

Quality Assurance (QA) Checklist Template

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Module 1

Course Content

Determine whether the course contains comprehensive information and resources for successful learning and meets appropriate ethical and legal requirements.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Course content and instructional materials support the achievement of stated course and module learning objectives (Quality Matters [QM], 2026).		X	Course wide: Assessment content is not clearly aligned with the stated learning objectives. Quiz questions assess concepts including emotional intelligence, interpersonal sensitivity, cultural competence, bias, discrimination, prejudice, and psychological resilience, while the stated objectives focus on explaining the value of teamwork and collaboration, connecting synergy and workplace productivity, and analyzing jobs involving teamwork. Revise the assessment and/or instructional content to establish clear alignment with the stated learning objectives.
Required and optional instructional materials are clearly identified, and learners are provided guidance on how the materials support learning activities (QM, 2026).	X		
Instructional materials appropriately identify sources and demonstrate proper permissions for use when applicable (QM, 2026).			Course wide: Source and permission information is not consistently provided for

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
			instructional materials. For example, the video does not display identifiable source, copyright, licensing, or permission information. Although the infographic identifies <i>Teamhood</i> as its source, permission or licensing information is not provided. Add complete source attribution and applicable copyright, licensing, or permission information for third-party instructional materials so appropriate use can be verified.
Course content and instructional materials reflect current theory and practice in the discipline, while appropriate seminal works may also be included (QM, 2026).	X		
The course provides a variety of relevant instructional materials and formats appropriate to the content and learners (QM, 2026).	X		
Learning objectives and/or outcomes are specific, measurable, and clearly defined (Online Learning Consortium [OLC], 2025).	X		
The course identifies all required learning materials, including required technology tools (OLC, 2025).		X	Course wide: The course does not clearly identify all required technology tools or technical requirements learners need to complete the course activities. Learners encounter multimedia, interactive activities, external resources, and a slide-presentation assignment, but the required technology or software needed to access and complete these activities is not specified. Add a clearly identified list of required technology tools and any applicable software or technical requirements so learners can prepare before beginning the course.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Course workload and content expectations are appropriate for the discipline and course level (OLC, 2025).	X		

Proofreading

Ensure the course is free of mechanical errors and consistent in voice.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Course materials are free of grammatical, spelling, and factual errors (OLC, 2025; Quality Matters [QM], 2026).		X	Course wide: Several proofreading and wording inconsistencies are present in the course materials. Conduct a comprehensive proofreading review to correct grammatical, spelling, punctuation, and wording errors and ensure terminology is accurate and consistent throughout the instructional materials, activities, assessments, and assignment.
Course instructions, directions, and expectations are clear and consistently worded (OLC, 2025; QM, 2026).		X	Course wide: Instructions and expectations are not consistently clear or complete. For example, the presentation assignment directs learners to "Submit your slide presentation," but does not provide a due date or clear submission process. Additionally, some course activities cannot be accessed or completed as directed, including the Discussion and sorting activity. Revise instructions to consistently communicate what learners must do, how and where they should complete or submit activities, and applicable completion expectations.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Course language avoids unnecessary jargon, unexplained terminology, and overly complex wording (QM, 2026).	X		
Course terminology and language are clear and understandable to diverse learners, including non-native speakers (QM, 2026).	X		

Module 2

Course Design

Ensure the course utilizes a logical progression of learning activities and engaging learner experiences.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Home page provides a brief course description or introduction, clear instructions for students, and guidance about where to begin (QM, 2026).	X		
The course provides a clear and logical progression of learning activities that supports achievement of the stated learning objectives (QM, 2026).		X	Course wide: The course presents instructional materials, activities, an assignment, and an assessment in a generally logical sequence; however, the progression is disrupted by inaccessible or nonfunctional learning activities. The Discussion returns an Access Denied message, and the sorting activity cannot be completed because the cards do not move. Additionally, some assessment content does not clearly connect to the stated teamwork objectives. Repair inaccessible and nonfunctional activities and review alignment among instructional content, activities, and assessments to create a clear

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	Yes	No	
			progression toward achievement of the learning objectives.
Learning activities are aligned with course and module learning objectives, assessments, instructional materials, and course tools (QM, 2026).		X	Course wide: The learning activities and instructional materials address teamwork, collaboration, synergy, and careers; however, alignment is inconsistent across the course. The final assessment includes questions on topics such as emotional intelligence, cultural competence, bias, discrimination, prejudice, and psychological resilience that are not clearly represented in the three stated learning objectives. Review the course alignment and revise the assessment and/or learning activities so each assessment item clearly measures content taught in the instructional materials and supports one or more stated learning objectives.
Learning activities provide opportunities for active learner engagement and interaction with course content (QM, 2026).	X		
Course tools and technologies are purposefully selected to support learning objectives and activities (QM, 2026).		X	Course wide: The course uses technologies intended to support learner engagement, including video, interactive activities, and online assessments; however, some tools do not function as intended. The sorting activity cannot be completed because the cards do not move, and the Discussion activity returns an Access Denied message. Review and test all course technologies from the learner view before course delivery to ensure each tool functions properly and supports completion of the intended learning activity.

Criteria		Criteria Met?		If No: Location and Summary of the Issue
		Yes	No	
The course provides a schedule that clearly identifies due dates for assignments and activities (OLC, 2025).			X	Course wide: The course does not provide a clearly identified schedule of due dates for assignments and activities. For example, the Careers and Teamwork presentation assignment does not display a due date. Add a course schedule or clearly display due dates within each applicable assignment and activity so learners can plan their work and understand when course requirements must be completed.
The course provides clear guidelines and opportunities for meaningful learner interaction (QM, 2026; OLC, 2025).			X	Discussion area: The course includes a Discussion intended to provide learner interaction; however, the activity is not currently accessible. The Discussion link in the Modules area returns an "Access Denied" message, preventing learners from participating. Restore learner access to the Discussion and verify that the activity includes clear participation expectations and guidelines for meaningful interaction.

Multimedia

Determine whether the course provides high-quality audio, video, and interactive elements.

Criteria		Criteria Met?		If No: Location and Summary of the Issue
		Yes	No	
Audio:	Audio is clear, intelligible, and of sufficient quality to support comprehension (QM, 2026).	X		

Criteria		Criteria Met?		If No: Location and Summary of the Issue
Yes	No			
	Audio-only content includes an accurate text transcript or equivalent alternative (QM, 2026).	NA	NA	NA
Video & Interactivity:	Videos and other multimedia are of appropriate quality and length (OLC, 2025).	X		
	Videos and animations include accurate captions or appropriate equivalent alternatives (QM, 2026).		X	The instructional video does not provide captions or an equivalent text alternative. Add accurate, synchronized captions to the video and provide an appropriate text alternative, such as a transcript, to ensure learners can access the spoken content.
Video & Interactivity:	Multimedia and interactive elements are easy to view, operate, and interpret across appropriate devices and platforms (QM, 2026).		X	The interactive sorting activity is not fully operable because the cards do not move when learners attempt to sort them. This prevents learners from completing the activity as intended. Repair or replace the interaction and test it across supported devices and platforms to ensure learners can successfully view, operate, and complete the activity.
Video & Interactivity:	Multimedia controls allow learners to control their interaction with the content when appropriate (QM, 2026).	X		
Images:	Images and graphics enhance instructional content without creating unnecessary distractions (QM, 2026).	X		
	Images and graphics are appropriately sized and clearly viewable (QM, 2026).	X		
Images:	Meaningful images and graphics include appropriate text alternatives, such as alt text or descriptions (QM, 2026).		X	The infographic does not include an appropriate text alternative, such as alt text or an equivalent description. Add concise, descriptive alt text that communicates the instructional purpose and essential information conveyed by the graphic so learners using

Criteria		Criteria Met?		If No: Location and Summary of the Issue
		Yes	No	assistive technology can access the same meaningful content.

Navigation and Technical Functionality

Ensure the course incorporates seamless navigation and functionality appropriate for the learner.

Criteria		Criteria Met?		If No: Location and Summary of the Issue
Course navigation is consistent, logical, and efficient, allowing learners to easily locate course content and activities (QM, 2026; OLC, 2025).			X	Course wide: Several navigation elements do not function as expected, preventing learners from efficiently accessing course content and activities. The Discussion and Assessment buttons on the Course Content page do not open as intended, the Discussion accessed through Modules returns an "Access Denied" message, the Course Syllabus link returns an availability error, and the Careers and Teamwork external link redirects learners to Google rather than the displayed College Board career resource. Repair and test all navigation paths and links from the learner's view to ensure course content and activities are consistently and efficiently accessible.
Links, files, and icons use clear, meaningful, and descriptive labels that communicate their purpose (QM, 2026).		X		
All internal and external course links are functional and free of broken links (QM, 2026; OLC, 2025).			X	Course wide: Multiple internal and external links do not function as intended. The Discussion link returns an "Access Denied" message, the Course Syllabus link returns an

Criteria	Criteria Met?		<i>If No:</i> Location and Summary of the Issue
	Yes	No	
			availability error, and the Careers and Teamwork external link directs learners to Google rather than the displayed College Board career resource. Additionally, the Discussion and Assessment buttons in the Course Content area do not open as expected. Repair or update all broken and misdirected links and test them from the learner's view to confirm they lead to the correct, accessible destinations.
Learners can easily identify their location within the course and return to the course home page (QM, 2026).	X		
Required technologies, hardware, software, applications, and other technical requirements are clearly identified for learners (QM, 2026).		X	Course wide: Required technology and technical requirements are not clearly identified for learners. The course requires learners to access multimedia and interactive content and create and submit a 5–10 slide presentation, but it does not specify the hardware, software, applications, browser requirements, or other technology needed to complete these activities. Add a clearly labeled Technology Requirements section identifying all required tools and any applicable system or software requirements so learners can confirm they have appropriate access before beginning the course.
Instructions or tutorials are provided to help learners access and use required course technologies (OLC, 2025).		X	Course wide: Instructions or tutorials for accessing and using required course technologies are not provided. Learners are expected to interact with multimedia and online activities and create and submit a slide

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
			presentation, but guidance for using the necessary technologies is not included. Add brief instructions, tutorials, or links to support resources for required technologies so learners can successfully access and complete course activities.
Learners are provided clear information about available technical support and how to access assistance (QM, 2026; OLC, 2025).		X	Course wide: The course does not provide clear information about available technical support or explain how learners can access assistance when experiencing technology-related problems. Add a clearly labeled Technical Support section that includes available support resources, contact information, and instructions for obtaining assistance with course technologies or access issues.

Module 3

Accessibility

Determine whether the course reflects the principles of universal design and ensures inclusivity and accessibility of all learners.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Course content and activities are designed using accessibility and Universal Design for Learning principles to reduce barriers for diverse learners (QM, 2026; OLC, 2025).		X	Course-wide Accessibility: The course contains accessibility barriers that limit equitable access for diverse learners. The instructional video does not include captions or an equivalent text alternative, the meaningful

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
			teamwork infographic lacks alt text, and the interactive sorting activity cannot be successfully operated. Apply accessibility and Universal Design for Learning principles throughout the course by providing equivalent alternatives for multimedia and visual content and ensuring interactive activities are accessible and operable for learners using different methods of access.
Text, documents, images, and course pages are designed in accessible formats that support diverse learners (QM, 2026; OLC, 2025).		X	Course-wide Accessibility: Some course materials are not provided in fully accessible formats. For example, the Teamwork infographic lacks a text alternative, and the instructional video does not provide captions or an equivalent text version. Review text, documents, images, and course pages for accessibility and provide accessible alternatives where needed so learners using assistive technologies can access equivalent course information.
Meaningful images, graphs, and other visual content include appropriate text alternatives or descriptions (QM, 2026).		X	Instructional Materials, Teamwork Infographic: The meaningful infographic does not include an appropriate text alternative or description. Add descriptive alt text or an equivalent text-based description that communicates the essential information and instructional purpose of the visual so learners using assistive technologies can access the same content.
Course documents use appropriate heading structures, accessible tables, and searchable/selectable text (QM, 2026).		X	Course-wide Accessibility: Course documents do not consistently meet accessibility requirements for document structure and

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
			content. Appropriate heading structures, accessible table formatting, and searchable/selectable text are not consistently implemented throughout the course. Review and remediate all course documents to ensure headings use proper built-in styles, tables include appropriate header structures, and text is searchable and selectable for learners using assistive technologies.
Color is not used as the sole method for communicating meaning, and text is sufficiently distinguishable from its background (QM, 2026).	X		
Multimedia provides equivalent means of access, such as accurate captions, transcripts, or audio descriptions when appropriate (QM, 2026; OLC, 2025).		X	Instructional Materials, Video: The instructional video does not provide equivalent means of access to the multimedia content. Captions are not available, and no transcript is provided. Add accurate, synchronized captions and a text transcript of the spoken content. Provide audio descriptions when necessary for meaningful visual information that is not communicated through the narration.
The course provides an accessibility statement and clear information explaining how learners can request accommodations (OLC, 2025).		X	Course-wide Accessibility: The course does not provide an accessibility statement or clear information explaining how learners can request accommodations. Add a clearly labeled Accessibility and Accommodations section that includes the institution's accessibility statement, instructions for requesting accommodations, and appropriate contact information or links to accessibility support services.

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	Yes	No	
The course provides multiple pathways for learners to meet learning objectives when appropriate (OLC, 2025).		X	Course-wide Accessibility: The course does not provide multiple pathways for learners to demonstrate achievement of the learning objectives when appropriate. Learners are generally required to complete activities and assessments in a single prescribed format, including the slide presentation assignment. Consider providing appropriate alternative methods for learners to demonstrate achievement, such as allowing equivalent presentation formats or accessible alternatives to interactive activities, while maintaining the same learning objectives and assessment standards.
Course content includes examples that represent a range of learner backgrounds (OLC, 2025).	X		
Course pages and documents use a logical heading hierarchy (e.g., Heading 1, Heading 2, Heading 3) using built-in heading styles to support navigation and accessibility (QM, 2026).		X	Course-wide Accessibility: Course pages and documents do not consistently use a logical heading hierarchy with built-in heading styles. Apply semantic heading styles, such as Heading 1, Heading 2, and Heading 3, in a logical, nested order rather than relying only on visual formatting such as font size or bold text. This will improve page structure, navigation, and accessibility for learners using screen readers and other assistive technologies.
Meaningful images, graphs, and other non-decorative visual content include appropriate alternative text, long descriptions, or equivalent descriptions that communicate the visual information (QM, 2026).		X	Instructional Materials, Teamwork Infographic: Meaningful visual content does not consistently include appropriate alternative text or equivalent descriptions. The Teamwork

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
			infographic does not include alt text or a description that communicates its essential visual information. Add meaningful alt text or, for complex visuals, a longer text description that conveys the same instructional information to learners using assistive technologies.
Tables use appropriate row and column headers and are structured as accessible text rather than images or screen captures (QM, 2026).		X	Course-wide Accessibility: Tables are not consistently structured to meet accessibility requirements. Appropriate row and column headers are not consistently defined, and table-based information is not consistently provided as accessible text. Remediate course tables by using proper table structures, identifying header rows and columns, and ensuring table content is presented as selectable text rather than images or screen captures so it can be interpreted by assistive technologies.
PDFs and other text-based documents contain selectable and searchable text rather than inaccessible image scans (QM, 2026).		X	Course-wide Accessibility: PDFs and other text-based course documents do not consistently contain selectable and searchable text. Some content is presented in formats that may not be accessible to learners using assistive technologies. Convert inaccessible image-based or scanned text into accessible text-based documents and verify that all document text can be selected, searched, and read by assistive technology.

Assessment

Determine whether the course's assessments prioritize clarity, engagement, and alignment.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Assessments measure the achievement of stated course and module learning objectives (QM, 2026).		X	Assessment: The assessment does not consistently measure achievement of the stated learning objectives. The course objectives focus on the value of teamwork and collaboration, the relationship between synergy and workplace productivity, and jobs involving teamwork, while assessment questions address additional topics such as emotional intelligence, interpersonal sensitivity, cultural competence, bias, discrimination, prejudice, and psychological resilience. Revise the assessment questions so they directly measure the stated learning objectives or revise the objectives and instructional content to establish clear alignment.
The course includes multiple assessment methods appropriate for measuring learner progress and achievement (QM, 2026).	X		
Assessment instructions clearly explain learner expectations and requirements (QM, 2026; OLC, 2025).		X	Careers and Teamwork Assignment: Assessment expectations and requirements are not fully clear. The assignment requires learners to create a 5–10 slide presentation, but the submission directions only state “Submit your slide presentation.” Additionally, the attached rubric includes oral presentation criteria even though the assignment instructions do not clearly require an oral or narrated presentation. Revise the instructions

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
			to clearly define the required submission format and presentation expectations and ensure the rubric aligns with those requirements.
The course provides clear criteria for evaluating learner work, such as rubrics or other grading criteria (QM, 2026; OLC, 2025).	X		
The course includes frequent, low-stakes formative assessments that allow learners to monitor their progress (QM, 2026; OLC, 2025).	X		
Summative assessments are appropriately sequenced or scaffolded to support learner success (OLC, 2025).	X		
Assessments provide learners with opportunities to demonstrate learning through authentic or practical applications when appropriate (OLC, 2025).	X		
The grading policy clearly explains how assessments contribute to the learner's final course grade (QM, 2026).		X	Course-wide Grading Policy: The course does not provide a clear grading policy explaining how individual assessments and assignments contribute to the learner's final course grade. Although the presentation includes a 100-point rubric and the assessment requires 80% to pass, the course does not explain how these components are weighted or calculated into the final grade. Add a clearly labeled grading policy that identifies the value or weight of each graded activity and explains how the final course grade is determined.
Learners have opportunities to review their progress and receive feedback that supports continued learning (QM, 2026).		X	Assessment and Feedback: Learners have limited opportunities to receive feedback that supports continued learning. The assessment allows learners to review results and attempt them again, but feedback primarily indicates when responses are incorrect without

Criteria	Criteria Met?		<i>If No:</i> Location and Summary of the Issue
	Yes	No	
			providing sufficient explanation or instructional guidance. Add meaningful feedback for both correct and incorrect responses that explains why an answer is correct or incorrect and directs learners back to relevant course concepts or resources before another attempt.

Consistency and Branding

Determine the course is cohesive in its design and utilizes organizational branding.

Criteria	Criteria Met?		<i>If No:</i> Location and Summary of the Issue
	Yes	No	
Course layout and design are consistent throughout, making content, instructional materials, tools, and media predictable and easy to locate (QM, 2026; OLC, 2025).	X		
Headings, body text, fonts, and other formatting elements are used consistently throughout the course (QM, 2026).	X		
Course pages use consistent organizational structures and design elements to support readability and ease of use (QM, 2026; OLC, 2025).	X		
Links, files, icons, and other course elements use clear and consistent labeling conventions (QM, 2026).	X		
Visual design elements are used purposefully and consistently to organize content and communicate information without creating unnecessary distractions (QM, 2026).	X		
Course navigation and layout remain clear and consistent across modules and course components (QM, 2021; OLC, 2025).	X		

Module 4

Copyright Compliance

Ensure the course complies with all copyright laws and standards of practice.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Sources for all instructional materials are clearly identified and appropriately referenced (QM, 2026).		X	Instructional Materials: Sources are not consistently identified and are not appropriately referenced for all instructional materials. For example, the instructional video does not display identifiable source or creator information. Although the infographic identifies Teamhood as its source, complete reference information is not provided. Add clear and complete source attribution for all third-party instructional materials so learners can identify the original creator or source of each resource.
Copyrighted images, graphics, tables, videos, audio recordings, websites, slides, and other multimedia are appropriately attributed and used with permission when required (QM, 2026).		X	Instructional Materials: Copyright and permission information is not consistently provided for third-party multimedia. The instructional video does not display identifiable copyright, licensing, attribution, or permission information. The infographic identifies <i>Teamhood</i> as its source, but applicable licensing or permission information is not provided. Add complete attribution and document the appropriate copyright, license, or permission status for all third-party images, graphics, videos, and other multimedia used in the course.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Permission for the use of copyrighted instructional materials is obtained and documented when required (QM, 2026).		X	
Open-source instructional materials are linked to their original source or include information identifying their open-source status (QM, 2026).	NA	NA	NA
Library resources and scholarly materials are provided through appropriate authorized access rather than reproduced or distributed without permission (QM, 2026).	NA	NA	NA

Opportunities for instructor-learner interaction

Ensure that the instructor and the learner have opportunities for interaction.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
The course provides clear opportunities for meaningful interaction between the instructor and learners (QM, 2026; OLC, 2025).		X	Course-wide, Instructor-Learner Interaction: The course does not provide clear opportunities for meaningful interaction between the instructor and learners. No instructor contact information, instructor-led communication opportunities, or other clearly identified methods for instructor-learner interaction are provided. Add opportunities for meaningful instructor engagement, such as instructor-facilitated discussions, announcements, feedback, or scheduled communication, and clearly explain how learners can interact with the instructor throughout the course.
Instructor communication methods and expectations are clearly identified (QM, 2026; OLC, 2025).		X	Course-wide, Instructor-Learner Interaction: Instructor communication methods and

Criteria	Criteria Met?		<i>If No:</i> Location and Summary of the Issue
	Yes	No	
			expectations are not clearly identified. The course does not provide instructor contact information or explain how learners should communicate with the instructor. Add a clearly labeled instructor communication section that identifies available communication methods, contact information, and expectations for when and how learners should contact the instructor.
Expected instructor response times are clearly communicated to learners (QM, 2021; OLC, 2025).		X	Course-wide, Instructor-Learner Interaction: Expected instructor response times are not communicated to learners. The course does not specify when learners can expect responses to questions, messages, or other communications. Add a clear instructor response-time policy, including expected turnaround times for learner inquiries, so learners know when to anticipate a response.
Learning activities provide opportunities for instructor guidance, facilitation, or feedback (QM, 2026).		X	Course-wide, Instructor-Learner Interaction: Learning activities do not provide clearly identified opportunities for instructor guidance, facilitation, or feedback. Although the course includes activities, discussions, assignments, and assessments, there is no clear indication of how or when the instructor will guide learning, facilitate activities, or provide individualized feedback. Add defined opportunities for instructor involvement, such as facilitating discussions, providing assignment feedback, clarifying course concepts, or offering guidance during learning activities

Criteria	Criteria Met?		<i>If No:</i> Location and Summary of the Issue
	Yes	No	
The course includes opportunities for learners to ask questions and seek assistance from the instructor (QM, 2026; OLC, 2025).		X	Course-wide, Instructor-Learner Interaction: The course does not provide a clearly identified method for learners to ask questions or seek assistance from the instructor. Instructor contact information and communication channels are not provided. Add a clearly accessible method for learners to contact the instructor, such as course messaging, email, or a dedicated Q&A forum, and explain how learners should use it when they need assistance.
Instructor feedback supports learner progress and achievement of learning objectives (QM, 2026).		X	Course-wide, Instructor-Learner Interaction: The course does not clearly provide instructor-generated feedback that supports learner progress or achievement of the stated learning objectives. Although the assessment provides limited automated feedback, no process or expectations for instructor feedback on learner work are identified. Establish opportunities for timely, substantive instructor feedback on assignments and learning activities that helps learners understand their progress and improve their achievement of the course objectives.
Instructor presence and communication are maintained throughout the learning experience (OLC, 2025).		X	Course-wide, Instructor-Learner Interaction: Instructor presence and communication are not evident throughout the learning experience. The course does not identify the instructor, provide instructor contact information, establish communication expectations, or shows consistent opportunities for instructor guidance and

Criteria	Criteria Met?		<i>If No:</i> Location and Summary of the Issue
	Yes	No	
			interaction. Establish and maintain instructor presence through methods such as announcements, facilitated discussions, regular course communications, and timely feedback on learner work.