**Section 1: *Course Overview and Introduction***

**1a** Gives students instructions how to get started and shows them how to access to schedule, calendar, and syllabus

**1b** Provides a course description that includes purpose and format of course and prerequisites

**1c** Provides instructor contact info, a brief biography, availability information, and a picture for students

**1d** States etiquette expectations for online discussions, email, and other communication

**1e** Defines academic integrity and provides links to institutional policies

**1f** Tells students what technical competencies are required for the course

**Section 2: *Assessment and Evaluation of Student Learning***

**2a** Provides course SLOs (**S**tudent **L**earning **O**utcomes/**O**bjectives) that are specific, well-defined, and measurable

**2b** States grading policy clearly

**2c** Makes sure assessments measure SLOs

**2d** Provides assessments that are sequenced, varied, and appropriate to the student work being assessed

**2e** Provides multiple opportunities for students to receive feedback to check their progress

**2f** Provides multiple opportunities for students to provide feedback on their learning and on the course

**Section 3: *Instructional Materials and Resources Utilized***

**3a** Shows how students acquire course materials in advance

**3b** Tells whether materials are required or recommended

**3c** Demonstrates how materials relate to course and module learning objectives

**3d** Gives students options on how to acquire course materials

**3e** Uses different types of instructional materials (doesn’t over-rely on text)

**3f** Cites all materials used in course

**Section 4: *Online Interaction and Community***

**4a** Gives students opportunity to introduce themselves at beginning of the class

**4b** Provides students with the information and resources they need to be a successful online learner

**4c** Makes it easy for students to navigate and interact with the course

**4d** Provides ways for students to interact frequently

**4e** Articulates modes and requirements for student interaction

**4f** Explains instructor’s role regarding instructor’s participation in the class

**Section 5: *Technology for Teaching and Learning***

**5a** Uses tools and media that support the SLOs

**5b** Uses tools and media to support student engagement and promote active learning

**5c** Tells students how and where to access the technologies used

**5d** Articulates acceptable formats for assignment completion and submission

**5e** Uses current course technologies

**Section 6: *Learner Support and Resources***

**6a** Shows where students can go to help for technical support and explains how this can help students succeed

**6b** Provides information on academic support services (e.g. library) and explains how these help them succeed

**6c** Provides information on student support services (e.g. registration) and explains how these help them succeed

**Section 7: *Accessibility and Universal Design***

**7a** Provides an accessibility policy (ADA compliant statement) of the course/institution and the LMS

**7b** Explains how the instructor will help students who have a registered disability

**7c** Provides course materials and file formats that are accessible

**7d** Makes sure tools within LMS and all third-party tools are accessible