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.
- ❏ 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 provided the instructor's contact information, office hours and instructions on how to access and attend online office hours.
- ❏ I have included a self-introduction.
- ❏ I have linked or stated the institutional policies with which the learner is expected to comply.
- ❏ I have provided students with minimum technology requirements and instruction on their use (this may be a link to a support site).
- ❏ I have provided a clear statement on minimum technical skills expected of the learner.

2. Learning Objectives

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

3. Assessment and measurement

- ❏ The assessments measure the stated learning objectives.
- ❏ 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.
- ❏ 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.
- ❏ 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.
- ❏ Course tools promote learner engagement and active learning.

7.   Student Support

- ❏ 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 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.
- ❏ My course design facilitates readability.
- ❏ The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
- ❏ I have provided information to students about the accessibility of all technologies required in the course.