

Oklahoma Online Excellence Award: Accessibility

The Accessibility award recognizes an individual, organization, or team for improved access in online teaching and learning that advance the quality and success of online education in the State of Oklahoma and are evidenced by measurable outcomes to a course, program, department, division, institution, or organization. The recipient individual or team:

- Demonstrates excellence in successful efforts that help make quality online education accessible and affordable for anyone, anywhere, at any time.
- Provide an opportunity for recipients to share effective techniques, strategies, and practices in online education.
- Engages innovative, unique, and creative practices that advance online teaching and learning, disrupt normal processes, and meet a proven need of Oklahoma online learners.
- Integrates unique, innovative, creative, engaging, and effective practices that improve access to education by expanding opportunities and/or reducing barriers.
- Collaborates with other online educators to provide leadership, share resources, model effective online teaching practices, and mentor.

Criteria	Excellent (4 5)	Average (2 3)	Not Recommended (0 1)	Evidence Suggestions
Accessibility (65%)	<ul style="list-style-type: none"> • Incorporates strategies for creating accessible learning environments in which all learners can participate, develop, and contribute • Embraces the cultural model that reframes disability as “a valuable form of human variation” rather than a deficiency or difference • Utilizes a variety of engaging, interactive instructional techniques that consistently provides meaningful access to the educational experiences • Consistently makes available appropriate assistive devices and technologies to support diverse learning needs. • Consistently promotes advocacy and awareness of accessibility matters • Monitors and assesses learner success • Aligns assessments with learning objectives • Effective multimedia content delivery • Clearly identifies learning objectives for courses/modules/units • Provides multiple opportunities for active application of learning • Gives clear direction for assignments • Specifies grading criteria • Encourages frequent interaction between learners and content, peers, and the instructor • Offers learners feedback throughout the course 	<p>Meets most of the criteria for excellence including:</p> <ul style="list-style-type: none"> • Utilizes a variety of engaging, interactive instructional techniques to create accessible learning environments • Monitors and assesses learner success • Incorporates multimedia content delivery • Clearly identifies learning objectives for courses/modules/units • Provides multiple opportunities for active application of learning • Presents clear direction for assignments • Specifies grading criteria • Creates opportunities for interaction between learners and content, peers, and the instructor • Offers learners feedback throughout the course 	<p>Meets few of the criteria for excellence:</p> <ul style="list-style-type: none"> • Demonstrates little variety in instructional techniques • Rarely monitors and assesses learner success • Incorporates little or no multimedia content delivery • Learning objectives for are not clearly identified • Provides few opportunities for active application of learning • Does not encourage frequent interaction between learners and content, peers, and the instructor • Offers limited feedback to learners • Presents insufficient evidence of excellent instructional practices 	<ul style="list-style-type: none"> • Documentation providing tangible examples of criteria for creating accessible learning environments that use a variety of techniques • Letters of support • Student evaluations • Testimonials

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<p>Collaboration (5%)</p>	<ul style="list-style-type: none"> Consistently shares resources, models effective programs and practices, and mentors Cultivates and actively engages in internal and external collaborative relationships to advance excellence in online education on an ongoing basis 	<ul style="list-style-type: none"> Sometimes shares resources, models effective programs and practices, and mentors 	<ul style="list-style-type: none"> Does not share resources, model effective programs and practices, or mentor Presents insufficient evidence of collaboration 	<p>Documentation that:</p> <ul style="list-style-type: none"> provides tangible evidence of the existence of collaborations identifies the participants in collaborative efforts, their roles, and how each implicitly or explicitly benefits from the partnership attests to efforts to share resources, model effective programs and practices, and mentor
<p>Learning Environment Design (10%)</p>	<p>The instructor's, program's, department's, division's, institution's, or organization's online learning environment designs:</p> <ul style="list-style-type: none"> Achieve extraordinary accomplishments in meeting accessibility needs Reflect the principles of Universal Design for Learning (UDL) with an educational framework that emphasizes the use of flexible goals, methods, materials, and assessments in order to provide effective instruction to a diversity of learners Incorporate varied opportunities for feedback for learners through self-assessment, system/peer/instructor feedback 	<p>Meets 4 of the 5 criteria for excellent learning environment design:</p> <ul style="list-style-type: none"> Unique Innovative Creative Engaging Effective <p>All course components and functionality comply with current ADA accessibility standards.</p>	<ul style="list-style-type: none"> Does not meet most of criteria for excellent learning environment design and does not reflect clear and consistent organization, accessible design, and presents limited opportunities for learner interaction and instructor feedback Presents insufficient evidence of excellent learning environment design 	<ul style="list-style-type: none"> Documentation providing tangible examples of effective and engaging learning environment design Letters of support Testimonials

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<p>Innovation (10%)</p>	<ul style="list-style-type: none"> Is known and has been recognized for innovative thinking and developing approaches that consistently make a significant impact in online education Has a proven record of making unique, engaging, creative, original contributions that disrupt the norm and meet a proven need Uses innovative approaches to content delivery and promoting student engagement Incorporates opportunities for students to demonstrate learning in creative ways 	<ul style="list-style-type: none"> Has developed a few innovations that contain some unique, engaging, creative, original components, but are also somewhat derivative 	<ul style="list-style-type: none"> Contributes minimally or not at all to innovating online teaching and learning Initiatives are not unique, engaging, creative, or original Presents insufficient evidence of innovation 	<p>Documentation providing tangible evidence of:</p> <ul style="list-style-type: none"> innovative, original, creative online teaching practices the unique, engaging, creative, original facets of the innovations the needs the innovations meet and in what way they do so

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<p>Results and Sustainability (Impact)</p> <p>(10%)</p>	<ul style="list-style-type: none"> Ensures that online teaching and learning environment designs align with the online teaching and learning environment design quality criteria of the individual's organization Has implemented a clear, well-planned strategy and methodical process for monitoring and evaluating the effectiveness, impact, and sustainability of teaching practices and learning environment design Presents evidence-based indicators attesting to the effectiveness, significant impact, and long-term sustainability of online teaching practices and learning environment design 	<ul style="list-style-type: none"> Ensures that online teaching and learning environment designs meet a proven need and align with the mission of the individual's organization and tenets of effective practices in online education Engages in some monitoring and evaluation of the effectiveness, impact, and sustainability of online teaching practices and learning environment designs Presents some evidence-based indicators of the effectiveness, impact, and sustainability of online teaching practices and learning environment designs 	<ul style="list-style-type: none"> Ensures that online teaching and learning environment designs do not meet a proven need or align with the mission of the individual's organization and tenets of effective practices in online education Does little to monitor the effectiveness, impact, and sustainability of online teaching practices and learning environment designs Presents insufficient evidence of the effectiveness, impact and sustainability of online teaching practices and learning environment designs 	<p>Documentation of :</p> <ul style="list-style-type: none"> alignment with quality online teaching and learning environment design criteria how online teaching and learning environment designs have been tested for effectiveness, impact, and sustainability the impact and sustainability of online teaching and learning environment designs practices for monitoring for continuing effectiveness, impact, and sustainability evidence-based indicators of effectiveness, impact, and sustainability <p>Testimonials</p>