Online Course Quality Design and Accessibility Standards Checklist

Course Overview and Introduction

- ☐ The syllabus meets Helena College guidelines and requirements, specifically:
  - ☐ Instructor Information and Communication Guidelines
  - ☐ Course description, purpose, and structure
  - ☐ Course Learning Outcomes
  - ☐ Attendance and Participation Policy
  - ☐ Grading Policy
  - ☐ Schedule of assignments, activities, and assessments
  - ☐ The minimum technology requirements for the course are clearly stated
  - ☐ Technical skills and digital information literacy expected of the learner are clearly stated
  - ☐ Accessibility Policies
  - ☐ Link to Disability Services for Students website
- ☐ Home Page provides a visual representation of the course, a brief description, and clear instructions where to find various components
- ☐ Instructor's self-introduction is available
- ☐ Students have the opportunity to introduce themselves
- ☐ Course Content is coherent and cohesive
- ☐ Course Navigation is clear and consistent (Unused items are hidden)
- ☐ Course Learning Objectives are identified, measurable, and broken down into student-friendly language, but the intent does not change.

Learning Outcomes

- ☐ Program/Gen Ed Core objectives are addressed
- ☐ Course learning objectives describe measurable outcomes set by the College or instructor
- ☐ Module/Unit learning objectives are measurable and consistent with course learning objectives
- ☐ Learning objectives are clearly stated and prominently located in the course
- ☐ Learning objectives, learning activities, and assessments are clearly aligned
- ☐ Learning objectives reflect the level of the course

Assessment

☐ Assessments measure the achievement of the stated learning objectives

☐ Grading criteria are clear, consistent, and available at the beginning of the course

☐ Specific and descriptive criteria are provided for the evaluation of student's work, including grading and rubrics

☐ Course includes:
- o Formative assessment (ongoing - monitor student learning)
- o Summative assessments (concluding - evaluate student learning)

☐ Feedback is built into all assessments

☐ Feedback allows for revision and continual improvement of learning experiences

☐ Assessments reflect authentic experiences whenever possible

Instructional Materials and Resources

☐ The instructional materials are clearly stated, current, diverse, and supportive of the learning outcomes

☐ Course resources and materials directly align with the course learning outcomes and unit learning outcomes

☐ Resources enrich course content and serve a specific purpose

☐ Resources are appropriately cited

Learner Activities and Interactions

☐ The learner activities help learners achieve the stated objectives

☐ Course design includes regular student interaction through:
- o Student- content engagement
- o Student- instructor engagement
- o Student- student engagement

☐ Student activities provide opportunities for interactions that support active learning

☐ Instructor availability and response time are clearly communicated

☐ Course design requires the instructor's presence and active facilitation

☐ Expectations for student engagement are clearly stated

☐ Content utilizes various instructional tools and media types to engage different learning styles

Course Technology

☐ Technologies required are readily obtainable, support the learning outcomes, and engage various learning preferences.

Learner Support

☐ The course provides links to support services in a prominent place

☐ The course includes instructions (or links) for all required technologies and tools used

Accessibility

- ☐ Course navigation facilitates ease of use. It is consistent, logical, and efficient
- ☐ The course design facilitates readability, how easy is to read and follow content
- ☐ Text, video, and audio content in the course is accessible
- ☐ The course incorporates accessible design features, including:
    - ☐ Word, PowerPoint, Excel, PDF Documents
        - ☐ Title and headings use style tags
        - ☐ Bold, italics, and underlining replaced with style tags
        - ☐ Color issues
            - ☐ Significant color contrast between text and background
            - ☐ Color is not the only method used to convey meaning
            - ☐ Style tags for emphasis, not highlighting
        - ☐ Bulleted/numbered lists created with the list tool
        - ☐ Descriptive hyperlinks
        - ☐ Alternative (Alt) Text for images, charts, graphics, etc.
        - ☐ Tables
            - ☐ Created using table tool, not by manually tabbing over
            - ☐ Header row defined
            - ☐ "Repeat header row" selected
            - ☐ Logical reading order
        - ☐ Word documents are recommended to be saved as PDF
    - ☐ Appropriate use of color
        - ☐ Significant (4.5:1 for normal text) color contrast between text and background
        - ☐ Color is not the only method used to convey meaning
        - ☐ Style tags for emphasis, not highlighting
    - ☐ Descriptive hyperlinks
    - ☐ Accessible file formats (PDF recommended)
    - ☐ Alt Text for images, charts, graphs, etc.
    - ☐ Time-synced, accurate closed captions for all video content linked to or embedded in the course
    - ☐ Text transcripts for audio-only content
    - ☐ Text transcripts for video content (optional but ideal)
    - ☐ Read-aloud options available (Assistive technologies; Immersive Reader)

Mobile App Considerations

- ☐ Preview your course in the Canvas Mobile App and make any necessary revisions.
- ☐ The length of the text passages doesn't require excessive scrolling.