**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  |  |
| ✅ | **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 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 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)* |  |
| 🥇 | 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 |  |
| ✅ | 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 and avoids raw URLs (e.g., appears as “[Brightspace Help](https://go.geneseo.edu/brightspace),” 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  |  |
| ✅ | **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 |  |