

# Online Course Evaluation Rubric (OCER) For Online Courses

Course Overview and Introduction					
Criteria	Emerging (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Best Practices
Course Overview	<p>The instructor provides an overview of the course which includes 2 or less of the following:</p> <ol style="list-style-type: none"> <li>1. Instructor's introduction is present.</li> <li>2. Provides an overview of the course.</li> <li>3. A syllabus is posted for students.</li> <li>4. Provides clear instructions for getting started.</li> <li>5. Initiates a positive learning environment by having students introduce themselves.</li> <li>6. Interacts with students in the discussion forum, as they introduce themselves.</li> <li>7. Instructor's contact information is available.</li> </ol>	<p>The instructor provides an overview of the course which includes some (3-4) of the following:</p> <ol style="list-style-type: none"> <li>1. Instructor's introduction is present.</li> <li>2. Provides an overview of the course.</li> <li>3. A syllabus is posted for students.</li> <li>4. Provides clear instructions for getting started.</li> <li>5. Initiates a positive learning environment by having students introduce themselves.</li> <li>6. Interacts with students in the discussion forum, as they introduce themselves.</li> <li>7. Instructor's contact information is available.</li> </ol>	<p>The instructor provides an overview of the course which includes most (5-6) of the following:</p> <ol style="list-style-type: none"> <li>1. Instructor's introduction is present.</li> <li>2. Provides an overview of the course.</li> <li>3. A syllabus is posted for students.</li> <li>4. Provides clear instructions for getting started.</li> <li>5. Initiates a positive learning environment by having students introduce themselves.</li> <li>6. Interacts with students in the discussion forum, as they introduce themselves.</li> <li>7. Instructor's contact information is available.</li> </ol>	<p>The instructor provides an overview of the course which includes all (7) of the following:</p> <ol style="list-style-type: none"> <li>1. Instructor's introduction is present.</li> <li>2. Provides an overview of the course.</li> <li>3. A syllabus is posted for students.</li> <li>4. Provides clear instructions for getting started.</li> <li>5. Initiates a positive learning environment by having students introduce themselves.</li> <li>6. Interacts with students in the discussion forum, as they introduce themselves.</li> <li>7. Instructor's contact information is available.</li> </ol>	<p>The course introduction meets all of the following:</p> <ol style="list-style-type: none"> <li>1. Instructor's introduction is present.</li> <li>2. Provides an overview of the course.</li> <li>3. A printable syllabus is posted for students under the Syllabus tab.*</li> <li>4. Provides clear instructions to students on how to get started.</li> <li>5. Initiates a positive learning environment by having students introduce themselves.</li> <li>6. Interacts with students as they introduce themselves.</li> <li>7. Instructor's contact information is available.</li> </ol> <p>*Grading scale, grading policies (including late-work policy), and response time to students are included in syllabus.</p>

Learning Objectives/ Outcomes/ Competencies	Few (50% or less) of learning objectives, outcomes, or competencies are measurable and clearly stated, but in less than 50% of the modules, foci, units, or weeks.	Some (51-84%) learning objectives, outcomes, or competencies are measurable and clearly stated in some (51- 84%) modules, foci, units, or weeks accordingly.	Most (85-99%) learning objectives, outcomes, or competencies are measurable and clearly stated in most (85-99%) modules, foci, units, or weeks.	All (100%) learning objectives, outcomes, or competencies are measurable and clearly stated in each module, focus, unit, or week.	<p>1. Learning objectives, outcomes, or competencies refer to what the student should achieve in a particular module, focus, unit, week and course.</p> <p>2. Learning objectives, outcomes, or competencies are provided in syllabus and at the beginning of each module, focus, unit, or week.</p> <p>3. Objectives/ outcomes/ competencies describe measurable outcomes related to knowledge, skills, competencies behaviors and/ or attitudes.</p> <p>4. Objectives/ outcomes/ competencies are stated clearly and concisely. Students know what will be accomplished at the conclusion of each foci/unit/module. Objectives/ outcomes are based on Bloom’s Taxonomy of learning and are fully measurable.</p>
Instructions	Few instructions or directions for assignments (50% or less) are clear and concise. Rubrics are not provided. Expectations of student performance are lacking for learning activities (discussions, assignments, quizzes, exams, etc.).	Some (51-84%) instructions or directions for assignments are clear and concise. Rubrics are rarely provided. Expectations of student performance are vague for learning activities (discussions, assignments, quizzes, exams, etc.).	Most (85-99%) instructions or directions for assignments are clear and concise. Rubrics are not provided consistently. Sometimes they are provided, but do not align with the assignment instructions. Expectations of student performance are generic for learning activities (discussions, assignments, quizzes, exams, etc.).	All (100%) instructions or directions for assignments are clear and concise. Rubrics align with the assignment instructions and provide guidance to the student. Expectations of student performance are clearly specified for learning activities (e.g., discussions, assignments, quizzes, exams, etc.).	Instructions for students may take various forms (e.g., narratives, bulleted lists, charts) and must be included for all activities (ex. Discussions, assignments, quizzes, exams, etc.). Students must be able to identify expectations of their performance and how the activity meets learning objectives/ outcomes. Rubrics must be easily accessible to students, and they must be encouraged to go over them before they start working on a particular task.

### Communication Tools and Interaction

Criteria	Emerging (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Best Practices
Student-to-student interaction	Course lacks opportunities for student-to-student interaction within few (50% or less) of the modules/foci/ unit/topic.	Course offers limited opportunities for student-to-student interaction within some (51-84%) modules/foci/ unit/topic.	Course offers many opportunities for student-to-student interaction within most (85-99%) modules/foci/ unit/topic.	Course offers ample opportunities for student-to-student interaction within all (100%) modules/foci/ unit/topic.	<p>Opportunities for student-to-student interaction provide students with the ability to build a learning community amongst students. A learning community can assist students in becoming familiar with one another and preparing for role assignment for a group project.</p> <p>Examples of synchronous tools (real time) are webinars, conferences, and all other real-time collaboration tools.</p> <p>Examples of asynchronous tools are Blogs, Wikis, file-sharing websites/apps, student Groups, and Discussion threads (which is one of the easiest tools to manage, compared with other options), group projects, peer critiques, Office 365, etc.</p>
Student-to-instructor interaction	Course lacks opportunities for student-to-instructor interaction within few (50% or less) of the modules/foci/ unit/topic.	Course offers limited opportunities for student-to-instructor interaction within some (51-84%) modules/foci/ unit/topic.	Course offers many opportunities for student-to-instructor interaction within most (85-99%) modules/foci/ unit/topic.	Course offers ample opportunities for student-to-instructor interaction within all (100%) modules/foci/ unit/topic.	<p>Interaction between students and instructors helps build credibility of the instructor with the student.</p> <p>Instructors should include a self-introduction, participate in discussions to provide guidance, encourage participation, provide detailed feedback on assignments and activities, offer open communication through email and/or provide virtual office hours (via webinars, conferences, or by phone).</p>

<p>Instructor Involvement</p>	<p>No viewable involvement by the current instructor is present. None of the following is provided:</p> <ol style="list-style-type: none"> <li>1. Has an active role in course discussions,</li> <li>2. Provides weekly updates/announcements,</li> <li>3. Provides feedback on assignments,</li> <li>4. Offers videoconferencing sessions.</li> </ol>	<p>The instructor is engaged sporadically throughout the course and provides 1 of the following:</p> <ol style="list-style-type: none"> <li>1. Has an active role in course discussions,</li> <li>2. Provides weekly updates/announcements</li> <li>3. Provides feedback on assignments,</li> <li>4. Offers videoconferencing sessions.</li> </ol>	<p>The instructor is engaged frequently throughout the course and provides 2 of the following:</p> <ol style="list-style-type: none"> <li>1. Has an active role in course discussions,</li> <li>2. Provides weekly updates/announcements,</li> <li>3. Provides feedback on assignments,</li> <li>4. Offers videoconferencing sessions.</li> </ol>	<p>The instructor is actively engaged consistently throughout the course and provides 3 of the following:</p> <ol style="list-style-type: none"> <li>1. Has an active role in course discussions,</li> <li>2. Provides weekly updates/announcements,</li> <li>3. Provides feedback on assignments,</li> <li>4. Offers videoconferencing sessions.</li> </ol>	<p>Instructor is an active participant in the course, a content expert, and a resource for new information. Examples of instructor involvement include, but are not limited to, participation in discussions beyond only providing feedback through SpeedGrader, weekly updates (announcements), detailed feedback in gradebook, emails to class or individual students, and/or offering videoconferencing sessions.</p>
<p>Group Work (if applicable)</p>	<p>A statement of the group's overall task is provided, with specific outcomes. One or none of the expectations for the following are included:</p> <ol style="list-style-type: none"> <li>1. Rules for forming groups,</li> <li>2. Participation expectations,</li> <li>3. Participant roles,</li> <li>4. A clear statement of how, when and where the final product will be delivered.</li> </ol>	<p>A statement of the group's overall task is provided, with specific outcomes. Some 2 expectations for the following are included:</p> <ol style="list-style-type: none"> <li>1. Rules for forming groups,</li> <li>2. Participation expectations,</li> <li>3. Participant roles,</li> <li>4. A clear statement of how, when and where the final product will be delivered.</li> </ol>	<p>A statement of the group's overall task is provided, with specific outcomes. Most 3 expectations for the following are included:</p> <ol style="list-style-type: none"> <li>1. Rules for forming groups,</li> <li>2. Participation expectations,</li> <li>3. Participant roles,</li> <li>4. A clear statement of how, when and where the final product will be delivered.</li> </ol>	<p>A statement of the group's overall task is provided, with specific outcomes. All 4 expectations for the following are included:</p> <ol style="list-style-type: none"> <li>1. Rules for forming groups,</li> <li>2. Participation expectations,</li> <li>3. Participant roles,</li> <li>4. A clear statement of how, when and where the final product will be delivered.</li> </ol>	<p>One of the student learning outcomes is the ability to respectfully interact within a diverse society. Group work provides the student with the ability to collaborate, learn from the knowledge and skills of others, and to participate in an experience that will allow the student to develop and practice skills for the workplace. Thus, collaboration is a vital part of the learning process. Students must be given the opportunity to interact with their peers to find solutions to problems posed by the instructor.</p> <p>Technologies that allow for student collaboration are widely available on the web. Some popular tools that can enhance the sense of community as well as to make the collaboration process seamless are for example: blogs, wikis, Office 365, file-sharing sites, and videoconferencing.</p>

## Course Content and Resources

Criteria	Emerging (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Best Practices
<p>Instructor to Content</p>	<p>There are no opportunities for the student to make a connection between the instructor and the content within a few (50% or less) of the modules/foci/ units/topics.</p> <p>Instructor has not authored content, such as narrated lectures and other content with high instructional value in any modules/foci/ units/ topics in courses where he or she has the ability to customize course content.</p>	<p>There are some opportunities for the student to make a connection between the instructor and the content within 51-84% of the modules/foci/units/ topics.</p> <p>Instructor has authored content, such as narrated lectures, audio, video, and other content with high instructional value for some modules/foci/ units/ topics in courses where her or she has the ability to customize course content.</p>	<p>There are many opportunities for the student to make a connection between the instructor and the content within most (85-99%) modules/foci/units/ topics.</p> <p>Instructor has authored content, such as narrated lectures, audio, video, and other content with high instructional value for most modules/foci/ units/ topics in courses where he or she has the ability to customize course content.</p>	<p>There are ample opportunities for the student to make a clear connection between the instructor and the content within each (100%) modules/foci/units/ topics.</p> <p>Instructor has authored content, such as narrated lectures, audio, video, and other content with high instructional value for all modules/foci/ units/ topics in courses where the instructor has the ability to customize course content.</p>	<p>Instructor to content refers to the opportunities for students to make a connection between instructor and content. Instructors are subject matter experts that have knowledge and experiences that are valuable to student learning. This connection can be displayed through lecture components such as narrated PowerPoints, PowerPoint presentations, audio lectures (podcast), video lectures, or other content with high instructional value.</p>
<p>Student to Content</p>	<p>There are very few opportunities for the student to connect and engage with the content within fewer than 50% of the modules /foci/ units/topics.</p> <p>Supplemental resources are not available.</p>	<p>There are some opportunities for the student to connect and engage with the content within (51-84%) some of the modules/foci/ units/ topics.</p> <p>Supplemental resources available may not support learning outcomes.</p>	<p>There are many opportunities for the student to connect and engage with the content within most (85-99%) modules/foci/ units/ topics.</p> <p>Supplemental resources that support learning outcomes are available for students.</p>	<p>There are ample opportunities for the student to connect and engage with the content within all (100%) modules/foci/ units/ topics.</p> <p>Supplemental resources that support learning outcomes are available for students.</p>	<p>Student to content refers to the opportunities available for students to make a connection and to engage with content through activities, supplements, exercises, and assignments that students are required to complete and perhaps submit for instructor review, comment, or grading. Students are provided with targeted supplemental or supporting resources that extend beyond the course material to support learning, such as videos, formative assessment activities, links, interactions, self-graded exercises, etc.</p>

Connection between past and future learning	There are limited opportunities for the student to make a connection between past and future learning within 50% or less of the module/focus/unit.	There are some opportunities for the student to make a connection between past and future learning within 51-84% of the module/focus/unit.	There are many opportunities for the student to make a connection between past and future learning within most (85-99%) module/focus/unit.	There are ample opportunities for the student to make a clear connection between past and future learning within each (100%) module/focus/unit.	From a constructive perspective, setting the stage for new learning involves making a connection from past learning to future learning (unit announcement, weekly introduction area, and lecture). This allows students to build upon prior knowledge, and to reflect upon their previously acquired skills or knowledge.
Content and its delivery is multi-modal	Course provides very few types of content. For example, visual, textual, kinesthetic, auditory activities, etc. to enhance student learning and engagement within 50% or less of the modules/foci/units.	Course provides some types of content. For example, visual, textual, kinesthetic, auditory activities, etc. to enhance student learning and engagement within 51-84% of the modules/foci/units.	Course provides varied types of content. For example, visual, textual, kinesthetic, auditory activities, etc. to enhance student learning and engagement within most (85-99%) modules/foci/units.	Course provides varied types of content. For example, visual, textual, kinesthetic, auditory activities, etc. to enhance student learning and engagement within each (100%) module/focus/unit.	Delivering content in many different formats satisfies different learning-style preferences, accommodates students with disabilities, offers students choices of how to interact with the content, and most notably strengthens retention. Examples of multi-modal delivery include lecture notes with visual enhancements, PowerPoint presentations with narration, audio, video, simulations, etc. Students have opportunities to read, write, listen, watch, handle, discuss, judge, etc. whenever appropriate.
Content complies with copyright laws	Few (50% or less) of the graphics, image and other media components that are embedded into the course adhere to Fair Use Guidelines, have permission, and are properly cited.	Some (51-84%) graphics, image and other media components that are embedded into the course adhere to Fair Use Guidelines, have permission, and are properly cited.	Most (85-99%) graphics, image and other media components that are embedded into the course adhere to Fair Use Guidelines, have permission, and are properly cited.	All (100%) graphics, image and other media components that are embedded into the course adhere to Fair Use Guidelines, have permission, and are properly cited.	Graphics, images, and other media components have permission for use from creator or have been properly cited or used according to Fair Use Guidelines. Permission must be granted to convert copyrighted material from one format into another (e.g., converting a DVD into digital format). You can always link out to a website or a resource outside of the course.  If you have adopted the textbook for that course, you may use all of the resources that are available with that textbook.

## Assessment and Feedback

Criteria	Emerging (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Best Practices
Multiple and varied types of assessment activities	Limited assessment strategies utilized. There is only one type of assessment within the course.	Assessment strategies utilized to measure content knowledge, attitudes and skills. There are 2 different types of assessments within the course.	Multiple and diverse assessment strategies utilized to measure knowledge, skills and attitude. Ongoing strategies are used to measure content knowledge, attitudes and skills. There are 3 different types of assessments within the course.	Ongoing multiple assessment strategies utilized to measure content knowledge, attitudes and skills throughout the course. There are 4 or more different types of assessments within the course.	Multiple and varied types of assessment activities provide wider measurements of a diverse range of student preferences. For example, some students may not perform well during timed exams but are more comfortable with writing assignments. Options include discussions, group projects, self-check and practice quizzes, exams, peer evaluations, class surveys, reflections, journals, e-portfolios, etc.
Assessment methods align with learning outcomes, activities, and occur frequently	Students are not provided with formative assessments to help them get ready for the summative piece(s). Assessment methods do not align with learning outcomes and/or activities and/or occur rarely throughout the course (midterm or final).	Students are provided with some of formative assessments to help them get ready for the summative piece(s). Assessment methods sometimes align with learning outcomes and activities, and occur sporadically throughout the course.	Students are provided with a variety of formative assessments to help them get ready for the summative piece(s). Assessment methods generally align with learning outcomes and activities, and occur frequently throughout the course.	Students are provided with a variety of formative assessments to help them get ready for the summative piece(s). Assessment methods specifically align with learning outcomes and activities, and occur consistently throughout the course.	Assessment methods must be relevant, accurate and align with learning outcomes. Frequent assessments provide the most accurate measurement of student comprehension. Assessments spaced throughout the term also ensure that the student is able to gauge his/ her own learning focused on learning outcomes. Formative assessments, such as practice quizzes, interactions, presentations, etc. where feedback is provided must be present throughout the course. This helps students master the content progressively and gives them a fair opportunity to demonstrate their skills and knowledge through summative evaluation pieces (such as midterms and final exams).

Feedback	<p>Opportunities for students to receive feedback on their performance are infrequent and sporadic. Only a few or none of the assignments, with the exception of quizzes and exams, contain extensive, individualized comments in the online gradebook. Rubrics are provided for a few or none of the graded assignments and/or do not outline specific criteria with levels of expectations.</p>	<p>Opportunities for students to receive feedback on their performance occur frequently. Some assignments, with the exception of quizzes and exams, contain extensive, individualized comments in the online gradebook. Rubrics are provided for some graded assignments and outline basic/ specific criteria with levels of expectations.</p>	<p>Opportunities for students to receive feedback on their performance occur in a timely manner (soon after learning activities have taken place). Most assignments, with the exception of quizzes and exams, contain extensive, individualized comments. Rubrics are provided for most graded assignments and outline general/ specific criteria with levels of expectations.</p>	<p>Ample opportunities for students to receive feedback on their performance occur in a consistent timely manner (soon after learning activities have taken place). All assignments contain extensive, individualized comments, with the exception of quizzes and exams. Rubrics are provided for all graded assignments and outline specific criteria with levels of expectations.</p>	<p>Feedback in online learning provides students with insight into what the instructor thinks about the work that the student is doing or has done. It is a tool that provides the student with instructions or guidelines for improvement. Feedback can be provided through SpeedGrader.</p> <p>Rubrics provide feedback that is detailed and consistent. As an instructor, you can provide feedback via a rubric by selecting the areas according to the criteria and scale.</p> <p>Ensure that students know how, when, and where to access your feedback and scoring.</p> <p>Graded assignments are assessment items that have a point value or must be manually graded. Some examples include quizzes, exams, discussions, essays, projects and papers.</p>
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## Instructional Design and Delivery

Criteria	Emerging (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Best Practices
Design Consistency and Functionality	<p>A few (50% or less) of the course content is visually and functionally consistent throughout the course. Font, headings (section identifiers) and content are not formatted and displayed within course or a few (50% or less) of the foci/units/modules.</p> <p>Most images used are irrelevant to the foci, units or modules, and diminish the professional look to the course.</p> <p>All lectures and/or multimedia elements are Flash based (.SWF files).</p>	<p>Some (51-84%) course content is visually and functionally consistent throughout the course. Font, headings (section identifiers) and content are formatted and displayed consistently throughout some (50-84%) foci/units/modules.</p> <p>Some images used are relevant to the foci, units or modules, and help provide a professional look to the course.</p> <p>Most lectures and/or multimedia elements are Flash based (.SWF files).</p>	<p>Most (85-99%) course content is visually and functionally consistent throughout the course. Font, headings (section identifiers) and content are formatted and displayed consistently throughout most (85-99%) foci/units/modules.</p> <p>Most images used are relevant and help provide a professional look to the course.</p> <p>Some lectures and/or multimedia elements are Flash based (.SWF files).</p>	<p>All (100%) course content is visually and functionally consistent throughout the course. Font, headings (section identifiers), banners, and content are formatted and displayed consistently throughout all (100%) foci/units/modules.</p> <p>All images used are relevant and help provide a professional look to the course.</p> <p>No lectures and/or multimedia elements are flash based (.SWF files).</p>	<p>Placement of elements and presentation consistency refer to the design of the course and the pages in the course that contain instructional elements (e.g., chapter, unit, module, week, etc.).</p> <p>Font type, size, color and spacing facilitate readability and minimize distractions for the student.</p> <p>Formatting and color coding serve instructional purposes to communicate key points, concept relationships, etc. Examples include URLs that open correctly, graphics display correctly and include alt text, grammar and spelling are correct, interactive technologies (blogs, wiki, animations) are working.</p> <p>It is also recommended to underline a word or phrase <b>only</b> when there is a hyperlink associated to it.</p> <p>Do not use color references to convey meaning. For example, "complete the section in red." Some students may not be able to discern color differences efficiently. Use of images or graphics must be chosen wisely to help support learning, rather than distracting from the course outcomes. Avoid pixelated or blurry images, as well as graphics that have no connection with your content.</p> <p>Multimedia elements should not be Flash based (e.g., .SWF files). Flash-based content is not supported.</p>

Course Organization	Less than 50% of course content has been logically organized. Course layout does not appear to be complete.	Course structure and flow is unclear. Only 51-84% of course content is organized or sequenced logically to support learning outcomes.	Course structure is somewhat intuitive but requires some exploring to determine flow of the course. 85- 99% of course content is sequenced logically to support learning outcomes.	Course structure is easy to navigate and 100% of course content is organized in a logical manner that promotes progressive learning or construction of knowledge.	<p>Content is organized and logically sequenced to support learning outcomes.</p> <p>The course navigation displays only the necessary course items from the student perspective. For example, Home, Announcements, Syllabus, Modules, Grades, People, and other necessary tools as applicable.</p> <p>The student must be able to discern relationships between parts of the course and how those parts assist the student in meeting learning outcomes. Navigation is a mixture of graphic and editorial organizational cues supplied by the graphic design of the course.</p> <p>Specifically, navigation is the consistent and predictable set of navigation methods, buttons and headings that allow learners to move logically and easily between areas of the course and topics.</p> <p>To avoid frustration, students must be able to easily navigate through the course and progress in a sequential and logical fashion.</p>
Organization of Foci/ Units/ Topics	50% or less of the Foci/ Units/Modules have content that is predictable and organized in a manner, so that students are clear on the resources, assignments and assessment for that foci/unit/module. 50% or more content items are not labeled accurately.	Some (51-84%) Foci/ Units/Modules have content that is predictable and organized in a manner, so that students are clear on the resources, assignments and assessment for that foci/ unit/module. Some content items are labeled accurately.	Most (85-99%) Foci/ Units/Modules have content that is predictable and organized in a manner, so that students are clear on the resources, assignments and assessment for that foci/unit/module. Most content items are labeled accurately.	All (100%) Foci/ Units/Modules have content that is predictable and organized in a manner, so that students are clear on the resources, assignments and assessment for that foci/ unit/module. All content items are labeled accurately.	Each unit must have a logical and predictable sequence for the learner to know where to start, and how it will flow. All content items are labeled accurately to make course outline more intuitive (e.g., Module 1: Lecture, Module 1: Discussion, etc.).

Accessibility	Between 0 - 40% of the course resources are fully accessible to all students and meet ADA requirements.	Between 41 -60% of the course resources are fully accessible to all students and meet ADA requirements.	Between 61-89% of the course resources are fully accessible to all students and meet ADA requirements.	90% or above of the course resources are fully accessible to all students and meet ADA requirements.	<p>Online content is designed to never exclude learners from interacting with it. Federal and State laws require web pages and content to be accessible to all people. Designing course content and web pages for a large audience with multiple learning styles is also a sound online instructional technique. Accessibility for students with disabilities, particularly as outlined by the Americans with Disabilities Act (ADA) and Section 508 requires online courses to be accessible to students with special needs (physical disabilities, learning disorders and etc.). Efforts must be made to accommodate students with special needs and may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• A text equivalent for every non-text element is provided (e.g., images contain descriptive text (alt text), Transcripts, etc.)</li> <li>• Captioning available for audio portions of multimedia presentations (narrated PPTs, animation or videos).</li> <li>• Row and column headers are identified in data tables.</li> <li>• Links that are self-describing and meaningful (e.g., “American Heart Association” with hyperlink, not “click here”).</li> </ul> <p>Please visit CTE for assistance with any concerns or questions that you may have with accessible content.</p>
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