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. SUNY Geneseo's course design requirements are derived from the Essential criteria below.

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 canvas@geneseo.edu.

Overview and Orientation ✅ Essential 🥇 Best Practice	
Criteria	Notes
✅ Home 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	
✅ **Instructor** has provided learning objectives; policies for grading, late work and make-up work; communication instructions, guidelines and contact information	
✅ 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 Rich Content Editor; privacy policies are included	
🥇 There is a "Welcome" or "Let's Get Acquainted" **discussion**	
🥇 Introductory module leverages prerequisites and requirements to ensure learners are made aware of salient information from course syllabus prior to accessing course content	
🥇 Course card provides visual representation of subject by adding an image in Course Settings	

Organization and Navigation ✅ *Essential* 🥇 *Best Practice*	
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	
✅ Items not used are hidden from Course Navigation	
🥇 **Modules** and items within modules have a thoughtful naming convention (e.g. name the module "Chapter 1: Pandas in the News," not just "Chapter 1")	
🥇 **Modules** begin with an Introduction/Overview page and end with a Conclusion/Summary page to "bookend" each module	
🥇 Text Headers and indention are included within **modules** to help guide student navigation	

Assessment and Feedback ✅ *Essential* 🥇 *Best Practice*	
Criteria	Notes
✅ Learners have multiple, low-stakes knowledge check opportunities prior to each high-stakes assessment	
✅ A weighted gradebook is employed and a column exists in the gradebook 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)*	
🥇 Sample **assignments** are provided to illustrate instructor expectations	
🥇 Multiple methods of **assessments** are used (e.g. discussion, assignments [individual or group] and quizzes)	

Assessment and Feedback
✅ *Essential* 🥇 *Best Practice*

Criteria	Notes
🥇 SpeedGrader used to score and provide feedback; learners have access to an up-to-date gradebook	
🥇 Rubrics used to evaluate assignments and/or discussions	
🥇 Learning Mastery Gradebook enabled for visual representation of Outcome mastery	
🥇 Outcomes tied to assessments; assessment strategy aligns with the learning intended to be measured (e.g., assessing a compare/contrast objective via short answer question, showing alignment, as opposed to assessing via T/F quiz)	
🥇 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*

Criteria	Notes
✅ All content and learning activities are available in Canvas (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 (e.g., on Home Page or Course Overview)	
✅ Copyright law is followed. Course breaks no copyright considerations. Where possible, 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 (avoid raw URLs, e.g., https://www.canvaslms.com) and includes words and phrases to provide context for screen-readers (e.g., use "Canvas Guide - Hyperlink" rather than "Canvas Guide")	

Accessibility and Usability ✅ Essential 🥇 Best Practice	
Criteria	Notes
✅ 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	
✅ 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; Auto-open Inline Preview used thoughtfully	
✅ 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	