1. Course Overview and Introduction	
Instructions on where to begin the course and how to proceed are provided	- Create a "Getting Started" section where it can be found easily - Explain to students what to do first to get started in the "Getting Started section - Post a course announcement welcoming students to the course - Post the course syllabus - Provide clear instructions on how to navigate the course
The instructor provides a self-introduction (may include background, professional interests, etc.)	- Write or record your introduction - May include background, professional interests, etc. - Post your introduction in the getting started section
The instructor provides a course introduction (may include course overview, assessment, tips for success, etc.)	- Explain to students how the course works and what they need to do to be successful in the course. - May include course overview, assessments, tips for success, etc.
Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the disciple, are clearly stated	- State or link to the following information on the syllabus: - hardware and software requirements, - required competencies and skills, - prerequisites, if any
Netiquette expectations with regard to discussions and email are provided	Discuss netiquette expectations in the "Getting Started" section or include in syllabus
2. Course Structure/Objectives/Assessments	
Course is organized in an intuitive, coherent, or chronological manner	- Divide content into manageable "chunks" and organize them into distinct units, modules, or lessons - Arrange the flow of content in a logical, predictable fashion - Use suitable words to label course menus - Label learning units in a way that helps students understand their location in the course
Design elements are consistent throughout the course (e.g. page format, lesson structure, course/layout design elements are consistent)	- Use appropriate mechanisms in Blackboard (folders, pages, links, etc.) to present content - Hide/delete items in the main navigation menu on the left that you do not use for clarity and ease of navigation - Use same color, font, and size for similar types of text (I.e., heading, subheading, and body)
Instructional materials (e.g. presentations, documents, videos, podcasts, audio files, etc.) are consistently organized	- Post instructions for each unit where they are clearly visible - Arrange materials in sequence - Avoid multiple clicks to open materials - Provide materials in a variety of forms
Learning outcomes or objectives, suited to the level of the course, for each unity/module are provided	- Post measurable learning outcomes at the beginning of each unit/module - Clearly communicate and describe the intended learning outcomes
Assessments appear to be aligned with the stated learning outcomes	Verify assessments measure student learning as specified in the learning outcomes/objectives
The course provides clear deadlines required for task completion	- Provide specific deadlines (date and time) for all graded activities and assignments - Indicate time limit for tests - Identify high-stake assignments and scope/time for completion
At least three type of assessment, suited to the level of the course, are used in the course (e.g. test, paper, discussions, individual project, group project, peer review, presentation, portfolio, etc.)	- Use a variety of assessment strategies - Use a variety of assessment types (e.g. test, paper, discussion, individual project, group project, peer review, presentation, portfolio, etc.)

3. Collaboration & Interaction/Learner Engagement	
The instructor provides opportunities for student-student and student-instructor interaction	• Use a variety of learning activities • Verify interactive activities align with learning objectives • Provide avenues for students to interact without instructor's presence
Students have a chance to learn about each other (e.g. icebreaking activity, experience sharing, water cooler discussion, etc.)	• Establish a friendly, welcoming environment for sharing and collaboration • Include peer interaction in assignments • Use activities that encourage students to collaborate in order to achieve a goal • Use activities that build toward mastery
The instructor provides clear guidelines and expectations for appropriate participation in collaborative activities	• Communicate clear expectations for student participation in the syllabus • Provide guidelines for interaction and a few examples • Provide a rubric or criteria on how participation is evaluated
The course indicates the instructor's methods and time frame of collecting and returning work	• Communicate in the syllabus communication expectations, grading expectations, and rigor requirements
4. Resources & Materials	
Test is sharp and clearly legible	• All text and scanned reading are clear and of readable font size
Good quality images and/or charts are used to support or enhance learning	• Resize graphics to fit standard computer screens, 1,000 pixels maximum with • Graphics are not blurry or disproportionally sized • If used, graphics help enhance learning
Audio content is good quality (e.g. clear sound, audible volume)	• Use consistent equipment and volume settings when recording audio • Use a good microphone or headset for voice recording – do not use built-in microphone • Record in a quiet and noise-free (dogs, kids, etc.) environment • Publish video/audio in web-compatible formats such as mp4 (contact your instructional designer for more information)
Video content is good quality (e.g. clear picture, proper brightness, readable text if presented)	• Divide video into parts, no more than 15 minutes maximum length, to accommodate variations in student's web-access • If recording video, set camera on a tripod or desk to prevent motion or blurriness • Publish video/audio in web-compatible formats such as mp4 (contact your instructional designer for more information)
5. Course Technology	
Course files are optimized for the online learning environment (e.g. reasonable load time, fit well within screen)	• Use appropriate content types that make navigation simple • Use an item or page for instructions • Use streaming video (i.e.: YouTube) instead of downloadable file • Provide links to content wherever possible for ease of access
Educational technologies (e.g. multimedia, discussion forum, presentation tools, interactive lectures, polls, virtual meetings, etc.) are used effectively in order to enable active learning and/or support the learning community	• Use a variety of technologies to engage students • Use technology to facilitate student interaction and collaboration • Tools outside Blackboard include videoconferencing tools (i.e.: Zoom), collaboration tools (i.e.: GroupMs, Piazza, Slack, Wiggio), student response systems (i.e.: TopHat Socrative), social media and bookmarking (i.e.: Twitter, Pinterest)
Instructions to obtain required technologies and services (e.g. third-party software, web tools, headsets) are provided	• List required hardware and software on the syllabus • Include instructions and links to where students can obtain required technology
Support information is provided for required technologies	• Include contact information for required software and hardware support • Provide basic instructions on how to start using required technologies
Course-specific technology requirements are clearly identified	• Provide detailed setup and usage instructions in the "Getting Started" section • Provide download links in the syllabus or where appropriate

6. ADA Compliance/Accessibility	
All text content, including attached and/or linked pdf's, demonstrate sensitivity to readability issues (proper color contrast, sensitivity to color blindness, font fact, font size, white space, OCR-optimized, etc.)	• Use adequate font size and good color contrast • Use true text instead of image whenever possible • Provide appropriate alternative text (alt text) with each hyperlink • All pdf's are OCR-optimized (text in pdf documents cab be selected, copied and pasted)
All audio content has associated and accurate transcripts (accuracy rate must be at least 99% with correct punctuations)	• Include transcripts for audio or clear links to associated ADA materials for all audio files
All video content has associated and accurate closed captions (accuracy rate must be at least 99% with correct punctuation)	• Include time-synced closed-captions or time-synced interactive transcripts for video
All images have associated alternative text containing appropriate description and purpose	• Include alternative text contacting appropriate description and purpose for all images
Hyperlinks are either descriptive/self-explanatory ("click here" not used or have associated alternative text	• Include alternative text containing URL for all links
Course syllabus includes contact info for the UM Student Disability Services (SDS) office	• Include a section on Student Disability Services (SDS) offered by Ole Miss in your syllabus
7. Copyright Compliance	
If the instructor uses copyrighted content, permissions have been obtained OR a fair use evaluation has been made and documented stating the purpose and justification	• Obtain permission to use from owner if possible, or conduct a fair use evaluation of external content stating purpose and justification of using it • Retain all record of fair use/permissions
The course clearly cites sources whenever external materials are used	• Clearly indicate content that is not owned by you and credit appropriate sources
The course instructs students explicitly to use copyrighted content only for educational purposes (do not copy, download, distribute, etc.) and only for the duration of the course	• Include an explicit statement to use all copyrighted content only during the course duration and only for educational purposes in your course (recommended in Syllabus, Getting Started, or Student Resources)
8. Learner Support	
The course provides links to the institution's technical support and available academic support services	• Provide information about or links to UM's tech support (helpdesk@olemiss.edu) • Provide information about or links to UM's academic support services including Library Resources, Writing Center, Student Disability Services, Plagiarism & Academic Honesty, etc. (contact your Instructional Designer to obtain a complete list)
Course policies are clearly stated (e.g. grading policy, late work, missed assignments, attendance, assessments, plagiarism, etc.)	• Clearly communicate instructor's expectations of students • Clearly indicate what students can expect from their instructor • Course policies may include communication (email, discussion, best way to reach instructor), grading, late work, missed assignments, plagiarism, etc.
The course provides links to institutional policies (e.g. M-Book, IT Appropriate Use Policy, etc.)	• Link to M-Book, Appropriate Use Policy, Proctored Assessments Policy, Student Info & Privacy Policy, and Attendance Policy
Instructions on how to access remote resources are sufficient and easy to understand	• If you utilize external resources, include specific instructions on how to access and use them
Ancillary resources are available as part of the course content (i.e. supplementary materials to promote further learning are readily available)	• Provide specific web site, or brick and mortar location of resources • Link to UM Library resources where appropriate