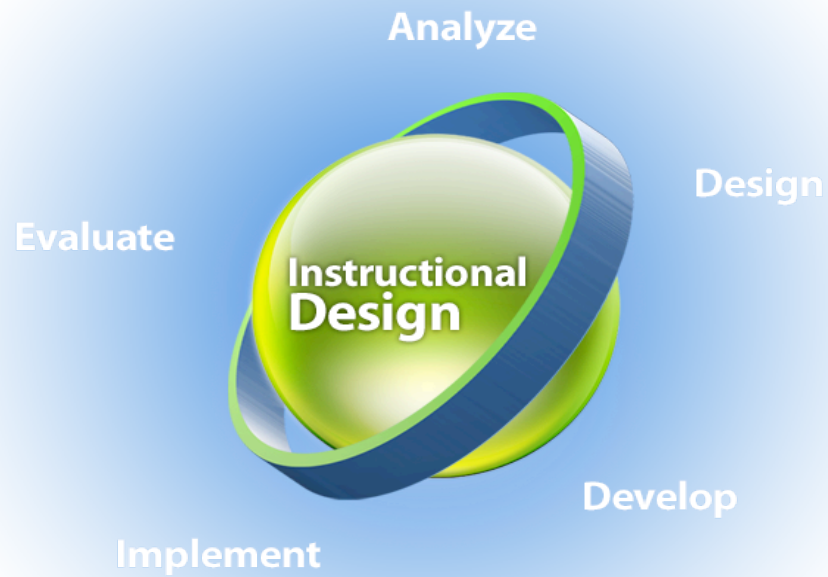







Center for the Application of Information Technologies
Online Course Development Process



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ANALYZE	DESIGN	DEVELOP	IMPLEMENT	EVALUATE
<p><u>Define Course:</u> Discuss overall course, vision, objectives, and structure.</p> <p>Discuss design roles of faculty/CAIT.</p> <p>Establish timeline.</p> <p>Address requirements and accessibility.</p> <p>Identify course components.</p> <p>Discuss instructional approach.</p> <p>Discuss branding, look and feel.</p> <p>Submit quote/secure approval.</p>	<p><u>Plan Course:</u> Review and analyze all course materials.</p> <p>Create course map/outline.</p> <p>Align course objectives with activities/assessments.</p> <p>Determine communication strategies.</p> <p>Assess media needs.</p> <p>Identify student support resources needed.</p> <p>Create detailed design documentation.</p>	<p><u>Build Course:</u> Set up course and build template.</p> <p>Create graphics (header/look and feel).</p> <p>Import/edit content and resources into CMS and activate CMS tools.</p> <p>Set up activities, assessments, glossary, communications.....</p> <p>Secure copyright permission if appropriate.</p> <p>Set up calendar/grade book and evaluations.</p> <p>Ensure accessible.</p> <p>Create course evaluation.</p>	<p><u>Launch Course:</u> CAIT/CITR review finished course with faculty.</p> <p>Sign off on checklist document and submit to Dr. Carter.</p> <p>Make minor revisions.</p> <p>Set up course section.</p> <p>Populate course.</p> <p>Teach course.</p> <p>Support faculty on design elements as appropriate.</p>	<p><u>Assess Course:</u> Debrief with faculty at end of course.</p> <ul style="list-style-type: none"> • Did the course meet department criteria? • Was course effective? • Did course meet student needs? • Did course meet faculty needs? • Was course instructionally sound? • Was course easy to navigate and manage? <p>Recommend changes.</p>

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WesternOnline Accessibility Checklist

Western Illinois University currently uses BlackBoard Vista as its online learning management system. In light of the passage of the Illinois Information Technology Accessibility Act (IITAA) this document provides items incorporated by CAIT course developers when designing courses within WesternOnline to enhance the accessibility of the courses. To view the IITAA standards in their entirety go to

<http://www.dhs.state.il.us/IITAA/IITAAStandards.html>.

 IITAA Standard #	Description
1.3	Provide meaningful page titles. (Example: Unit title, Lesson title, and topic, instead of abbreviations like U1, L1).
1.4	Use headings function (H1,H2, etc) to provide structure within the HTML document.
2.1	Use text to convey information instead of graphics.
2.2	When defining font sizes, if using HTML, avoid absolute sizing, instead use relative sizes as percentages (%) or key words (small, medium, large).
2.3	Identify the language in HTML (e.g. English) Note: WO may default to English.
3.1	Do not use color alone to convey information. Whenever color is used as an indicator provide non-color based indicator as well.
3.2	Make sure there is enough contrast between the font color and the background (3:1 ratio). To test contrast ratios, the following tool can be utilized http://juicystudio.com/services/colourcontrast.php# .
4.1	Any image added to the content (HTML) for instructional purposes needs alternate text (alt tag) that provides and accurate description of the image. Also provide full descriptions for graphs and diagrams. Limit alt text to 150 characters. If it cannot be accurately described with 150 characters link to a full description. For images that are purely decorative and not instructive create an "empty string" to indicate image can be safely ignored.
6.3	When using audio always provide transcription.

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	7.2	When using video provide descriptive transcription and/or closed captioning.
	8.0	For multimedia animations provide a list of shortcuts to assist screen reader user interactions.
	8.1	For audio, video or animations always provide a way for learners to play, pause, and stop.
	8.2	Do not include content/images that flash faster than 3 times per second.
	9.3	When providing a link make sure it is not too small (no less than 16 x 16 pixels) and is appropriately labeled and understandable out of context. For example do not state: Click here for more information.
	11.2	When using tables make sure they have accurate/descriptive row and column headings. Try to make tables as simple as possible with uniform rows and columns. For complex tables refer to standard.
	13.3	If linking to another site warn learners that another window will open with new window indicator.
	15.1	All documents such as MS Word, PowerPoint, Excel and Adobe PDF need be accessible or provide an alternative version.
	16.1	Be mindful of time limits on quizzes for students who may require extra time. Always notify students how much time will be given and provide opportunities for more time if needed.
	n/a	Keep navigation consistent and clear.
	n/a	For multimedia animations provide alternative descriptive text when necessary.
	n/a	Provide an orientation to the course that describes the general layout of the site.
	n/a	Provide alternative forms of communication to chat/discussion board such as email, phone, etc.
	n/a	Display sitemap or course content map.

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