Name of Course:

Name of Instructor(s):

Reviewed By:

Date:

| **Standard** | **Description** | **Alignment (Full, Partial, Non)** | **Suggestions** |
| --- | --- | --- | --- |
| Overview and Introduction | 1.1 Instructions make clear how to get started and where to find various course components. |  |  |
|  | 1.2 Learners are introduced to the purpose and structure of the course. |  |  |
|  | 1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated. |  |  |
|  | 1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided. |  |  |
|  | 1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. |  |  |
|  | 1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated. |  |  |
|  | 1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated. |  |  |
|  | 1.8 The self-introduction by the instructor is professional and is available online |  |  |
|  | 1.9 Learners are asked to introduce themselves to the class. |  |  |
| Learning Objectives (Competencies) | 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. |  |  |
|  | 2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. |  |  |
|  | 2.3 Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course. |  |  |
|  | 2.4 The relationship between learning objectives or competencies and learning activities is clearly stated. |  |  |
|  | 2.5 The learning objectives or competencies are suited to the level of the course. |  |  |
| Assessment and Measurement | 3.1 The assessments measure the achievement of the stated learning objectives or competencies. |  |  |
|  | 3.2 The course grading policy is stated clearly at the beginning of the course. |  |  |
|  | 3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work, and their connection to the course grading policy is clearly explained. |  |  |
|  | 3.4 The assessments used are sequenced, varied, and suited to the level of the course. |  |  |
|  | 3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback. |  |  |
| Instructional  Materials | 4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies. |  |  |
|  | 4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained. |  |  |
|  | 4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials. |  |  |
|  | 4.4 The instructional materials represent up-to-date theory and practice in the discipline. |  |  |
|  | 4.5 A variety of instructional materials is used in the course. |  |  |
| Learning  Activities and  Learner  Interaction | 5.1 The learning activities promote the achievement of the stated learning objectives or competencies. |  |  |
|  | 5.2 Learning activities provide opportunities for interaction that support active learning. |  |  |
|  | 5.3 The instructor’s plan for interacting with learners during the course is clearly stated. |  |  |
|  | 5.4 The requirements for learner interaction are clearly stated. |  |  |
| Course  Technology | 6.1 The tools used in the course support the learning objectives or competencies. |  |  |
|  | 6.2 Course tools promote learner engagement and active. |  |  |
|  | 6.3 A variety of technology is used in the course. |  |  |
|  | 6.4 The course provides learners with information on protecting their data and privacy. |  |  |
| Learner Support | 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. |  |  |
|  | 7.2 Course instructions articulate or link to the institution’s accessibility policies and services. |  |  |
|  | 7.3 Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course. |  |  |
|  | 7.4 Course instructions articulate or link to the institution’s student services and resources that can help learners succeed. |  |  |
| Accessibility & Usability | 8.1 Course navigation facilitates ease of use. |  |  |
|  | 8.2 The course design facilitates readability. |  |  |
|  | 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. |  |  |
|  | 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners. |  |  |
|  | 8.5 Course multimedia facilitate ease of use. |  |  |
|  | 8.6 Vendor accessibility statements are provided for all technologies required in the course. |  |  |