



COVID-19 Online Course Readiness Checklist

COURSE:

COURSE OVERVIEW AND INTRODUCTION

- Welcome message/[video](#).
- Instructor contact information, virtual office hours, and best ways to get in touch
- Syllabus
 - Make clear how to get started and where to find various course components
 - Make clear whether class is split and (where appropriate) make obvious when the synchronous sessions will meet.
 - [Clearly state expectations](#) for online discussions, email, and other forms of interaction.
 - Outline grading scale and policies.
 - Provide a [disability statement](#).
 - Clearly state the minimum technology requirements for the course and provide information on how to obtain the necessary technology.
- Course schedule (by weeks, topics or modules)
- Introduction activity (such as learners introducing themselves to each other)

COURSE DESIGN

- Learners are able to efficiently navigate the course (units, lessons, assessment etc.).
- Course navigation is consistent and logical, ideally featuring a weekly, topical or modular organization.

ASSESSMENT AND FEEDBACK

- [Assessments are varied](#) (low-stakes and high-stakes) and evenly spaced throughout the academic term.
- Learners have multiple opportunities to track their learning progress with timely feedback (esp. in the first five weeks).

INSTRUCTIONAL MATERIALS

- The course features a variety of instructional materials aimed specifically to engage learners and promote active learning.
- Faculty video and/or audio presentations are divided into short, topic-based segments appropriate for the course subject and level. For resources on video creation visit the [CITL Mediasite webpage](#) and [Video Guides](#).
- Instructional materials include diverse voices and perspectives such as guest speakers, documentaries, etc.

LEARNER INTERACTION AND ENGAGEMENT

- The learning activities provide consistent opportunities for [faculty-student and student-student interaction](#) that supports active learning.
- The instructor's plan for interacting with learners during the course is clearly stated.
- Opportunities are available for learners to receive and respond to frequent, timely, and meaningful feedback.

ACCESSIBILITY (For questions, visit the [CITL webpage on accessibility](#).)

- Images, tables, graphics and charts include text descriptions.
- Transcripts of audio and video are available.
- Links to files and webpages are self-describing.
- Materials are available in alternative formats.