Instructor Name	Course

Section A: Content Presentation	Yes	No	Notes
1. *Placement of Unit-level Objectives*: Objectives are included in the individual learning units/modules.			
2. *Clarity of Unit-level Objectives:* Objectives include demonstrable learning outcomes.			
3. *Alignment of Unit-level Objectives:* Unit content and activities are aligned with unit objectives.			
4. *Course Navigation:* Navigation and content flow are easily determined by the user.			
5. *Unit-level Chunking:* Content is presented in visibly distinct learning units or modules.			
6. *Page-level Chunking:* Page content is chunked in manageable segments using headings that facilitate online reading.			
7. *Effective Use of CMS Tools:* Course Management System (CMS) tools are used to reduce the labor-intensity of learning in a way that streamlines access to materials and activities for students.			
8. *Student Centered Teaching:* A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning.			
9. *Instructions:* Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource).			
10. *Individualized Learning:* Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.			
11. *Learner Feedback:* Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.			
12. *Institutional Policies:* Institutional policies relevant for learner success (e.g., plagiarism, academic honesty, technical support, and DSPS) are included and easy to find.			
13. *Student Services:* Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled.			

Section B: Interaction	Yes	No	Notes
1. *Pre-Course Contact:* Instructor initiates contact prior to or at the beginning of course.			
2. *Instructor Initiated Contact:* The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments.			

	Yes	No	Notes
3. *Technology Support:* The instructor's role for supporting course technology is explained to students, and links to technology support are provided.			
4. *Instructor Contact Info:* Contact information for the instructor is easy to find and includes expected response times.			
5. *Student Initiated Interaction:* Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged.			
6. *Student-to-Student Interaction:* Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course.			
7. *Learning Community:* The course includes communication activities that are designed to build a sense of community among learners.			
8. *Participation Levels:* Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided.			

Section C: Assessment	**Yes**	**No**	**Notes**
1. *Authenticity:* Assessment activities lead to the demonstration of learning outcomes			
2. *Validity:* Assessments appear to align with the objectives			
3. *Variety:* Both formative and summative assessments are used.			
4. *Frequency:* Multiple assessments are administered during the duration of the course.			
5. *Rubrics/Scoring Guide:* Rubrics or descriptive criteria for desired outcomes are included.			
6. *Assessment Instructions:* Instructions clearly explain to students how to successfully complete the assessments.			
7. *Feedback:* The course includes a clear plan for providing meaningful, timely feedback on assessments.			
8. *Self-Assessment:* Opportunities for student self-assessment with feedback are present.			

Section D: Accessibility – Content Pages	**Yes**	**No**	**Notes**
1. *Heading Styles:* Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.).			
2. *Lists:* Lists are created using the Bullet or Numbered List tool in the rich text editor.			
3. *Links:* Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.			
4. *Tables:* Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.			
5. *Color Contrast:* There is sufficient color contrast between foreground and background to meet Section 508 standards.			

#	Criterion			
6.	*Color and meaning:* Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.			
7.	*Images:* Every image (including those used in Pages, Discussions, Quizzes and Assignments) uses descriptive alternative text that includes any text visible in the image, does not contain "image of" or "picture of", and uses "" if the image is purely decorative.			
8.	*Heading Styles:* Documents consistently use heading styles (i.e. Heading 2, Heading 3, etc.).			
9.	*Lists:* Lists are created using the Bullet or Numbered List tool.			
10.	*Links:* Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.			
11.	*Tables:* Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.			
12.	*Color Contrast:* There is sufficient color contrast between foreground and background to meet Section 508 standards.			
13.	*Color and meaning:* Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.			
14.	*Images:* Every image uses descriptive alternative text that includes any text visible in the image, doesn't contain "image of" or "picture of", and uses "" if the image is purely decorative.			
15.	*Digital Reading Order:* Reading order is correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.			
16.	*Digital Presentations:* Every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.			
17.	*PDFs:* PDFs pass the Adobe Accessibility Check with no substantial errors.			
18.	*Spreadsheets:* Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.			
19.	*Audio and Video:* Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.			
20.	*Live Broadcast:* Live **broadcasts** include a means for displaying synchronized captions.			
21.	*Auto-Play:* Multimedia is not set to auto-play.			
22.	*Flashing Content:* Multimedia (including gifs and images) do not blink or strobe.			
23.	*Instructional Materials Inventory:* An Instructional Material Inventory of each inherently inaccessible learning object is provided with a plan that has been reviewed and approved by the DSPS office for accommodating students with disabilities.			

Section E: Institutional Accessibility Concerns	Yes	No	Notes
1. *LTI/Apps:* Any LTI or Apps used in the course have been verified as accessible.			
2. *Media Players:* Any third-party media players used in the course have been verified as accessible.			
3. *Websites:* Any third-party websites used in the course have been verified as accessible.			
4. *Publisher Content:* Any publisher content used in the course has been verified as accessible.			

This checklist is based on the California Community Colleges Online Education Initiative Course Design Rubric.