

DE Certification Course Review Prep Form

This checklist is established to meet Qualification #3 in AP4105 and adapted from the campus standard OEI Course Design Rubric. By meeting the criteria listed below, you will demonstrate that you are prepared to teach your course in the Online Modality. But does not guarantee your course is aligned to the OEI rubric for quality badging (additional requirements and review required).

In addition to the listed criteria, a faculty member must possess basic technological proficiency in computer skills such as:

- Work within a standard operating environment (PC or MAC)
- Manage and manipulate files
- Use standard word processing application(s)
- Use the Internet and email accounts upload and manage content in the course learning management system.

CONTENT PRESENTATION

I've ensured unit content and activities are aligned with unit objectives and the connection between content/activities and unit objectives is made clear to the students .	Yes	Unsure
I've set up navigation and content flow that are easily determined by the user, including a clear starting point .	Yes	Unsure
I've presented content in visibly distinct learning units or modules. I've consistently structured and sequenced my learning units or modules, allowing students to better anticipate and manage their workload.	Yes	Unsure
I've chunked page content in manageable segments using descriptive headings and subheadings that facilitate online reading and enhance student understanding of the material.	Yes	Unsure
I've used Canvas tools to reduce the labor-intensity of learning and streamline access to materials and activities for students.	Yes	Unsure
I've included instructions for learners to work with content in meaningful ways (e.g. guiding students to take notes during a video, explaining the purpose of an external resource, etc.), and those instructions are directly embedded with the content or activity. I have not included content as direct links within a module.	Yes	Unsure
Institutional and instructor policies relevant for learner success (e.g., academic honesty, add/drop, late work, grading, etc.) are included and easy to find.	Yes	Unsure
I've included clearly labeled links to institutional services , such as disability resources, online tutoring, online counseling and online readiness.	Yes	Unsure
I've provided an explanation of technology support and ensured relevant contact information	Yes	Unsure

INTERACTION

I initiate contact prior to or at the beginning of the course and provide multiple resources to help	Yes	Unsure
I've included regular instructor-initiated contact using Canvas communication tools in my course	Yes	Unsure
I encourage students to initiate contact with me through easily accessed contact information that includes expected responsetimes .	Yes	Unsure
I've provided and encourage opportunities for student-initiated interaction (non-graded and unstructured) with other students that contribute to a student-centered learning environment.	Yes	Unsure
I've included opportunities for regular effective contact among students (e.g., discussions, group projects, peer review) to build a sense of community among learners.	Yes	Unsure
I've provided guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) along with a rubric or equivalent grading document explaining how participation will be evaluated.	Yes	Unsure

ASSESSMENT

I've developed assessment activities that lead to the demonstration of learning outcomes . Where possible, I've designed assessments to mimic authentic situations to facilitate learning transfer.	Yes	Unsure
I've included both formative and summative assessments.	Yes	Unsure
I've included multiple assessments throughout the course and provide students with timely feedback .	Yes	Unsure
I've provided instructions that clearly explain to students how to successfully complete each assessment.	Yes	Unsure
I've included a clear description of how meaningful, timely feedback on assessments will be provided. I've provided students with instructions on accessing feedback in Canvas.	Yes	Unsure

Accessibility

Instructors need to verify that content they create or add to their courses is accessible to all students. Third party tools and platforms (publisher content, LTI/Apps, etc.) procured by the college or department represent an institutional responsibility. It is important for faculty, administration, and vendors to work together to ensure that such proprietary course materials meet prevailing accessibility standards. The following are included in this course and may require additional accessibility review by:

- LTI/Apps
- Media Player.
- Links to 3rd party websites.
- Publisher content

Instructors should engage in an on-going effort to ensure that equitable access to instructional content is maintained in the course and that all areas of accessibility are addressed.

The following items should be reviewed to ensure they are made accessible:

Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles.	Yes	Unsure
Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader.	Yes	Unsure
Links are identified with meaningful and unique text in place of displaying the URL.	Yes	Unsure
Tables: Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables.	Yes	Unsure
There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision.	Yes	Unsure
Color is not used as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element.	Yes	Unsure
All images have appropriate alternative text , either explaining instructional value or indicating the image is decorative. Alternative text does not contain "image of", "picture of" or file extension (e.g. ".jpg").	Yes	Unsure
Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies	Yes	Unsure

<p>Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology.</p>	Yes	Unsure
<p>Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals.</p>	Yes	Unsure
<p>Files and content pages pass any built-in accessibility check available in the software.</p>	Yes	Unsure
<p>All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video.</p>	Yes	Unsure
<p>Audio files must be accompanied by complete and accurate transcripts.</p>	Yes	Unsure
<p>Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds.</p>	Yes	Unsure
<p>Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested.</p>	Yes	Unsure
<p>Audio and video content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume.</p>	Yes	Unsure