

1. Course Overview and Introduction
2. Assessment and Evaluation of Student Learning
3. Instructional Materials and Resources Utilized
4. Instructional Design and Delivery
5. Technology for Teaching and Learning
6. Learner Support and Resources
7. Accessibility and Universal Design

Section 1. Course Overview and Introduction

- 1.1 Students are provided clear instructions to get started and access all course components.
- 1.2 Course description is provided in a manner that goes beyond catalog copy.
- 1.3 Instructor information is available to student and includes contact, biographical, and availability information, as well as picture.
- 1.4 Etiquette expectations for online discussions, email, and other forms of course communication are stated clearly.
- 1.5 Academic integrity is defined and expectations provided.
- 1.6 Prerequisite knowledge and competencies (if applicable) clearly stated.
- 1.7 A list of technical competencies necessary for course completion is provided, identifying and delineating the role the online environment plays in the total course.
- 1.8 Calendar of due dates and other relevant events is provided.

Section 2. Assessment and Evaluation of Student Learning

- 2.1 All Student Learning Outcomes (SLO) are specific, well-defined, and measureable.
- 2.2 Instructions for students to meet the SLO are adequate and stated clearly.
- 2.3 SLO are not just in bulleted list, but also integrated within respective assignments/assessments.
- 2.4 The course grading policy is stated clearly, along with scale and weights of respective assignments.
- 2.5 Demonstrates an understanding of the relationships between and among the assignments, assessments and standards-based learning goals.
- 2.6 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.
- 2.7 Students have multiple opportunities to measure their own learning progress.

Section 3. Instructional Materials and Resources Utilized

- 3.1 Students are given adequate notice to acquire course materials.
- 3.2 Syllabus lists whether textbooks are required or recommended.
- 3.3 For each required and recommended text, there is a brief statement as to its value/purpose.
- 3.4 When possible, students are given options in terms of how they acquire course materials.
- 3.5 The purpose of required instructional materials and how the materials are to be used for learning activities and meeting SLO is evident.
- 3.6 There is a variety of instructional material types, helping to engage students in the content, while not overly relying on one content type.
- 3.7 Audio and visual files used are clear in purpose and do not distract from outcomes.
- 3.8 The instructional materials present a variety of perspectives on the course content.
- 3.9 All resources and materials used in the course are appropriately cited.

Section 4. Instructional Design and Delivery

- 4.1 At the beginning of the course, students are provided with an opportunity to introduce themselves to each other as a way of encouraging community.
- 4.2 A variety of instructional delivery methods, accommodating multiple learning styles, is available throughout the course.
- 4.3 The selected tool for each activity is appropriate for effective delivery of the content.
- 4.4 Establishes and maintains ongoing and frequent teacher-student interaction, as well as student-student interaction.
- 4.5 Discussions are organized in clearly defined forums, threads, or communities.
- 4.6 The learning activities promote the achievement of the stated learning outcomes.
- 4.7 Learning activities provide opportunities for interaction that support active learning.
- 4.8 When requiring group work, a statement of the task is provided, with clear and concise outcomes that are appropriate and reasonable.
- 4.9 Rules for forming groups and assigning roles are clearly stated.
- 4.10 Benchmarks and expectations of group participation are clearly stated.
- 4.11 The modes and requirements for student interaction are clearly articulated.
- 4.12 Instructor's plan for response time and feedback on assignments is clearly stated.
- 4.13 Course abides by copyright and fair use laws.

Section 5. Technology for Teaching and Learning

- 5.1 The tools and media support the course learning objectives.
- 5.2 Course tools and media support student engagement and guide the student to become an active learner.
- 5.3 Navigation throughout the online components of the course is logical, consistent, and efficient.
- 5.4 Students can readily access the technologies required in the course.
- 5.5 The course technologies are current.

Section 6. Learner Support and Resources

- 6.1 Instructor states their role in the support process.
- 6.2 The course instructions articulate, or link to, a clear description of the technical support offered and how to access it.
- 6.3 Course instructions articulate, or link, to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.
- 6.4 Course and institutional policies to which students are expected to comply are clearly stated and/or links to current policies provided.

Section 7. Accessibility and Universal Design

- 7.1 Course instructions articulate or link to the institution's accessibility policies and services.
- 7.2 The course employs accessible technologies: course environment, communications, instructional materials, and assessments.
- 7.3 The course design facilitates readability and minimizes distractions.
- 7.4 The course design and materials accommodate the use of assistive technologies.
- 7.5 The instructor's plan for response time and feedback on assignments is clearly stated.
- 7.6 Adapts and adjusts instruction to create multiple paths to learning objectives.