### 1. COURSE OVERVIEW AND INFORMATION
- **1.** Course includes Welcome and Getting Started/START HERE content.
- **2.** An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.
- **3.** A printable syllabus is available to learners (PDF, HTML).
- **4.** Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.
- **5.** Course provides access to learner success resources (library resources, technical help, orientation, tutoring).
- **6.** Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.
- **7.** Course provides contact information for instructor, division chair, and academic dean.

### 2. COURSE TECHNOLOGY & TOOLS
- **8.** Requisite skills for using technology tools (websites, software, hardware, mobile accessibility) are clearly stated, accessible and supported with resources. Any tools not being utilized are removed from the course.
- **9.** Technical skills required for participation in course learning activities scaffold in a linear manner (orientation, practice, and application - where appropriate).
- **10.** Course includes links to privacy policies for technology tools.
- **11.** Any technology tools meet accessibility standards.

### 3. DESIGN AND LAYOUT
- **12.** Large blocks of information are divided into manageable sections with ample white space around and between the blocks.
- **13.** There is enough contrast between text and background for the content to be easily viewed and is an accessible font.
- **14.** Instructions are provided and well written.
- **15.** Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.
- **16.** Flashing and blinking text are avoided.
- **17.** When possible, information is displayed in a linear format instead of as a table.
- **18.** Tables are accompanied by a title and summary description with assigned header rows and columns.
- **19.** All sidebars are simple and take into consideration accessibility.

### 4. CONTENT AND ACTIVITIES
- **20.** Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.
- **21.** Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.
- **22.** Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.
- **23.** Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.
- **24.** A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).
- **25.** Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.
- **26.** Hyperlink text is descriptive and makes sense when out of context (avoid using "click here"). Underlining is not used except for hyperlinks.

### 5. INTERACTION
- **27.** Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).
- **28.** Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).
- **29.** Instructor provides opportunities for regular and substantive instructor initiated interaction with learners.
- **30.** Course offers opportunities for learner to learner interaction and constructive collaboration.

### 6. ASSESSMENT AND FEEDBACK
- **31.** Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.
- **32.** Course includes frequent and appropriate methods to assess learners’ mastery of content.
- **33.** Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplars, etc.). A link to the gradebook is provided in the course menu.
- **34.** Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.). A link to the gradebook is provided in the course menu.
- **35.** Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.
- **36.** Learners have multiple opportunities to provide descriptive feedback on course design, course content, and course experience.