City College E-Learning Workshop Notes
MSUB Core Principles of Quality

Participants

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How to find the MSUB Core Principle
- Go to msubillings.edu
- Click the "D2L" link in the gray bar at the upper right
- Click the "Faculty" picture. Brings you to:
  https://www.msubillings.edu/elearning/faculty/faculty.htm
- Click the "Core Principles" tab

Workshop Plan
- Talk through the core principles and what they mean to us
- Share best practice for how we implement these practice
- Answer any other learning or new employee questions people have

The Core Principles (abbreviated)
- The overall design of the course, navigational information, as well as course, instructor, and student information are made clear to the student at the beginning of the course.
- Navigational instructions make the organization of the course easy to understand.
- Statement introduces course, technology, instructor, and student expectations at the beginning of the course.
- Learning outcomes are clearly defined and explained. They help the student focus on learning activities.
- Course learning outcomes are clearly defined and measurable.
- Module/unit outcomes are consistent with course-level outcomes and are measurable.
- Assessment strategies use established ways to measure effective learning, are aligned to the learning outcomes, and are designed as essential to the learning process.
- Assessment strategies use established ways to measure effective learning, are aligned to the learning outcomes, Grading policies are clearly stated.
- Specific and descriptive criteria are provided for the evaluation of students' work and participation.
- All courses, regardless of mode of delivery, require the same level of rigor, appropriate to the academic discipline and the level of the course.
- Instructional materials are sufficiently comprehensive to achieve course outcomes and learning outcomes.
- Instructional materials support the stated learning outcomes.

- Instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.
- The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment, and personal development.
- The learning activities promote the achievement of stated learning outcomes
- Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction
- Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)
- Technology used in the course should enrich instruction and foster learner interactivity.
- The tools and media support the learning outcomes, and are appropriately chosen to deliver the content of the course.
- The technology choices used in the course should include various modes of interaction to facilitate instructor presence and to accommodate various learning preferences.
- The course materials, interactions, and policies are designed to accommodate all students.
- The course implements strategies that make materials available to diverse learners.