Course Readiness Checklist

The following checklist should be used to determine if the approved course is ready to be offered online. The instructor of the course will collaborate with the instructional designer to review the checklist.

**Course Design:**

- Student startup & navigation instructions are clearly visible (“Start Here” folder/link)
- Instructor contact information and (online) office hours are posted for the students.
- Syllabus with objectives, activities, due dates, expectations, course policies and procedures is available.
- A schedule/calendar for reading assignments, activity due dates & expectations is clearly available to students
- Textbook and readings are available online and/or information on how to purchase is available.
- Campus academic integrity and plagiarism policies are provided or are clearly linked to college policies. If using Turnitin, Buffalo State College’s Turnitin policy is included within the course.
- Etiquette expectations (netiquette) for online discussions, email, and other forms of communication are clearly stated.
- A statement regarding the instructor’s expectations for course completion is in place (For example: Students may/may not work together to complete the course, may/may not use the text while taking exams, etc.)
- Provides a place for students to practice using the online tools before required assignments to reduce anxiety and resolve technical issues before tasks are due. (For example: Computer Back-up Plan Drop Box, Syllabus Quiz, Meet the Participants Forum)
- Materials/activities are organized in a manner that is clear and easily navigable
- Content item titles align with the course schedule/calendar and grade book columns
- Multiple forms of interaction (S-S, S-C, S-I) are provided
- The course incorporates Universal Design Learning Principles and reflects conformance with institutional policy regarding accessibility - [http://www.buffalostate.edu/collegerelations/x720.xml#accessible](http://www.buffalostate.edu/collegerelations/x720.xml#accessible) (For example: not pairing red/green or yellow/blue, not using a colored background, alt tags are added for images, transcript or CC is available for all audio and video)
- All resources and materials used in the course are appropriately cited (copyright and fair use).

**Social Presence:**

- A self-introduction by the instructor is available to students.
- A forum for students to post introductions and share experience.
- Invites and encourages students to contact instructor for additional assistance.
- A social forum for non-class related topics is available.
- Instructor tells students when he/she will be online and when they may be away. (For example: will login at least once a day (not necessarily on weekends) during the course.)
- Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc)

Information gathered from: Technology Integration Grants for Educational Resources (TIGERS) are sponsored by the CSU Center for Distributed Learning as projects of the Community of Academic Technology Staff (CATS) [[http://www.humboldt.edu/~aof/aof.htm](http://www.humboldt.edu/~aof/aof.htm)]. Draves, William. *Advanced Teaching Online*. 2nd. Print.-- SUNY Fredonia Online Learning Advisory Committee -- SLN101: Training Materials and Sample Documents
**Technical Requirements & Help Resources:**

- Provides computer requirements for ANGEL and other software needed for the course.
- Provides detailed tutorial links and/or instructions on using the technology within the assignment information to help the students feel comfortable with the technology.
- Directs students to links and information on technical support.
- If non-campus technical resources are used in the course such as eBook, websites, Web 2.0, information on how to create an account (if needed) and how to use this tool are provided.

**Course Resources and Assignment Expectations:**

**Overall:**
- All assignments, final exam, group project, individual project, or other course evaluation activities are created and populated with instructions/expectations.
- Assignment expectations are clearly defined.
- Timing and pacing of activities and assignments are appropriate.
- Course has multiple forms of assessment.
- The types of assessments selected measure the stated learning objectives and are consistent with course learning activities and resources.
- Assignment release/closing dates are set appropriately.

**Readings, Videos, Podcasts:**
- Readings, Videos & Podcasts for modules/units are provided.
- If videos or podcasts, specific technology requirements are indicated for viewing. Closed Caption or transcripts must be available for all audio and video.

**Discussions (if utilized):**
- Discussion questions have been established.
- Discussion allows enough time for all students to respond and read each other’s responses.
- Students know how their participation in the discussion will be evaluated (grading rubric).
- Guidelines and rules for online discussion are available (Time frame, length, number of posts).

**Drop boxes (if utilized):**
- Submission format is clearly indicated (no attachment, .doc, .rtf, .html).

**Assessments: Quizzes/Review Questions/Exams (if utilized):**
- References time for completion, number of questions, resources to be used or not used.

**Projects (if utilized):**
- Creates areas for group members to work on group projects.

**Feedback/Grading:**
- The course grading policy is clearly stated.
- Grading criteria determined for all assignments (rubrics).
- Online grade book is created.
- Content Items are linked to the grade book correctly.
- End of Course Evaluation/Student Evaluation is available.

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