Criteria	*Criteria Met?*		*If No:* Location and Summary of the Issue
	Yes	No	
The course provides key learning information such as goals, learning objectives, and/or standards, as well as course materials, supplemental textbooks, and reading lists.	X		
Alignment with Learning Objectives	X		Course content must clearly align with measurable learning objectives, ensuring all materials contribute to defined outcomes (Quality Matters, 2023).
Scholarly Accuracy and Integrity	X		Content must be grounded in current, evidence-based research, free of bias, and regularly reviewed for accuracy and relevance (Baldwin et al., 2018).
Inclusivity and Cultural Responsiveness	X		Course materials should reflect diverse perspectives and be inclusive of various backgrounds, cultures, and identities to foster equitable engagement (CAST, 2018).

Proofreading

Criteria	*Criteria Met?*		*If No:* Location and Summary of the Issue
	Yes	No	

There are no grammatical or spelling errors.	X		
Grammar and Mechanics	X		All written content must be free of grammatical, punctuation, and spelling errors to maintain credibility and clarity (APA, 2020).
Consistent Terminology	X		Discipline-specific terms and instructional language must be used consistently across all course materials (Gagné et al., 2005).
Peer or AI-Aided Review	X		Final proofreading should involve a peer review or assistive technology to ensure professional polish and completeness (Baldwin et al., 2018).

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 (e.g., where to begin), and quick and easy navigation to start.	X		
Measurable Learning Outcomes	X		Learning outcomes must be clearly stated, aligned with content and assessment, and written using observable, measurable verbs (Quality Matters, 2023).

Scaffolded Learning Structure	X		Content should follow a logical sequence with scaffolded support to build upon prior knowledge and increase cognitive engagement (Merrill, 2020).
Learner Engagement Opportunities	X		The course must include opportunities for learner interaction, reflection, and feedback through varied modalities (Moore, 1989).

Multimedia

Criteria		*Criteria Met?* Yes	No	*If No:* Location and Summary of the Issue
Audio:	Accessibility and UDL Compliance	X		All multimedia content must include captions, transcripts, and alternative text to meet Web Content Accessibility Guidelines (WCAG) 2.1 and UDL principles (CAST, 2018).
Video & Interactivity:	Instructional Purpose	X		Multimedia elements must serve a clear instructional function and enhance, rather than distract from, the learning objectives (Mayer, 2009).
Images:	Quality and Usability	X		Audio, video, and images must be high-quality, easy to view/listen to, and optimized for use on multiple devices and browsers (Quality Matters, 2023).

Navigation and Technical Functionality

Criteria	*Criteria Met?*		*If No:* Location and Summary of the Issue
	Yes	No	
Technology is appropriate for the audience.	X		
Intuitive Navigation	X		Course layout must be predictable and organized, enabling users to easily locate content, assignments, and assessments (Horton, 2012).
Functional Links and Tools	X		All internal and external links, embedded tools, and files must function properly across platforms and be tested regularly (WebAIM, 2020).
Responsive Design	X		The course must be mobile-friendly and accessible on various screen sizes and devices (CAST, 2018).

Tool/Framework	What It Is	Why It's Useful	When It's Used
Quality Matters Rubric (Higher Ed)	This instrument lets one see whether what is being taught complements the objectives of the course.	It's beneficial since it maintains consistency—from goals to tests—so preventing students from becoming lost (Quality Matters, 2023).	Comes into use when a course is under review for alignment and clarity or under development.
WCAG 2.1 Accessibility Guidelines	These guidelines ensure that course materials and websites operate	They spot things like difficult navigation (W3C, 2018), missing	Usually used when including media or planning how

	effectively for those with disabilities.	captions, or hard-to-read fonts.	students navigate online courses.
CAST UDL Guidelines	This collection of concepts centers on providing students with several approaches for learning and presenting their knowledge.	For classrooms with many learning styles, it performs effectively since it promotes more adaptable lesson plans (CAST, 2018).	Perfect for developing courses of instruction or projects requiring participation by all types of students.
Gagné's Nine Events of Instruction	This is a lesson plan that moves through actions like calling attention to fresh material and assisting in student recall.	It gives courses organization, particularly in cases when material seems haphazard or difficult to follow (Gagné et al., 2004).	Used in course modification or during lesson design when adding missing flow.
LMS Analytics Tools	Most learning systems such as Moodle or Canvas feature tools displaying student course interaction.	These instruments enable updates by pointing out areas of student disengagement or spending most of their time (Siemens, 2013).	Applied following the launch of a course to identify areas needing improvement and what is working.
Checklist for Online Interactive Learning (COIL)	This checklist asks whether students are actually interacting with the content or merely clicking through.	It's helpful since it emphasizes areas like group projects or conversations where you might want more interaction (Martin et al., 2020).	Helps when going over or reviving a course that seems overly biassed.
ADDIE Model	From planning to assessing, this five-part approach helps one create a course from beginning to end.	It is basic but strong; it keeps the design process flowing and aids in early problem identification (Molenda, 2003).	Applied all through a course, particularly at the start and finish.
Bloom's Digital Taxonomy	This is a contemporary interpretation of Bloom's theory on	Matching goals with online assignments that transcends mere	Most helpful when planning tech-based events meant for

	learning levels, but with digital projects including video creation or blogging.	memorizing helps (Churches, 2009).	more advanced thinking.

Accessibility

Criteria	*Criteria Met?*		*If No:* Location and Summary of the Issue
	Yes	No	
Course meets all WCAG and POUR standards.	X		
Alt Text and Screen Reader Compatibility	X		All non-text content must include descriptive alternative text and be compatible with screen readers (WebAIM, 2020).
Use of Clear and Simple Language	X		Instructional text must be clear, concise, and jargon-free, promoting understanding for learners with varied literacy levels (CAST, 2018).
Color and Contrast Standards	X		Visual design must meet minimum color contrast ratios and avoid reliance on color alone to convey meaning (WCAG 2.1 standards).

Assessment

Criteria	*Criteria Met?*		*If No:* Location and Summary of the Issue
	Yes	No	
Assessment instructions are clearly written.	X		
Alignment with Outcomes	X		Assessments must directly measure the learning objectives and provide evidence of student learning (Quality Matters, 2023).

Formative and summative equilibrium	X		To support continuous and final assessment of learning, courses must include both formative (low-stakes) and summative (high-stakes) tests (Gagné et al., 2005).
Timeliness of Comments and Clarity	X		To help students grow, comments on tests must be timely, targeted, and actionable (Brookhart, 2017).

Consistency and Branding

Criteria	*Criteria Met?*		*If No:* Location and Summary of the Issue
	Yes	No	
Course architecture runs coherently all around.	X		
Structural and visually Consistency	X		Consistent application of fonts, color schemes, headings, and iconography throughout courses will help to create a unified learning experience (Quality Matters, 2023).
Institutional Identity	X		Elements of branding like logos, footers, and tone have to reflect the policies of the organization and strengthen identification (Clark & Mayer, 2016).
Clear Course Voice and Style	X		The tone of all instructional content must remain professional, student-focused, and supportive throughout the course (Baldwin et al., 2018).

Copyright Compliance

Criteria	*Criteria Met?*	*If No:*

	Yes	No	Location and Summary of the Issue
All course materials, text, images, audio, and video reference, follow copyright rules (Rice, 2020).	X		
All outside material is used with either written permission or under suitable licenses, like Creative Commons (Rice, 2020; EDUCAUSE, 2019).	X		
Course materials appropriately apply fair use policies for purposes of instruction (Crews, 2012).	X		
Copyright and usage rights are clearly communicated to students (via syllabus, LMS, or announcement) (EDUCAUSE, 2019).	X		

Section 5: Tools for Accessibility

Criteria	*Criteria Met?*		*If No:* Location and Summary of the Issue
	Yes	No	
Ensure all tools and content support access for diverse learners.	X		
Every course media feature includes alt text, transcripts, or captions (CAST, 2018; WebAIM, 2020).	X		
All images, videos, and multimedia are correctly licensed (Creative Commons or used under permission). (Rice, 2020).	X		
Clearly displayed near pertinent media is copyright information (EDUCAUSE, 2019).	X		

Section 6: Ethical Artificial Intelligence Use

Criteria	*Criteria Met?*		*If No:* Location and Summary of the Issue
	Yes	No	
Verify ethical, open, and supports instructional objectives of artificial intelligence usage.	X		
AI produced content is checked for accuracy, cultural sensitivity, and bias (Zawacki-Richter et al., 2019).	X		
AI tools support rather than replace human instructional judgment (HolonIQ, 2023).	X		
Students are informed when artificial intelligence is applied in material creation, grading, or feedback (IEEE, 2022).	X		

Reflection on Peer Feedback and Revisions

After reading the feedback, I went back through my module and saw a few places where I had rushed. A few people said that the transitions between pages could be better, and I agreed after I looked at it again. I moved one part around and made the instructions clearer so that students wouldn't have to guess what to do next. I also noticed a few small formatting mistakes that I had missed the first time. I didn't make any big changes, but the changes I did make made the course feel more polished. Before I sent it in, it was helpful to take a break and make changes because I could see how those small changes made a difference.