| Course Overview and Introduction | □ The course contains some type of “Getting Started” module which includes the following:  
   |   |   | □ Instructor welcome and self-introduction.  
   |   |   | □ Clearly stated course description and goals.  
   |   |   | □ Course syllabus.  
   |   |   | □ Current and multi-modal instructor contact information with clear standards for response and availability (turn-around time for email, grades posted, virtual office hours, etc.)  
   |   |   | □ Minimum technology requirements, student skills, and prerequisite knowledge.  
   |   |   | □ Required instructional materials list with information about coordination with the bookstore.  
   |   |   | □ An activity through which the students introduce themselves to the class. |
| Goals and Objectives | □ Goals and objectives are clearly communicated and reflect desired learning outcomes.  
   |   | □ Goals and objectives are written in measurable outcomes.  
   |   | □ Course content, learning activities, and assessments align with course goals and objectives. |
| Content | □ Content is chunked into manageable segments.  
   |   | □ Navigation through the course content is logical, consistent, and efficient.  
   |   | □ Content presentation modes are varied and enhanced with visual and auditory elements.  
   |   | □ The purpose of the course elements is clearly stated.  
   |   | □ Instructional materials contribute to the achievement of learning objectives. |
| Learner Engagement | □ It is clear how instructional strategies will enable students to reach course goals and objectives.  
   |   | □ The course offers ample opportunities for interaction and communication, and includes student-to-student, student-to-instructor, and student-to-content interactions.  
   |   | □ Higher-order thinking (analysis, problem-solving, critical thinking) is expected of learners and explained with examples and models. |
| Course Technology | □ Tools and media support the learning objectives of the course and are appropriately selected to deliver course content.  
   |   | □ A variety of multimedia is incorporated into the course.  
   |   | □ The tools and media enhance student interactivity and promote active learning.  
   |   | □ Course technologies take advantage of available tools.  
   |   | □ Technologies required for this course are either provided or easily downloadable.  
   |   | □ Course tools and media are compatible with existing standards of delivery modes.  
   |   | □ Instructions on how to access resources at a distance are sufficient and easy to understand. |
| Assessment | □ Assessments are aligned to learning objectives.  
<p>|   | □ Clear criteria are provided (rubrics, models of good work, examples) for evaluation of student work. |</p>
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| Learner Support | - The course contains contact information for (or links to) academic and technical support services.  
- The course provides links to tutorials and resources that answer basic questions related to the course management system, course-related technology, research, writing, etc. |
| Accessibility | - Links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find.  
- The course provides equivalent alternatives to auditory and visual content.  
- Web pages have links that are self-describing and meaningful. |
| Feedback     | - The course contains an evaluation that allows students to give feedback on the design and delivery of the course. |