

		Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
1. COURSE OVERVIEW AND INFORMATION							
1	1	Course includes Welcome and Getting Started/START HERE content.					1. Need ideas?
	2	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.					2. Need ideas?
	3	A printable syllabus is available to learners (PDF, HTML).					4. Need ideas?
	4	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.					5. Need ideas?
	5	Course provides access to learner success resources (library resources, technical help, orientation, tutoring).					6. Need ideas?
	6	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.					9. Need ideas?
	7	Course provides contact information for instructor, division chair, and academic dean.					10. Need ideas?
2. COURSE TECHNOLOGY & TOOLS							
2	8	Requisite skills for using technology tools (websites, software, hardware, mobile accessibility) are clearly stated, accessible and supported with resources. Any tools not being utilized are removed from the course.					11. Need ideas?
	9	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).					12. Need ideas?
	10	Course includes links to privacy policies for technology tools.					14. Need ideas?
	11	Any technology tools meet accessibility standards.					15. Need ideas?
3. DESIGN AND LAYOUT							
	12	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.					17. Need ideas?
	13	There is enough contrast between text and background for the content to be easily viewed and is an accessible font.					18. Need ideas?
	14	Instructions are provided and well written.					19. Need ideas?
	15	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.					21. Need ideas?
	16	Flashing and blinking text are avoided.					22. Need ideas?
	17	When possible, information is displayed in a linear format instead of as a table.					24. Need ideas?
	18	Tables are accompanied by a title and summary description with assigned header rows and columns.					25. Need ideas?
	19	All slideshows are simple and take into consideration accessibility.					27. Need ideas?
	4. CONTENT AND ACTIVITIES						
4	20	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.					29. Need ideas?
	21	Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.					30. Need ideas?
	22	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.					33. Need ideas?
	23	Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.					34. Need ideas?
	24	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).					35. Need ideas?
	25	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.					36. Need ideas?
26	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here"). Underlining is not used except for hyperlinks.					37. Need ideas?	
5. INTERACTION							
5	27	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).					38. Need ideas?
	28	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).					39. Need ideas?
	29	Instructor provides opportunities for regular and substantive instructor initiated interaction with learners.					40. Need ideas?
	30	Course offers opportunities for learner to learner interaction and constructive collaboration.					42. Need ideas?
6. ASSESSMENT AND FEEDBACK							
6	31	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.					44. Need ideas?
	32	Course includes frequent and appropriate methods to assess learners' mastery of content.					45. Need ideas?
	33	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).					46. Need ideas?
	34	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.). A link to the gradebook is provided in the course menu.					47. Need ideas?
	35	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.					48. Need ideas?
	36	Learners have multiple opportunities to provide descriptive feedback on course design, course content, and course experience.					50. Need ideas?