1.1 Introduction
How does the instructor use the course environment to provide clear and detailed directions for students to begin accessing all course components?

1.2 Introduction
How does the instructor clearly communicate the their contact information, office hours, biography, and a picture for students to access?

1.3 Introduction
How does the course description define the purpose, prerequisites, competencies, and format of the course?

1.4 Introduction
How does the instructor establish etiquette expectations for digital communication among students?

1.5 Introduction
Does the course include links to the campus academic integrity policy and code of ethics statement?

1.6 Introduction
Does the course include information about technical competencies necessary for course completion?
1.7 Introduction
How does the instructor provide examples of prior student work and allow students to ask questions about them?

1.8 Introduction
How does the instructor ask students to share their initial learning goals about why they are taking the course and its relevance to their academic degree and career goals?

2.1 Assessment
How does the course communicate course-level and lesson-level objectives to students as manageable, meaningful and measurable tasks?

2.2 Assessment
What is the grading policy and what does it cover? Are expectations clearly stated to students?

2.3 Assessment
How do the learning activities, both graded and un-graded, promote achievement of the student learning outcomes?

2.4 Assessment
Are course assessment instruments, such as rubrics, detailed? Do they allow students to demonstrate achievement of the learning outcomes?
<table>
<thead>
<tr>
<th>2.5 Assessment</th>
<th>2.6 Assessment</th>
<th>3.1 Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the instructor provide multiple forms of frequent and regular feedback to students? Are students supported in using the feedback effectively?</td>
<td>How does the instructor periodically solicit feedback from students about the course in order to make improvements?</td>
<td>Does the instructor provide students with adequate notice and time to acquire course materials?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3.2 Materials</th>
<th>3.3 Materials</th>
<th>3.4 Materials</th>
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<tbody>
<tr>
<td>Does the instructor clearly differentiate materials as required or recommended in the syllabus and/or the...</td>
<td>How does the instructor communicate the purpose of each material and how it relates to the activities, objectives, and overall student success?</td>
<td>Does the instructor provide open educational resources for students as alternatives to traditional textbooks? If so, what are they?</td>
</tr>
</tbody>
</table>
3.5 Materials
How do the course materials expose students to multiple perspectives and types of instructional materials?

3.6 Materials
Does the instructor model academic integrity by citing all resources and materials used throughout the course?

4.1 Interaction
How does the course help students build a sense of community at the beginning of the course?

4.2 Interaction
How is information provided regarding being a successful learner/student?

4.3 Interaction
Is navigation throughout the online components of the course logical, consistent and efficient?

4.4 Interaction
How does the instructor facilitate active learning, that encourages frequent and ongoing peer-to-peer engagement?
4.5 Interaction
How does the instructor clearly communicate the modes and outcomes for student interaction and participation in each assignment?

4.6 Interaction
How does the instructor support, facilitate, and manage student participation, while letting students take reasonable ownership of their interaction?

4.7 Interaction
How do course learning activities allow students to grasp fundamental concepts, then apply and analyze what they have learned using real-world problem solving?

5.1 Facilitation
How does the instructor give students feedback about areas of agreement and disagreement on course topics, while acknowledging respective viewpoints where applicable?

5.2 Facilitation
How does the instructor help students understand the importance of course topics and activities, and how they relate to practical experiences?

5.3 Facilitation
How does the instructor present course material so that it is active and engaging for students?
10.1 Mobile Readiness
Are pop-up screens, moving text, large images or long headings/labels excluded from general course content?

10.2 Mobile Readiness
Can audio and video content be displayed easily on multiple platforms such as PCs, tablets, and mobile devices?

10.3 Mobile Readiness
How does the design of the course reduce the number of steps required to reach primary content?

10.4 Mobile Readiness
How does the instructor curate course content to ensure ease of student access on mobile devices?
5.4 Facilitation
How does the instructor provide opportunities for students to explore new course topics that they are interested in?

5.5 Facilitation
What methods does the instructor and course use to keep discussions focused on relevant issues?

5.6 Facilitation
Does the instructor provide meaningful and timely feedback to student work?

5.7 Facilitation
What tools does the instructor use to communicate with students about important course goals, topics, and opportunities?

5.8 Facilitation
How does the instructor remind students of due dates, assignment durations, and generally keep them on track?

6.1 Technology
How do the technology tools used in the course support students in meeting learning outcomes?
6.2 Technology
What Learning Management System tools does the course use to enhance student learning?

6.3 Technology
How do the technology tools used in the course enable student engagement and active learning?

6.4 Technology
How does the instructor inform students about the costs and purchasing associated with required technology solutions?

6.5 Technology
What are examples of the different formats that students can submit work? Do they allow for expression of learning outcomes from multiple perspectives?

7.1 Resources
How does the instructor define their role in supporting students? Does the instructor provide links/describe the campus student support services?

7.2 Resources
Does the instructor include links to campus technical support and how students should access it?
7.3 Resources
What links to campus and community support services does the instructor include to help students? (Library, tutoring, training, etc.)

7.4 Resources
Where in the course can students find links to campus psychological and counseling services, advising, or health services?

8.1 Accessibility
Does the course or syllabus contain links to the campus accessibility policy?

8.2 Accessibility
How does the instructor support a wide range of learning styles, preferences, and abilities?

8.3 Accessibility
Does the instructor provide information and links to campus disability support services?

8.4 Accessibility
How is the instructor’s role in supporting students with disabilities clearly communicated?
8.5 Accessibility
Does the course follow best practices for accessibility, such as using effective formatting, alternate text, and machine-readable documents? Are videos captioned when feasible or required?

8.6 Accessibility
Does the course use any third-party tools that are not officially supported, nor verified as accessible by the campus?

9.1 Wrap Up
How does the instructor provide students opportunities to ask questions as a form of closure and foster insight into their accomplishments?

9.2 Wrap Up
How does the instructor provide students with feedback about their learning progression throughout the semester?

9.3 Wrap Up
How does the instructor provide opportunities for students to reflect on their learning and connect to meeting learning outcomes?