Essential Quality Standards 2.0

Course Information Standards

- A course outline/syllabus and course description is provided.
- Learners are informed of the ways in which they can communicate with the instructor.
- Learning outcomes/objectives are achievable, measurable, relevant, clearly stated, and concise.
- The grading information is presented to the learners at the very beginning of the course, and is easily accessible throughout the course.
- The respective roles of the instructor and the learners in the course in achieving the learning outcomes/objectives are explained.

Organization Standards

- The learning path guides learners through the entire course. It explains the learning activities and how they are to be used to fulfill the learning outcomes/objectives.
- The learning material is organized to show learners the relationship of the course components to the achievement of the learning outcomes/objectives.
- Learners are informed of the time commitment expected for them to complete all the learning activities.

Pedagogy Standards

- Instructions for all activities, graded and non-graded, are clear and complete.
- Learners are provided clear details of the marking criteria that will be used for all graded activities.
- Interactive activities are incorporated into the course, all of which facilitate deeper understanding of the content.
- Instructional strategies are designed to be compatible with learners' different interests, learning needs and preferences.
- Formal and informal feedback to learners is incorporated throughout the course.

Writing Standards

- The content is free of bias related to age, culture, ethnicity, sexual orientation, gender, or disability.
- The positive tone of the writing contributes to a supportive learning environment.
- All academic content in the course is appropriately cited to give credit to others' ideas and to model appropriate academic practice for learners.
- The language is clear and readily comprehensible.
- The course uses correct grammar, punctuation, and spelling.

Resource Standards

- Learning materials are current.
- The authority of learning materials is apparent.
- Learners are provided with various types of learning materials.
- A list of learner support resources with links to the sources is provided.
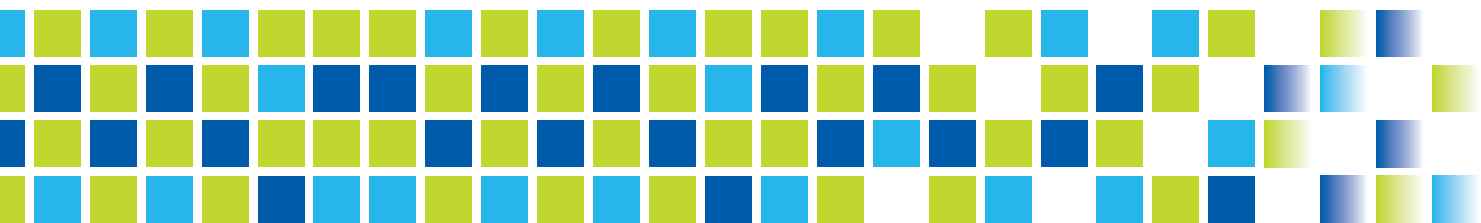
Web Design Standards

- The course elements use a logical and consistent structure and design format.
- The course is designed to facilitate legibility and readability.
- Navigation throughout the course is consistent, predictable and efficient.

Technology Standards

- Multimedia functions well. The course uses basic hardware, and free software plug-ins where required. Learners are informed of any specialized technology requirements.
- An orientation to the delivery technologies used in the course is provided.

Revised February 22, 2017

The current eCampusAlberta Quality Suite Rubric and Essential Quality Standards are the result of considerable research and evolution of the standards originally developed in 2000. Elements of the Quality 2.0 suite were developed through significant consultation and review and analysis of many provincial, national and international standards.

A formal comparison was also done with the *Campus Alberta Quality Council Program Quality Assessment Standards* and the *Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes*. These are the standards followed by Alberta post-secondary institutions.

eCampusAlberta would like to thank the member institutions for their assistance with the development and adoption of these standards.

For more information about eCampusAlberta and the e-Learning Rubric, please visit our website at **www.eCampusAlberta.ca/rubric** or e-mail us at: **info@eCampusAlberta.ca**
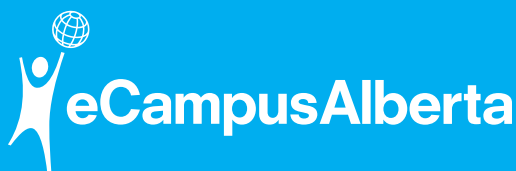
eCampusAlberta has introduced 27 Essential Quality Standards (EQS) for online curriculum development and delivery.

These standards are a sub-set of the e-Learning Rubric, a tool designed to ensure quality standards in online education.

EQS are a requirement of all curricula developed through the Online Curriculum Development Fund (OCDF).

eCampusAlberta consortium members are determined to provide students with online learning experiences of uniform excellence.

Revised February 22, 2017

eCampusAlberta