COURSE READINESS CHECKLIST

How To Use: The legend references what type of criterion is demonstrated. A ☑ indicates **Essential** and a standard design component to online courses; a 🏅 is considered a **Best Practice** and adds value to the course.

To be considered a quality online learning opportunity, the course under review must meet all **Essential** criteria. Faculty who would like assistance in preparing an online course can partner with an Instructional Designer by emailing brightspace@geneseo.edu.

Overview and Orientation

☑ *Essential*   🏅 *Best Practice*

Level	Overview and Orientation Criteria	Notes
☑	Overview Page provides a brief course description or introduction, including method of delivery (i.e., fully online, hybrid, face-to-face); clear instructions for students (e.g., where to begin) and navigation to current content in less than three clicks; and a printable syllabus	
☑	**Student** is made aware of participation expectations; technology requirements; and supplemental textbooks, reading lists, and course materials. **Student** knows where and how to seek out their instructor for information and assistance, for example in online office hours or through scheduled appointments. *Regular and substantive interaction criterion*.	
☑	**Instructor** has provided learning objectives; policies for grading, late work and make-up work; communication instructions, guidelines, timeframe, and contact information *Regular and substantive interaction criterion*.	
☑	External tools (e.g., Quizlet, Khan Academy, Padlet, Nearpod, CK-12) are embedded and contextualized (i.e., purpose for tool is explained; resources for use are provided) within **modules** or in a page, assignment, discussion, or quiz using the Brightspace Editor; privacy policies are included	
🏅	There is a "Welcome" or "Let's Get Acquainted" **discussion**	
🏅	Introductory module leverages release conditions to ensure learners are made aware of salient information from course	

Level	Overview and Orientation Criteria	Notes
	syllabus prior to accessing course content	
🏅	Course banner provides visual representation of subject by updating the default image and banner text on the course Homepage	

Organization and Navigation

☑ *Essential*   🏅 *Best Practice*

Level	Organization and Navigation Criteria	Notes
☑	Content, including course syllabus, is "chunked" into manageable pieces by leveraging **modules** (e.g. organized by units, chapters, topic, or weeks)	
☑	Detailed instructions and guidelines for completing **assignments** and **discussions** are provided	
☑	**Modules** and items within modules have a thoughtful naming convention (e.g. name the module "Chapter 1: Moose in the News," not just "Chapter 1")	
☑	**Submodules** are used sparingly, if at all, and are not nested more than 1 layer deep.	
🏅	**Modules** begin and end with a contextual overview (e.g., Module Description and/or Introduction page and end with a Conclusion page to "bookend" each module)	

Assessment and Feedback

☑ *Essential*   🏅 *Best Practice*

Level	Assessment and Feedback Criteria	Notes
☑	Learners have multiple, low-stakes knowledge check opportunities prior to each high-stakes assessment	
☑	A weighted gradebook is employed; a grade item is linked to the appropriate Assignment/Discussion/Quiz for each activity contributing to the final grade	
☑	Lessons include at least one of three forms: ‣ *Student-Student Interaction (e.g. Discussions and/or collaborative projects)* ‣ *Student-Teacher Interaction (e.g. quality feedback)* ‣ *Student-Content Interaction (e.g. engaging content and resources with which students must interact and not just read or watch)* *Regular and substantive interaction criterion*.	
☑	Faculty themselves provide instruction, whether in synchronous meetings or by delivering **original** content asynchronously *Regular and substantive interaction criterion*.	
🏅	Sample **assignments** are provided to illustrate instructor expectations	
🏅	Multiple methods of **assessments** are used (e.g. Discussions, Assignments [individual or group] and Quizzes)	
🏅	**QuickEval** is used to score and provide feedback; learners have access to an up-to-date gradebook	
🏅	**Rubrics** used to evaluate course activities	
🏅	Alignment: course content (e.g., assessments, instructional materials, learning activities) and technology utilized therein are directly related, and in support of, learning objectives; the relationship between each is made clear	

Accessibility and Usability

☑ *Essential*   🏅 *Best Practice*

Level	Accessibility and Usability Criteria	Notes
☑	All content and learning activities are available in Brightspace (i.e., class and all content therein is published) no later than 7 days before the first day of class.	
☑	Accommodation Statement is present and easily located	
☑	Open Educational Resources, free, or low-cost materials are used.	
☑	Audio materials (mp3, wav, etc.) are accompanied by a transcript and videos / screencasts are closed-captioned	
☑	Hyperlink text incorporates the hyperlink destination/purpose and avoids raw URLs (e.g., appears as "Brightspace Help," not https://go.geneseo.edu/brightspace)	
☑	All links, files, videos and external URLs are current (i.e., active and working, reference correct semester/year); course is free of spelling and/or grammatical errors Note: this is important, regardless of feedback to the right, to check before each iteration of a course as links, dates, etc. that are correct in the fall may not be correct in the spring.	
☑	**Images** are used to support course content (e.g., banners, headings and icons) and accompanied by text descriptions (Alt text) or captions for more complex descriptions	
☑	**Color** does not overpower the course information; sufficient contrast between text and background makes information easy to read; and color is not used in isolation to convey meaning (e.g., color and bold are used to indicate importance)	
☑	Styles (e.g. Paragraph, Heading 2, etc.) are used to format text with a preference to use sans serif (e.g., Arial or Helvetica) Fonts; size 12 is the standard body text font size	
☑	Tables are only used for tabular data, and not for layout and design of non-tabular data; tables include a title, description, and header rows and columns	