ONLINE READINESS CHECKLIST – COVID-19

Use this checklist as a guide as you develop and review your online course.

COURSE OVERVIEW AND INFORMATION

- ☐ An orientation or overview is provided for the course overall. Students know how to navigate and what tasks are due.
- ☐ Course includes a Course Information area (downloadable syllabus) for learners in a clear and navigable way.
- ☐ Course includes links to relevant campus policies on plagiarism, computer use, student grievances, accommodating disabilities, etc.
- ☐ Course provides access to campus and Open SUNY resources (technical help, orientation, tutoring).
- ☐ Course information states whether the course is fully online, blended, or web-enhanced.
- ☐ Course provides contact information for instructor, department, and program.

COURSE TECHNOLOGY AND TOOLS

- ☐ Appropriate software, hardware and skills for accessing and participating in the course are communicated (mobile, publisher websites, access codes, credentials, browser, microphone, webcam).
- ☐ Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).
- ☐ Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.

DESIGN AND LAYOUT

- ☐ A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).
- ☐ Each week/module has an introduction/overview and learning objectives.
- ☐ Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.

CONTENT AND ACTIVITIES

- ☐ Course offers a variety of engaging resources that support student learning and engagement (multiple means of representation for communication, collaboration, content delivery, student engagement).
- ☐ Where available, Open Educational Resources, free, or low cost material.
- ☐ All text content is readable by assistive technology, including a PDF or any text contained in an image.
- ☐ Videos incorporated in the course are under 10 minutes.
- ☐ Videos are created with reuse in mind, so they can be reused for multiple semesters.

INTERACTION

- ☐ Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignment grading and feedback).
- ☐ Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).
- ☐ Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice-breaker, Meet Your Classmates discussion forums). Building a sense of community mitigates the solitude of the online learner.

☐ Course offers a variety of opportunities for interaction and constructive collaboration (student to student, student to instructor, student to content). Group and peer-review assignments can support social, teaching, and cognitive presences in the online space.

ASSESSMENT AND FEEDBACK

☐ Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.

☐ Course includes frequent and appropriate methods to assess students' mastery of content.
They key to establishing an appropriate assessment strategy is first making sure that established objectives are measurable, and then mapping activities back to those goals to see which best lend themselves to conveying learner mastery. It comes down to one simple question – how will you know that learning has taken place?

☐ Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).

☐ Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.

☐ Students have access to an up-to-date gradebook that includes the total points/percentage column that accurately reflects their performance.