

Moravian College's Quality Standards for Online Courses

Checklist

1. Course Overview

- I have included instructions on how to get started and where students can find the different components of the course. ([Short Demo](#))
 - I have introduced learners to the purpose and structure of the course.
 - I have submitted the syllabus and published the syllabus in the portlet in CANVAS.
 - I have linked or stated the institutional policies with which the learner is expected to comply. (Imported Module, Standard 7).
 - I have linked or stated clearly an [etiquette expectations statement for online](#) discussions, email, and other forms of communication.
 - I have provided students with minimum technology requirements and instruction on their use (this may be a link to a support site, guides or video tutorials as provided in Imported Module, Standard 7).
 - I have provided a clear statement on minimum technical skills expected of the learner.
 - I have provided the instructor's contact information, office hours and instructions on how to access and attend online office hours.
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2. Learning Objectives

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

3. Assessment and measurement

- The assessments measure the stated learning objectives or competencies.
- The course grading policy is stated clearly.
- Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

4. Instructional Materials

- Instructional materials contribute to the achievement of the stated course and module/unit objectives or competencies.
- 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

- The learning activities promote the achievement of the stated learning objectives or competencies.
- Learning activities provide opportunities for interaction that support active learning.
- The instructor's plan for classroom response time and feedback on assignments is clearly stated.

6. Course Technology

- The tools used in the course support learning objectives or competencies.
 - Course tools promote learner engagement and active learning.
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7. Student Support (Import Module)

- I have provided students with a link or instructions to the technical support offered and how to obtain it.
- I have provided students with a link or a clear statement of Moravian's institution's accessibility policies and services.
- I have provided students with a link or an explanation of how Moravian's academic support services and resources can help them succeed in the course and how they can obtain them.
- I have provided students with a link or an explanation of how Moravian's student services and resources can help them succeed and how they can obtain them.

8. Learner Accessibility and Usability

- I have designed the course with a structure that is easy to navigate.
- I have provided information to students about the accessibility of all technologies required in the course.