Each 'lesson' includes measureable performance objectives	Objectives include audience, measurable behavior, criteria and condition	
			b. Lesson performance objectives are aligned and are aligned and limited to course goals	Objectives address only course outcomes listed in course goals.	
			c. Performance objectives are written at the appropriate level	Objectives are written to address various and appropriate cognitive levels. See <u>Action Verbs for Blooms Taxonomy</u>	
Exceptiona	l (Optio	nal)			
			d. Performance objectives aligned to meet	If applicable, effort is taken to align performance objectives to known national	

national/professional standards/competencies *professional standards or competencies. EX.ASPH MPH Competencies*

1. Research

3. Institutional Need

5. Instructional Designer Expertise

7. Custom Standards

2. Best Practices

4. Faculty Input

6. Leadership Endorsement 8. Continuous Quality Improvement

3.4. Pacing

3.5. Instructional Media



1. Course Overview and Introduction

1.1. Syllabus

1.2. Expressed Expectations/Communication

4. Interaction and Collaboration

4.1. Interaction

4.2. Collaboration (Grouping)

2.Instructional Elements

2.1. Performance Objectives

2.2. Course Content and Learning Resources

2.3. Course Organization

5. Assessment and Feedback

- 5.1. Learning Activities (Practice)
- 5.2. Assessment
- 5.3. Feedback

3. Course Design

3.1. Delivery

3.2. Consistency / Accuracy

3.3. Visual Design

6. Course Evaluation

6.1. USF Course Evaluation

LESSONS LEARNED

- Sensitivity to Language
- Time and Resources to Develop as a Team
- Periodically Update Document

CHALLENGES

- Faculty Adoption Continuous Quality Improvement
- Reassess Document for Clarity and Purpose
- Lack of reward system

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