



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:
 - Formative assessment (ongoing - monitor student learning)
 - 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:
 - Student- content engagement
 - Student- instructor engagement
 - 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 (Immersive Reader enabled in Canvas)

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.