



Michigan Colleges Online Course Development Rubric

Purpose

The purpose of this rubric is to provide useful feedback to course developers, which helps to ensure high-quality in the design of an online or hybrid course. A quality course is one which is effective, efficient, and appealing. This rubric does not pertain to the actual *delivery* of a course, (it is not an evaluation of the instructor's teaching), but to its design.

History

The Michigan Quality Assurance Rubric has a long history. Originally developed through the Michigan Community College Virtual Learning Collaborative (MCCVLC) by the collective efforts of a group of professionals, the rubric was one of the foundational documents used in the eventual development of the Maryland Quality Matters rubric. The rubric has been used throughout the state of Michigan, as a course development tool, as a reference tool when making adjustments, as a tool for evaluating a course prior to offering, etc.

When & How to Use

The rubric may be used as a guide during the development of a course and/or at any point after the course is developed and online. Even if students have already gone through the course, use of the rubric can be very helpful. Generally, the rubric is used with peer review and feedback; however, it may also be used by a developer to self-assess his/her own work. If you are interested in a peer review, please contact Michigan Colleges Online office.

Standards Background

All of the standards in the rubric are backed by known research in education, especially in online education. These are not standards that reflect a personal whim or opinion, but can be solidly shown to affect student success.

Rubric Sections:

Course Overview and Introduction

This is the first standard and appropriately addresses a student's initial experience upon entering the course: this is known to influence success or failure. In addition, many of the management pieces included in this standard influence student success; thus their inclusion is important.

Outcomes

It is clear that the use of outcomes to guide instruction has beneficial effects. These are so crucial to quality course design that they are reviewed first. The standards here reflect research pertaining to the use of clear student-based outcomes as a guide to the design of a course. Often, institutions mandate outcomes from another point of view (e.g. “this course will cover . . .”). Useful in other contexts, this is **not** the format beneficial for quality course design, thus the emphasis of this standard is on *student outcomes*.

Course Design and Instructional Materials

The design of the course: how it is organized, what methodologies are used for presentation, practice, assessment, as well as the instructional materials themselves are targeted in this standard. The design and materials all need to connect with the outcomes, so this standard references the “Outcomes” standard.

Interaction and Learner Engagement

This standard targets a very specific piece of the course design: how the learners are engaged and how they interact with the instructor, with the content, and with each other. Each item in this standard asks you to look at some facet of this engagement.

Assessment

Assessment is so critical there is a standard devoted just to this one aspect. Assessment must match the outcomes, so this standard cannot be reviewed until the “Outcomes” standard is completed. The various items in this standard ask you to review specific aspects of assessment which are known to influence student success.

Course Technologies, Accessibility, and Learner Support

This final standard asks reviewers to examine how well the specific technologies used match the outcomes, and whether or not their use is appropriate in the course. It also addresses the availability of student support from within the course. This final standard also reviews accessibility of all components of the course, to be in compliance with federal laws.

Michigan Colleges Online Quality Assurance Course Development Rubric

Guidelines	Instructor	Reviewer: Status		
<i>Course Overview and Introduction</i> Meets HLC Guideline 4f		<i>Please note where in your course a reviewer will find this standard applied.</i>		
<ul style="list-style-type: none"> • Navigational instructions are clear: students easily understand the organization of the course. 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> • There is an introductory statement to the student, which includes information on the purpose and components of the course; how student learning is structured. 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> • Course etiquette expectations are clear (sometimes referred to as “netiquette”: refers to expected behaviors in forum discussions, email communications, etc.) 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> • An instructor introduction is included and is appropriate. 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> • Students are requested to introduce themselves to the class. 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> • Minimum prerequisite learning is stated clearly. 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> • Minimum technical skills of the student are clear. 	Yes	Not Yet	Unable to Verify	
<i>Annotations – What do these mean?</i>				
Reviewer: Comments <i>Include constructive comments to assist the instructor in meeting the Course Overview and Instructions standard. Any standard not rated Yes must include feedback here.</i>				

Guidelines	Instructor	Reviewer: Status		
Outcomes Meets HLC Guideline 1c		Please note <i>where</i> in your course a reviewer will find this standard applied.		
<ul style="list-style-type: none"> Course outcomes are clearly stated from the student's perspective. 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> Outcomes are <i>measurable</i>. 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> Outcomes correlate with real world performance expectations. (Represent KSA used outside the context of the course.) 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> Module/unit outcomes are measurable and consistent with course-level outcomes. 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> Outcomes are appropriate for the level of the course. 	Yes	Not Yet	Unable to Verify	
<u>Annotations – What do these mean?</u>				
Reviewer: Comments Include constructive comments to assist the instructor in meeting the Outcomes standard. Any standard not rated Yes must include feedback here.				

Guidelines	Instructor	Reviewer: Status		
Course Design and Instructional Materials Meets HLC guideline 3b		Please note <i>where</i> in your course a reviewer will find this standard applied.		
<ul style="list-style-type: none"> • Course materials support achievement of the stated course and module/unit outcomes. 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> • Course materials incorporate a variety of ways for students to achieve the outcomes 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> • The purpose of materials and how they are to be used is clearly explained 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> • Presentation of content fosters active learning opportunities 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> • Course instructions, assignment deadlines and definitions are clear 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> • Instructional materials are current and appropriately cited 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> • Navigation through the course is logical, consistent, and efficient 	Yes	Not Yet	Unable to Verify	
Annotations – What do these mean?				
Reviewer: Comments Include constructive comments to assist the instructor in meeting the Course Design and Instructional Materials standard. Any standard not rated Yes must include feedback here.				

Guidelines	Instructor	Reviewer: Status		
<p><i>Interaction and Learner Engagement</i></p> <p>Meets HLC Guidelines 4g & 5c</p>		<p><i>Please note where this standard may be found in your course.</i></p>		
<ul style="list-style-type: none"> • Requirements for student interaction are clearly stated 	Yes	Not Yet		Unable to Verify
<ul style="list-style-type: none"> • Learning activities provide opportunities for active learning 	Yes	Not Yet		Unable to Verify
<ul style="list-style-type: none"> • Learning activities support achievement of the stated outcomes 	Yes	Not Yet		Unable to Verify
<ul style="list-style-type: none"> • Instructor’s plan for response time and feedback on assignments is clearly stated 	Yes	Not Yet		Unable to Verify
<ul style="list-style-type: none"> • Learning activities are developed to foster instructor-student, student-content, and student-student interaction where appropriate 	Yes	Not Yet		Unable to Verify
<p><i>Annotations – What do these mean?</i></p>				
<p>Reviewer: Comments</p> <p><i>Include constructive comments to assist the instructor in meeting the Interaction and Learner Engagement standard. Any standard not rated Yes must include feedback here.</i></p>				

Guidelines	Instructor	Reviewer: Status		
Assessment Meets HLC Guideline 5a		<i>Please note where this standard may be found in your course.</i>		
<ul style="list-style-type: none"> Assessment methods appropriately measure stated outcomes and are consistent with the course materials and activities 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> The course grading policy and procedures are stated clearly 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> Assessment methods provide varied and appropriate ways for students to demonstrate achievement of outcomes 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> Specific and descriptive criteria are provided for the evaluation of student work and participation, and are tied to the course grading policy 	Yes	Not Yet	Unable to Verify	
<ul style="list-style-type: none"> Students have opportunities to measure their own progress 	Yes	Not Yet	Unable to Verify	
<i>Annotations – What do these mean?</i>				
Reviewer: Comments <i>Include constructive comments to assist the instructor in meeting the Assessment standard. Any standard not rated Yes must include feedback here.</i>				

Guidelines	Instructor	Reviewer: Status		
<p><i>Course Technologies, Learner Support and Accessibility</i></p> <p>Meets HLC Guidelines 4g, 4i, 7c, 7 e, 7f & 7g</p>	<p><i>Please note where this standard may be found in your course.</i></p>			
<ul style="list-style-type: none"> • Tools and media are used support the course outcomes 		Yes	Not Yet	Unable to Verify
<ul style="list-style-type: none"> • Course instructions articulate or link to technical support options 		Yes	Not Yet	Unable to Verify
<ul style="list-style-type: none"> • Course instructions articulate or link to academic support options 		Yes	Not Yet	Unable to Verify
<ul style="list-style-type: none"> • All course materials, both instructor developed and from third-party vendors, are accessible following current Web Content Accessibility Guidelines (WCAG) standards 		Yes	Not Yet	Unable to Verify
<p><i>Annotations – What do these mean?</i></p>				
<p>Reviewer: Comments</p> <p><i>Include constructive comments to assist the instructor in meeting the Course Technologies, Accessibility, and Learner Support standard. Any standard not rated Yes must include feedback here.</i></p>				

Annotations – what do these standards mean?

Here are examples and tips to help determine whether or not a course meets the standard.

Guideline: Course Overview & Introduction	Annotations
<ul style="list-style-type: none"> • Navigational instructions are clear: students easily understand the organization of the course. 	<ul style="list-style-type: none"> • Instructions should provide a general course overview, guiding the student explore the course website. • Instructions should tell <i>what to do first</i>, rather than list detailed navigational instructions for the whole course. • Some of this information may be incorporated into the syllabus. If so, students should be directed to the syllabus at the very beginning. <p><i>Useful idea:</i> “Read Me First” or “Start Here” button or icon or prominent message when a student enters, linking students to start-up information.</p> <p><i>Other examples:</i></p> <ul style="list-style-type: none"> • A course “tour”. • Clear statements about how to get started in the course. • A “Scavenger Hunt” assignment that leads students through an exploration of the different areas of the course areas.
<ul style="list-style-type: none"> • There is an introductory statement to the student, which includes information on the purpose and components of the course; how student learning is structured. 	<p>This information is often contained in the syllabus. Look for some or all of the following:</p> <ul style="list-style-type: none"> • The course schedule (self-paced, following a set calendar, etc.) • Course sequencing, such as a linear or random order. • Types of activities the student will be required to complete (written assignments, online self-tests, participation in the discussion board, group work, etc.) • Course calendar with assignment and test due dates • Preferred mode of communication with the instructor (email, discussion board, etc.)

	<ul style="list-style-type: none"> • Preferred mode of communication with other students • Testing procedures (online, proctored, etc.) • Procedure for submission of electronic assignments
<ul style="list-style-type: none"> • Course etiquette expectations are clear (sometimes referred to as “netiquette”: refers to expected behaviors in forum discussions, email communications, etc.) 	<p>Expectations of student conduct online should be clearly stated, however brief or elaborate they may be. The expectations themselves are not evaluated.</p> <p>Consider explanations of</p> <ul style="list-style-type: none"> • Rules of conduct for participating in the discussion board • Rules of conduct for email content • “Speaking style” requirements, i.e. use correct English as opposed to ‘net acronyms. • Spelling and grammar expectations, if any. • <i>Examples</i> and <i>modeling</i> of appropriate conduct
<ul style="list-style-type: none"> • An instructor introduction is included and is appropriate. 	<p>And instructor introduction helps to create a sense of connection between the instructor and the students.</p> <p>An introduction should:</p> <ul style="list-style-type: none"> • Present the instructor as professional as well as approachable • Go beyond essentials such as name, title, expertise, and contact information. <p>An introduction helps the students get to know the instructor. It could include:</p> <ul style="list-style-type: none"> • Information on teaching philosophy • Past experience teaching, especially teaching online • Personal information, such as hobbies, interests outside the classroom, etc. • A photograph can be particularly helpful, as students feel they have the face of a real person to attach the information to.
<ul style="list-style-type: none"> • Students are requested to introduce themselves to the class. 	<ul style="list-style-type: none"> • Student introductions help create a supportive learning environment and sense of community. If it appears that an instructor will ask for

	<p>collaborative work during the course, this becomes quite important (note that self-paced courses may not include this element).</p> <ul style="list-style-type: none"> • Look for a request that students introduce themselves as well as for instruction on where and how they should do so. If there are existing student introductions, do not evaluate those. • Instructors might ask students to respond to specific questions, or may choose to let the students decide. Instructors should consider providing an example, and/or begin the process by introducing themselves.
<ul style="list-style-type: none"> • Minimum prerequisite learning is stated clearly. 	<ul style="list-style-type: none"> • Discipline knowledge prerequisites should include academic course prerequisites. • Even better is if specific academic skills and knowledge are listed.
<ul style="list-style-type: none"> • Minimum technical skills of the student are clear. 	<ul style="list-style-type: none"> • Explanations of technical requirements and prerequisite knowledge and skills may be found within the course, in documents linked to the course, or in supporting material not on the course site. Look for a link to that content and/or a reminder of it for the entering student. • Technology requirements may include information on : <ul style="list-style-type: none"> ▪ hardware ▪ software and plug-ins ▪ ISP requirements • Examples of technology skills may include the capability to: <ul style="list-style-type: none"> ▪ use email with attachments ▪ save file in commonly used word processing program formats (e.g. MS Word) ▪ use MS Excel or other spreadsheet programs

Guideline: Outcomes

- **Course outcomes are clearly stated from the student's perspective.**
- **Outcomes are *measurable*.**
- **Outcomes correlate with real world performance expectations. (Represent KSA used outside the context of the course.)**
- **Module/unit outcomes are measurable and consistent with course-level outcomes.**
- **Outcomes are appropriate for the level of the course.**

Measurable learning objectives help teachers precisely describe what students are to gain from instruction, and then to accurately assess student accomplishment. Objectives should describe a student performance in specific, observable, terms. If this is not possible, (e.g., internal cognition, affective changes), be certain to check for clear indications that the learning objective is *meaningfully* assessed.

Special situations: In some cases, objectives for the course are institutionally mandated and the individual instructor does not have the authority to change them. If the specific learning outcomes on the module/unit level are measurable but the institutionally mandated learning objectives *for the course* are not, standard II.1 should be considered as met. Please note in the "comments" box that the institutionally mandated learning objectives for the course are not measurable.

Examples of measurable objectives:

- *Select appropriate tax strategies for different financial and personal situations.*
- *Develop a comprehensive, individualized wellness action program focused on overcoming a sedentary life-style.*

Examples of non-measurable objectives:

- Students will understand the effects of World War I on future policies and events. [*understand* is a fuzzy verb, interpreted in many different ways; thus, it is often only tested at the lowest cognitive level, recall. It is more skillful to use a verb that represents a precise performance, preferably at a higher cognitive level.]

- **Measurable module or unit-level learning objectives** are important.

They precisely describe the specific competencies, skills, and knowledge that students should be able to master and demonstrate at regular intervals throughout the course.

- Module level objectives should correlate with the course outcomes (ideally, they will be *components* of the course objectives).
- Students should be able to easily grasp the meaning of the learning objectives. Use of jargon, confusing terms, unnecessarily complex language, and puzzling syntax should be avoided

Cautions

- *Many times, you will find that instructors list learning objectives from publishers. These are often written at very low learning levels (recall level only) and do not necessarily support learning at the level of a course objective (which should be at a “use” level or above). Check to see if the module objectives are actually building to a course outcome.*
- *Watch for objectives that are stated from the instructor or course point of view (“the objective of this unit is to cover the process of photosynthesis”). Skillful feedback to the instructor at this point would help him/her determine what the desired student performance is.*

Guideline: Course Design & Instructional Materials

- **Course materials support achievement of the stated course and module/unit outcomes.**
- **Course materials incorporate a variety of ways for students to achieve the outcomes**
- **The purpose of materials and how they are to be used is clearly explained**
- **Presentation of content fosters active learning opportunities**
- **Course instructions and definitions are clear**
- **Instructional materials are current and appropriately cited**
- **Navigation through the course is logical, consistent, and efficient**

Course materials, resources, and learning objectives align in a clear and direct way. The course materials and resources provide a reasonable base to achieve the stated learning objectives.

Using a variety of methods to present material as well as a variety of ways for students to practice and demonstrate mastery helps to ensure that a larger number of students more consistently reach the outcomes.

- Diverse instructional materials (books, manuals, videos, simulations, computer applications software, etc.) are logically sequenced and related to one another
- Assorted activities are used to practice and achieve learning outcomes.
- Look at both the assessment activities and the assignments used to build skills towards outcomes:
- Are students able to incorporate different ways to demonstrate achievement?

Examples:

- Students are asked to prepare a visual presentation or write an essay;
- Students are required to answer essay questions or develop a table of comparison.

Students can easily determine the purpose of all materials, technologies, and methods used in the course and know which materials are required and which are recommended resources.

- Resources and activities are related to the outcomes: students do not perceive activities as “busywork” but a means to an end.

Materials created by the instructor and those borrowed from other sources are distinctly identified. Text, images, graphic materials, tables, videos, audios, websites, and other forms of multimedia are appropriately referenced.

Cautions

- *Sometimes instructors consistently use the same method to prepare and assess students. Using varied methods ensures that more students are appropriately reached as well as validly assessed more of the time. Thus, a greater number of students can be successful. If you begin to see “cookie-cutter” lessons, consider feedback to the instructor on this. Constructive feedback may assist an instructor in understanding that instructional consistency does not mean repetitive lesson methods.*

Guideline: Interaction and Learner Engagement

- **Requirements for student interaction are clearly stated**

The requirements and expectations for interaction are clearly stated. In a hybrid course, requirements for both face-to-face and online components are clear.

- **Learning activities provide opportunities for active learning**

Example:

- **Learning activities support achievement of the stated outcomes**

Students required to participate in discussions are told:

- **Quantitative measures:**
 - how many times each week they must post original comments,
 - how many times they must post responses to other's comments,
- **Qualitative measures:**
 - what the quality of the comments must be, e.g.:
 - Should there be references to the course materials?
 - Should there be outside examples/readings?
- how comments will be evaluated,
- What grade credit they can expect for various levels of performance.

- **Instructor's plan for response time and feedback on assignments is clearly stated**

- **Learning activities are developed to foster instructor-student, student-content, and student-student interaction where appropriate**

All online courses should include interaction between the **instructor and the students** and between the **student and the content**. The degree and type of *student-to-student* interaction may vary with the discipline and the level of the course (e.g. self-paced courses may require little student-student interaction).

Instructor-student:

Students know that the instructor is approachable and will regularly interact with them. Opportunities for interaction will vary with the discipline of the course and with the schedule of online and face-to-face meetings.

Look for **examples** such as:

- An actively used and well organized instructor-facilitated discussion board.

- Optional “electronic office hours” provided in the chat room or chat sessions on selected topics, archived/edited and posted as a FAQ for other students.
- An invitation for the class to email the instructor with individual concerns.

Student-Content

Students need to do more than simply read material or view videos and take exams. They need to actively engage with the course content, preferably in multiple ways.

Look for examples such as:

- Exercises which let students practice recall of material
- Activities which require students to *apply* the material, e.g.
 - finding their own examples,
 - providing an analysis
 - solving a problem
 - creating a demonstration

Student-Student Interaction

This will be appropriate in many courses. Unless there is a specific reason not to have this element, it is a desirable teaching element.

Look for:

- Specific instructions to students on how and when to respond to each other in discussions.
- Opportunities for students to share work and collegial feedback.
- Guidelines (and preferably, modeling) on how to provide responses to colleagues.
- Collaborative projects or activities.

Cautions: Many instructors will use recall-level only exercises and assessments. This is not ideal, but this rubric does not evaluate that. However, if you find an instructor never asking students to move beyond recall, constructive feedback

can provide good ideas for incorporating higher-order learning into a course.

In student-student interaction, look for instructional attention to the process as well as the product. Guidance in how to accomplish a team/collaborative activity is usually necessary. If this is not present, appropriate feedback may assist the instructor in implementing this.

Guideline: Assessment

- **Assessment methods appropriately measure stated outcomes and are consistent with the course materials and activities**

Assessments and learning objectives align in a clear and direct way. The assessment formats provide a reasonable way to measure the stated learning objectives.

Examples of **consistent** objective/assessment alignment:

- A problem analysis assessment to evaluate critical thinking skills.
- Objective testing (such as multiple-choice) to test recall-knowledge (e.g. vocabulary).
- A composition to assess writing skills, using a rubric with clearly stated standards.

See below under **Cautions** for examples of inconsistent assessment methods.

Sometimes you may find assessments that are geared towards meeting objectives other than those stated in the course; for example, a course may have a writing component as part of a college-wide “Writing Across the Curriculum” requirement. In that case you may suggest including appropriate related objectives in the course.

- **The course grading policy and procedures are stated clearly**

Look for:

- Grading policies stated in the syllabus
 - A clear explanation indicates how the course grade is computed. The points, percentages, and weights for each component of the course grade are clearly stated. The relationship(s) between points, percentages, weights, and letter grades are explained

- **Assessment methods provide varied and appropriate ways for students to demonstrate achievement of outcomes**

- Rubrics, checklists, or a list of standards used to evaluate student performance on assignments
 - Students are provided with a clear and meaningful description of the criteria that will be used to assess and evaluate their work and participation in the course. Students have clear guidance as to the expectations and required components of work and participation.

- **Specific and descriptive criteria are provided for the evaluation of student work and participation, and are tied to the course grading policy**

- **Students have opportunities to measure their own progress**
- Self-check activities and/or frequent feedback on practice activities, which allow students to build their skills towards achievement of course outcomes.
 - Students have ample opportunity to measure their own learning progress. Students learn more effectively if they receive frequent, meaningful, and timely feedback
 - **Examples:**
 - Practice quizzes
 - Games, simulations, and other interactive exercises
 - Practice written assignments
 - Assignment which allow students to *build* their skills to a higher course-level outcome
- Assessment activities using a *variety* of methods, such as case studies, visual presentations, essays, problem-solving activities, rather than overuse of one specific method (for instance, *only* objective testing).
 - In hybrid courses, assessments are appropriate to the format in which they are implemented. Assessments are still varied to provide multiple avenues for the demonstration of mastery, and to accommodate multiple learning styles.
- **Examples that DO meet the standard:**
 - Submission of text or media files by email or 'drop box'.
 - A combination of objective exams and performance assignments.
 - Online exams/quizzes with time limitations, printing disabled, shuffling of items and responses, and other security measures; or a proctored testing situation used.
 - Multiple assessments which enable the instructor to become familiar with individual students' work (discouraging "proxy cheating" -- someone other than the student completing and submitting work)

- **Examples that do NOT meet the standard:**

- A course in which the entire set of assessments consists of 5 multiple-choice tests taken online, with minimal security features in place.

Cautions

Examples of *inconsistent* assessment methods:

1. The objective is to be able to “write a persuasive essay” but the assessment is a multiple choice test.
 2. The objective is to “demonstrate discipline-specific information literacy” and the assessment is a rubric-scored term paper, but students are not given any practice with information literacy skills on smaller assignments
- **Note: use of *multiple* assessment methods as well as requirements to *apply* skills and knowledge (not just recall) will *greatly* lessen opportunities to cheat, to the point where this becomes of little concern to a skillful online instructor.**

- **Tools and media used support the course outcomes**

Look for:

- Appropriate use of video, audio or multimedia files which assist in presenting course material to students;
- Use of video or audio options for students to demonstrate practice or mastery of skills/knowledge;
- Use of interactive websites or apps which build skills/knowledge towards course outcomes;
- A link to, or directions on how to contact, **technical support** available to students

- **Course instructions articulate or link to technical support options**

- *Examples:*

- A clear description of the services, including a link to a technical support website;
- An email link to an online learning helpdesk;
- A phone number for an online learning helpdesk.

- A link to, or directions on how to contact, help with **assistive technologies**;

- *Examples:*

- A link to a website describing the institution's assistive technologies and available resources;
- A phone number for guidance with assistive technologies.

- A link to, or directions on how to contact, **academic services** available to students.

- *Examples:*

- Library resources
- Readiness assessment
- Testing services
- Tutoring
- A writing center or a math center
- Supplemental instruction programs
- Teaching assistants

- **Course instructions articulate or link to academic support options**

- **All course materials, both instructor developed and from third-party vendors, are accessible following current [Web Content Accessibility Guidelines \(WCAG\) standards](#)**

Look for accessible:

- Fonts, colors and layout
 - Font style is san-serif (examples – Verdana, Arial, Calibri, etc.)
 - Contrast between text and background is sufficient
 - When color is used, it is not the only means of emphasis (also use bold, italics, etc.)
- Hyperlinks are descriptive in nature – not “click here” – and the links open in a new window.
- Animations and Interactions
 - Powerpoints or other presentations do not contain animated transitions, moving text or graphics.
 - Descriptive text is used to fully describe necessary animations.
 - All interactions contain accessible controls.
- Images
 - All images contain descriptive, clear and concise alternative text.
 - Images are not magnified, pixelated or distorted.
- Videos
 - Videos contain accurate closed captions and a transcript.
 - Auditory equivalents exist for crucial visual elements (such as the explanation of a graphic).
- Documents
 - For word documents, styles are used to format and organize the content.
 - Images have descriptive alternative text.
 - For Excel spreadsheets, the tabs and uniquely labeled and column and row headers are specified.
 - PPT slides are labeled, layouts are used for each slide and reading order is set.
 - PDFs are accessible and searchable to screen readers.