Incomplete	Exchange Ready	Additional Exemplary Elements
A1: Placement of Unit-level Objectives		
☐ Objectives are not included in individual learning units/modules.	☐ Objectives are included in the individual learning units/modules.	☐ Objectives are included in assessments.
A2: Clarity of Unit-level Objectives		
☐ Objectives do not include demonstrable learning outcomes.	☐ Objectives include demonstrable learning outcomes.	☐ Objectives are written in language that is student centered.
A3: Alignment of Unit-level Objectives		
☐ Unit content and activities are not aligned with unit objectives.	☐ Unit content and activities are aligned with unit objectives.	☐ The connection between the content/activities and the unit objectives are made explicitly clear to the students.
Incomplete	**Exchange Ready**	**Additional Exemplary Elements**
A4: Course Navigation		
☐ Navigation and content flow are not easily determined.	☐ Navigation and content flow are easily determined by the user.	☐ Clearly labeled tutorial materials that explain how to navigate the specific course are included.
A5: Unit-level Chunking		
☐ Content is not presented in visibly distinct learning units or modules.	☐ Content is presented in visibly distinct learning units or modules.	☐ Learning units or modules are consistently structured and sequenced allowing students to better anticipate and manage their workload.
A6: Page-level Chunking		

☐ Page content is not chunked in manageable segments using headings; long pages of text make online reading difficult.	☐ Page content is chunked in manageable segments using headings that facilitate online reading.	☐ Page content uses descriptive headings and subheadings that enhance student understanding of the material.

Incomplete	**Exchange Ready**	**Additional Exemplary Elements**
A7: Effective Use of CMS Tools		
CMS tools that could of learning are not used effectively.	☐ 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.	☐ CMS Tools are used to provide integrated and innovative learning materials and activities for students.
A8: Student Centered Teaching		
using only one modality.	☐ A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning.	☐ Technology is used creatively to emphasize student-centered learning throughout the course.
A9: Instructions		
Instructions for working incomplete, or non- existent.	☐ 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).	☐ Instructions are directly embedded with the content or activity.
A10: Individualized Learning		
There are few or no individualized learning remedial activities or resources for advanced learning.	☐ Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.	☐ Numerous individualized learning opportunities are provided throughout the course.

Incomplete	Exchange Ready	Additional Exemplary Elements
A11: Learner Feedback		
Learners do not have an opportunity to give the instructor regarding course design and/or course content.	☐ Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.	☐ There are opportunities to give anonymous feedback both during course delivery and after course completion.
A12: Institutional Policies		
Institutional policies success are not included or are difficult to find.	☐ Institutional policies relevant for learner success (e.g., plagiarism, academic honesty, technical support, and DSPS) are included and easy to find.	☐ Institutional policies are provided in units or activities where they are most relevant.
A13: Student Services		
Links to institutional services are not included, exit the course management system to find links for support.	☐ Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled.	☐ Links to institutional services are provided in units or activities when they may be needed most.
Incomplete	**Exchange Ready**	**Additional Exemplary Elements**
B1: Pre-Course Contact		
☐ Instructor does not initiate contact prior to or at the beginning of the course.	☐ Instructor initiates contact prior to or at the beginning of course.	☐ Instructor provides multiple resources to help students successfully start the course.
B2: Instructor Initiated Contact		

☐ The plan for communication is unclear or missing.	☐ 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.	☐ The instructor's plan to engage in regular effective contact includes the use of a wide variety of communication tools.

B3: Technology Support

☐ The instructor's role for technology is not explained to the students.	☐ The instructor's role for supporting course technology is explained to students, and links to technology support are provided.	☐ Links to technology support are provided where needed throughout the course.

B4: Instructor Contact Info

☐ Contact information for the instructor is missing or not easy to find.	☐ Contact information for the instructor is easy to find and includes expected response times.	☐ Students can choose from a variety of tools to contact the instructor.

Incomplete	**Exchange Ready**	**Additional Exemplary Elements**

B5: Student Initiated Interaction

☐ Students are not given opportunities to initiate interaction.	☐ Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged.	☐ Student-initiated interaction contributes to a student-centered learning environment.

B6: Student-to-Student Interaction

☐ Student-to-student but is not a required part of the course.	☐ Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course.	☐ Student-to-Student collaboration is designed to build workplace skills such as teamwork, cooperation, negotiation, and consensus-building.

B7: Learning Community

Communication activities community among learners are not included.	☐ The course includes communication activities that are designed to build a sense of community among learners.	☐ The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.

B8: Participation Levels

Guidelines explaining participation are not provided.	☐ Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided.	☐ A rubric or equivalent grading document is included to explain how participation will be evaluated.

Incomplete	**Exchange Ready**	**Additional Exemplary Elements**

C1: Authenticity

☐ There is little or no evidence of authenticity built into assessments.	☐ Assessment activities lead to the demonstration of learning outcomes.	☐ Assessments are designed to mimic authentic environments to facilitate transfer.

C2: Validity

☐ Students are evaluated on performance unrelated to the stated objectives.	☐ Assessments appear to align with the objectives.	☐ Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.

C3: Variety

Assessment types are assessment (either formative or summative).	☐ Both formative and summative assessments are used.	☐ Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).

C4: Frequency

	Multiple assessments are administered during the duration of the course.	Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.
infrequent.	☐	☐

Incomplete	**Exchange Ready**	**Additional Exemplary Elements**

C5: Rubrics/Scoring Guide

☐ Rubrics or descriptive criteria for desired outcomes may not be included for some assessment activities.	☐ Rubrics or descriptive criteria for desired outcomes are included.	☐ Rubrics and/or descriptive criteria for desired outcomes include models of "good work."

C6: Assessment Instructions

or no instruction.	☐ Instructions clearly explain to students how to successfully complete the assessments.	☐ Instructions are written clearly and with exemplary detail to ensure understanding.

C7: Feedback

There is little to no feedback on student assessments.	☐ The course includes a clear plan for providing meaningful, timely feedback on assessments.	☐ Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.

C8: Self-Assessment

There is little to no provided opportunities for self-assessment	☐ Opportunities for student self-assessment with feedback are present.	☐ There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.

Incomplete	**Exchange Ready**

D1: Heading Styles

| ☐ Content Pages do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles. | ☐ Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.). |

D2: Lists

| inserted to create a list. | ☐ Lists are created using the Bullet or Numbered List tool in the rich text editor. |

D3: Links

| Links are not descriptive, or URLs are underlining is used for emphasis or for denoting headings. | ☐ Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks. |

D4: Tables

| ☐ Tables do not use designated header cells. | ☐ Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order. |

D5: Color Contrast

| Insufficient color contrast between foreground create difficulties for low vision and color blind students. | ☐ There is sufficient color contrast between foreground and background to meet Section 508 standards. |

D6: Color and meaning

| convey meaning. | ☐ Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning. |

D7: Images

☐	Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text.	☐	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.
Incomplete		**Exchange Ready**	

D8: Heading Styles

☐	Documents do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles.	☐	Documents consistently use heading styles (i.e. Heading 2, Heading 3, etc.).

D9: Lists

	inserted to create a list.	☐	Lists are created using the Bullet or Numbered List tool.

D10: Links

	Links are not descriptive, or URLs are underlining is used for emphasis or for denoting headings.	☐	Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.

D11: Tables

☐	Tables do not use designated header cells.	☐	Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.

D12: Color Contrast

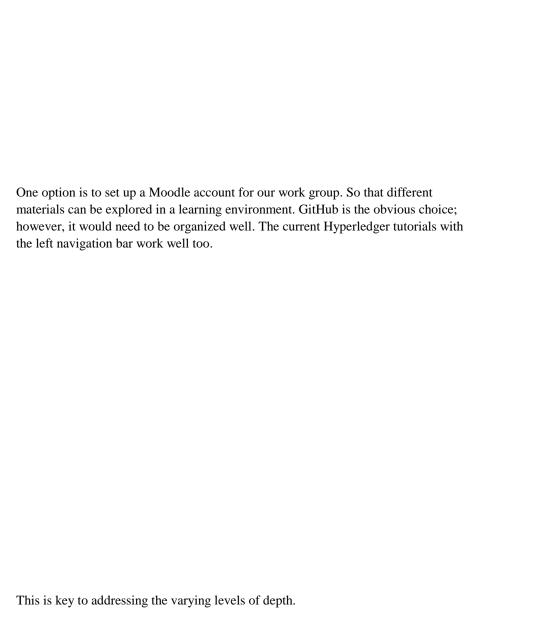|			
	Insufficient color contrast between foreground create difficulties for low vision and color blind students.	☐	There is sufficient color contrast between foreground and background to meet Section 508 standards.

D13: Color and meaning

convey meaning.	☐ Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.

D14: Images

☐ Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text.	☐ 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.

Incomplete	**Exchange Ready**

D15: Digital Reading Order

Reading order is not correctly set so that to screen readers and other assistive technologies.	☐ Reading order is correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.

D16: Digital Presentations

Some slides have identical titles, reading order is not properly set (slides have had images/charts do not include alternative text. Some text visible in slides is not visible in Outline View.	☐ 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.

D17: PDFs

pass the Adobe Accessibility Check.	☐ PDFs pass the Adobe Accessibility Check with no substantial errors.

D18: Spreadsheets

	Spreadsheets lack labels and supplemental visual or motor impairment to make use of the content using assistive technologies.	☐	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.

Incomplete	**Exchange Ready**

D19: Audio and Video

☐	Accurate transcripts are not included for audio and/or closed captioning for video is not present.	☐	Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.

D20: Live Broadcast

	captions.	☐	Live broadcasts include a means for displaying synchronized captions.

D21: Auto-Play

☐	Multimedia is set to auto-play.	☐	Multimedia is not set to auto-play.

D22: Flashing Content

☐	Contains blinking or strobing multimedia.	☐	Multimedia (including gifs and images) do not blink or strobe.

Incomplete	**Exchange Ready**

D23: Instructional Materials Inventory

	Inherently inaccessible learning objects are inventory and plan for accommodation has not been provided.	☐	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.

Multimedia (Criteria D19 – D22) Comments:

Incomplete*	Exchange Ready
E1: LTI/Apps	
verified as accessible.	☐ Any LTI or Apps used in the course have been verified as accessible.
E2: Media Players	
have not been verified as accessible.	☐ Any third-party media players used in the course have been verified as accessible.
E3: Websites	
not been verified as accessible.	☐ Any third-party media players used in the course have been verified as accessible.
E4: Publisher Content	
been verified as accessible.	☐ Any publisher content used in the course has been verified as accessible.

Yes/No/Edit?

Objectives are key for learners so they know if they're in the right place.

I think this is critical, tutorials that have no flow and link out constantly to hours of reading documentation are difficult. There will be some topics where hours of d

One option is to set up a Moodle account for our work group. So that different materials can be explored in a learning environment. GitHub is the obvious choice; however, it would need to be organized well. The current Hyperledger tutorials with the left navigation bar work well too.

This is key to addressing the varying levels of depth.

Data constantly show how 'regular and effective contact' enhance learning and do not leave learners feeling they 'don't get it' or 'can't learn it'. This has been the pro

documentation are key; however, this should be noted, labeled and explained.

blem with MOOCs. The purpose of the style guide is to spot gaps and and significantly reduce the need for individual support.