**Using the LMS (D2L) to Support On-Ground Course Delivery**

**Checklist**

## Section I: Course Overview & Organization

|  |  |
| --- | --- |
| Criteria | Is this item present? |
| D2L course shell is used to provide all materials, resources, assignments, assessments, and grades. | [ ]  No [ ] Developing [ ] Yes |
| D2L course modules provide a clear organizational structure for the course. | [ ]  No [ ] Developing [ ] Yes |

## Section 2: Course Materials and Content

|  |  |
| --- | --- |
| Criteria | Is this item present? |
| Course content is sequenced, scaffolded, and represented in D2L in a way that enables students to achieve stated learning outcomes. | [ ]  No [ ] Developing [ ] Yes |
| Readings, images, and videos are copyright compliant. | [ ]  No [ ] Developing [ ] Yes |
| Resources and materials used in the course are appropriately cited. | [ ]  No [ ] Developing [ ] Yes |

## Section 3: Navigation

|  |  |
| --- | --- |
| Criteria | Is this item present? |
| Each class session is represented in the D2L modules. | [ ]  No [ ] Developing [ ] Yes |
| Course activities are easy to navigate and logical, consistent, and efficient. | [ ]  No [ ] Developing [ ] Yes |
| Course modules are featured in a comprehensible sequence. | [ ]  No [ ] Developing [ ] Yes |
| Hyperlinks are displayed clearly, work properly, and are relevant. | [ ]  No [ ] Developing [ ] Yes |
| External links open successfully in a new tab | [ ]  No [ ] Developing [ ] Yes |

## Section 4: Assessment

|  |  |
| --- | --- |
| Criteria | Is this item present? |
| All assignments are linked to items in the gradebook, and assignment names match in gradebook and syllabus. | [ ]  No [ ] Developing [ ] Yes |

**Section 5: Learner Engagement**

|  |  |
| --- | --- |
| Criteria | Is this item present? |
| Course utilizes active learning strategies that promote critical thinking.See CTLE Active Learning webpage for active learning strategies. | [ ]  No [ ] Developing [ ] Yes |
| The course content is represented in multiple ways (i.e. text, audio, video, images, graphs, etc.), to meet the varied needs of diverse learners. | [ ]  No [ ] Developing [ ] Yes |

## Section 6: Classroom Community

|  |  |
| --- | --- |
| Criteria | Is this item present? |
| Graphics used in the LMS represent diverse backgrounds, genders, cultures. | [ ]  No [ ] Developing [ ] Yes |
| An introductory email and/or course announcement is provided to communicate 1) a warm welcome and 2) important logistics about the course. | [ ]  No [ ] Developing [ ] Yes |
| Community expectations are communicated so students feel respected, safe, valued, thereby establishing a place where students can take intellectual risks. | [ ]  No [ ] Developing [ ] Yes |

[ ] Recommend Approve for Development [ ] Needs further Development [ ] Progress Insufficient