

Instructor Course Accessibility Review Form

Accessibility form is required. If you teach an online course, a link will be provided after you submit this form.

[Sign in to Google](#) to save your progress. [Learn more](#)

* Required

First and Last Name *

Your answer

Email address (sandburg email account) *

Your answer

Department *

Choose

Date of self review *

Date

mm/dd/yyyy

Semester being reviewed *

Choose

Type of Review *

- Initial
- Subsequent
- Subsequent with no changes

Course Name and Number *

Your answer

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* Required

Please fill out the below questions

By checking the boxes below you are verifying your course meets the accessibility guidelines set forth by Carl Sandburg College.

Moodle Course *

- Provide a text equivalent for every graphic using the ALT tag.
- No text color or style is used to convey meaning.
- Eliminate or limit blinking text to 3 seconds

How to use the Accessibility checker in Microsoft Office - File/Info/Inspect Document/Check for Issues/Check Accessibility

Word Documents *

- N/A (No Word documents in the course)
- All documents passed the Accessibility Checker

Excel Spreadsheets *

- N/A (No Excel docs in the course)
- All documents passed the Accessibility Checker

PowerPoint Presentations *

- N/A (No PowerPoint Presentations in the course)
- All documents passed the Accessibility Checker

PDF Files *

- N/A (No PDFs in the course)
- All documents passed Accessibility (edit/accessibility/setup assistant/ set all accessibility options) if this option is not available your PDF is an image and does not meet accessibility guidelines.

Links *

- Link works
- The target of each link used is identified. (example: do not use 'click here')

Videos

- N/A (No videos in the course)
- Closed Captions

Accessibility documentation is available *

- Textbook
- Textbook (N/A)
- Software
- Software (N/A)
- Ancillaries
- Ancillaries (N/A)

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* Required

Submission statement

By typing your name below and submitting you are agreeing this form is correct. *

Your answer

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Submit

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Google Forms

Instructor Course Accessibility Review Form

If this is an online course, please click the link.

<https://goo.gl/forms/gcV11ZuicchwMRhB2>

[Submit another response](#)

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Google Forms

Online Course Design-Redesign-Evaluation Form

A tool to assist in the design, redesign, and/or evaluation of online course.

Please download, print and work through before completing the online form. Once you start the online form it must be completed in one sitting.

[Click to go to the online form.](#)

Course *

Your answer

Instructor *

Your answer

Department *

Choose

Date *

Date

mm/dd/yyyy

Semester being Reviewed *

Choose

Reviewer

Your answer

Review Type *

- Initial
- Subsequent
- Subsequent with no changes

Form continues on next page scroll down

I. INSTRUCTIONAL DESIGN analysis of learning needs and the systemic approach of developing an online course facilitating transfer of knowledge and skills through the use of a variety of instructional methods, which relate to multiple learning styles, strategies, and preferences.

Meets - Evidence of this criterion is clear and is appropriate for this course. More could possibly be added. When Meets is the only option, this is considered a standard for all online classes.

Developing - Some evidence of this criterion, but it needs to be presented more clearly or better developed.

Non-Existent - Not present, but should be, based on course design and content, or present, but not appropriate for this course.

N/A - Not applicable based on course design and content.

Course description is provided. *

- Meets
- Not Meets

Calendar of due dates and other events is provided. *

- Meets
- Not Meets

Credit hours earned for successful completion is stated. *

- Meets
- Not Meets

Course goals and objectives are stated. *

- Meets
- Not Meets

Grading policy is provided, including grading scale and weights. *

- Meets
- Not Meets

If penalties are assessed to grades, they are described. *

- Meets
- Not Meets

If extra credit opportunities are available, they are described. *

- Meets
- Not Meets

A grade book is available for checking progress. *

- Meets
- Not Meets

Procedures for reporting grade information complies with FERPA and institutional * regulations.

- Meets
- Not Meets

Students provided with a list of supplies such as textbooks and other * instructional materials needed for the course.

- Meets
- Not Meets

Instructor information is available to student with contact and availability * information.

- Meets
- Not Meets

Content is structured and sequenced in a manner which enables learners to * achieve the course goals.

- Meets
- Not Meets

Course abides by copyright and fair use laws. *

- Meets
- Not Meets

A course review form for ADA accessibility has been submitted. *

- Meets
- Developing

Mandatory attendance assignment included

- Meets
- Not Meets

A list of technical competencies necessary for course completion is provided. *

- Meets
- Developing
- Non-Existent
- N/A

A list of hardware and software requirements is provided. *

- Meets
- Developing
- Non-Existent
- N/A

A Code of Conduct, including netiquette standards and academic integrity expectations, is provided. *

- Meets
- Developing
- Non-Existent
- N/A

Students, instructor have opportunities to introduce themselves to each other. *

- Meets
- Developing
- Non-Existent
- N/A

Modules or activities are described for purpose and/or objectives. *

- Meets
- Developing
- Non-Existent
- N/A

Instructional delivery methods accommodate multiple learning styles. *

- Meets
- Developing
- Non-Existent
- N/A

A variety of ways for learners to demonstrate knowledge is provided. *

- Meets
- Developing
- Non-Existent
- N/A

Course tools are appropriate for effective delivery of the content. *

- Meets
- Developing
- Non-Existent
- N/A

Course has no broken links. *

- Meets
- Developing
- Non-Existent
- N/A

Font type, size, and color are readable. *

- Meets
- Developing
- Non-Existent
- N/A

Image, audio, and/or video files are clear, file size is manageable by the user. *

- Meets
- Developing
- Non-Existent
- N/A

II. COMMUNICATION, INTERACTION, & COLLABORATION how the course design, assignments, and technology effectively encourage exchanges amongst the instructor, students, and content.

Student-Student opportunities for communication, interaction used within the course. *

- Meets
- Not Meets

Instructor-student communication and interaction is regular, substantive, and initiated by both instructor and student. (Regular: occurs at least once a week) (Substantive: is timely, relevant, instructional, directive, clarifying, and/or content-based) *

- Meets
- Not Meets

Discussions are organized. *

- Meets
- Not Meets

The instructor's role in discussion activities is defined. *

- Meets
- Developing
- Non-Existant
- N/A

Rules for forming groups, if applicable, are stated. *

- Meets
- Developing
- Non-Existant
- N/A

Expectations of group participation, if applicable, are stated. *

- Meets
- Developing
- Non-Existant
- N/A

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III. STUDENT EVALUATION & ASSESSMENT process used to determine student achievement and quality of work, including the assigning of grades. *

Assessment and evaluation goals are communicated. *

- Meets
- Not Meets

Assessment and evaluation are aligned with learning objectives. *

- Meets
- Not Meets

Date, time, and instructions for assessment and evaluation are provided. *

- Meets
- Not Meets

Assessments and evaluations are conducted on an ongoing basis throughout the course. *

- Meets
- Not Meets

Assessments and evaluations are designed and administered to uphold academic integrity. *

- Meets
- Not Meets

Assessment and evaluation tools are appropriate for measuring stated outcomes. *

- Meets
- Developing
- Non-Existent
- N/A

Assessment and evaluations use multiple methods, such as quizzes, tests, discussion, essay, projects, and surveys. *

- Meets
- Developing
- Non-Existent
- N/A

A rubric or grading rationale is provided for each graded assignment. *

- Meets
- Developing
- Non-Existent
- N/A

A statement of the time allocated for each assessment is provided. *

- Meets
- Developing
- Non-Existant
- N/A

A statement indicating whether or not the assessment can be retaken is provided. *

- Meets
- Developing
- Non-Existant
- N/A

A statement explaining how, when, and what type of feedback students receive is provided. *

- Meets
- Developing
- Non-Existant
- N/A

Opportunities for learner feedback (course assessment) are provided. *

- Meets
- Developing
- Non-Existant
- N/A

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VI. Credit Hour Policy and Equivalency

The Sandburg Board of Trustees Credit Hour Policy: The definition of a credit hour for Carl Sandburg College constitutes a formalization of policy in order to ensure compliance with federal regulations and accreditation expectations. A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency.

The credit hour is the basic unit of academic credit granted by Carl Sandburg College. The college utilizes the Carnegie Unit as the basis for the credit hour. One semester credit equals 50 minutes of faculty instruction time per week for a minimum of 15 weeks along with a minimum of two hours of out of class student work each week during the semester for each credit hour. An equivalent amount of work is required for all forms of learning activities, such as online, blended, laboratory work, studio work, and courses meeting on a shortened schedule.

Calculating number of hours per week required for credit hour equivalency

45 hours of coursework = 1 credit hour

$45 \times \# \text{ credit hours} = \text{total hours per credit hour} / \text{number of weeks in term} = \text{hours of coursework per week}$

For example:

$45 \text{ hours} \times 3 \text{ credit hours} = 135 \text{ hours} / 16 \text{ weeks} = 8.44 \text{ hours of coursework} / \text{week}$

$45 \text{ hours} \times 3 \text{ credit hours} = 135 \text{ hours} / 8 \text{ weeks} = 16.88 \text{ hours of coursework} / \text{week}$

$45 \text{ hours} \times 1 \text{ credit hour} = 45 \text{ hours} / 12 \text{ weeks} = 3.75 \text{ hours of coursework} / \text{week}$

$45 \text{ hours} \times 4 \text{ credit hours} = 180 \text{ hours} / 16 \text{ weeks} = 11.25 \text{ hours of coursework} / \text{week}$

Calculate the required weekly hours of coursework required for credit hour equivalency in this class:

$45 \times \underline{\hspace{1cm}} (\# \text{ credit hours}) = \underline{\hspace{1cm}} (\text{total hours per credit hour}) / \underline{\hspace{1cm}} (\text{number of weeks in term})$
 $= \underline{\hspace{1cm}} (\text{hours of coursework per week})$

Credit Hour Equivalency Worksheet

Primary activities which substantiate the number of hours per week required for credit hour equivalency

Use this worksheet to compute your hours and transfer to the next question.

<http://bit.ly/credithourequivalency>

Credit hour equivalency based on worksheet

Your answer _____

Does the course meet the Sandburg credit hour policy? (Use the worksheet to help determine credit hour equivalency.)

Yes

No

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