

Online Course Readiness Checklist

The following criteria are important to the learning experience and should be considered when designing an online course.

Criteria (items in bold are most critical)	✓	Examples and Resources
COURSE OVERVIEW AND INTRODUCTION		
1. There is a course introduction and a defined structure of the course.		<p>Consider creating a course introduction video, conveying: The instructors' background; Expectations for student engagement; Special instructions related to quizzes or assignments; How the course is organized, and what students can expect.</p> <p>Also, you can review this guide on Creating Course Videos, as well as the documentation for tools on Panopto, Kaltura, and Zoom.</p>
2. A course syllabus is included.		<p>The following may be helpful for creating a robust syllabus:</p> <ul style="list-style-type: none"> • Getting Started with Constructing a Syllabus • Syllabus Template <p>In addition, you can review the guides in the Canvas Resource Library to learn about Canvas tools you can use; for example, the Syllabus Tool and Considering Course Structure: Posting a Syllabus.</p>
3. A grading policy is included.		<p>Review the resources available on Assessment and Evaluation.</p> <p>Consider what tools to use for grading; for example, Speedgrader and Gradescope in Canvas.</p>

4. A course schedule is included.		A chronological list of topics for each class, along with required readings and preparation necessary for students. This can be added to a syllabus document or as a table in a Canvas page: Managing Tables in the Rich Content Editor .
5. A self-introduction by the instructor is included.		Instructors should provide contact information, and consider introducing themselves using different methods; for example, an introductory video, during a live virtual session, a post in an icebreaker discussion, a short text biography, etc.
6. Measurable course learning outcomes are included.		Consider reviewing this guide on Getting Started Writing Learning Outcomes .
7. Measurable unit learning outcomes are included.		Learning outcomes for individual units are narrow in scope and align with the broad course outcomes.
8. A discussion where learners introduce themselves is included.		<p>Provide a way for students to meet each other in the first week of the course; for example, in a discussion forum or in a live session using a video conferencing tool. Also, think about adding an icebreaker activity; for example, you can ask them to:</p> <ul style="list-style-type: none"> • play a game with their classmates, • respond to a funny and/or 'getting to know you' prompt • explain why they are taking the course • do something creative (e.g., drawing, video, song, poem, etc.)

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NAVIGATION/LAYOUT		
1. Navigation/layout is easy to follow.		
a. Instructor provides instructions on the path the learner should take upon entry.		Add instructions in the form of text, audio, and/or video to the course homepage or landing area explaining where students need to go upon

		<p>entering the course for the first time and the first steps they need to take.</p> <ul style="list-style-type: none"> For example, refer them to an “Introduction”, “Getting Started” or “Start Here” area that contains the course introduction, the syllabus, the course schedule, an icebreaker activity, etc.
<p>b. Content is organized in a logical way (for example: by unit, topic, module or week).</p>		<p>Create separate areas for individual units, topics or weeks; for example, using Canvas Modules.</p> <p>Other layout and formatting strategies to consider:</p> <ul style="list-style-type: none"> Use a simple layout and design; embrace white space. Disable Canvas course navigation tools that are not being used when possible. Review this article on how to enable/disable navigation tools in Canvas. <p>Use a consistent naming convention throughout the course (e.g. Week 1 Discussion, Week 2 Discussion, Week 3 Discussion, etc.), and a consistent order for materials, activities, and assessments for each unit, topic, or week.</p>

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ASSESSMENTS		
1. Assessments		
<p>a. Course contains assessments that align with learning outcomes.</p>		<p>Assessments may be in the form of concept maps, minute papers, peer reviews, final exams, final papers, homework, discussions, practice quizzes, reflections, mid-term exams, final presentations, portfolios, etc. Review the resources available in Assessment Tools.</p>
<p>b. If included, each assessment contains adequate directions for the learners to complete successfully.</p>		<p>In addition to writing adequate instructions, it is also recommended that instructor(s):</p> <ul style="list-style-type: none"> Label assignments as required and optional appropriately. Keep instructions clear and concise by:

		<ul style="list-style-type: none"> a. Using short paragraphs and sentences, b. Breaking up long content into multiple pages, and c. Using bulleted lists and subheadings when possible.
2. Learning Progress		
<ul style="list-style-type: none"> a. There are multiple opportunities for learners to receive meaningful and timely feedback 		<p>For example, through writing assignments with multiple draft submissions, self-scoring quizzes, peer reviews, meetings with the instructor(s).</p> <p>Learn more about creating opportunities for feedback through formative assessment.</p>

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INSTRUCTIONAL MATERIALS		
1. Instruction is from multiple relevant sources and formats (e.g. publications, textbooks, videos, podcasts, websites, etc.).		Consider the principles of Universal Design for Learning and utilizing multiple formats for sharing content. See this page for more information: Universal Design for Learning .
2. Instructional materials are easy to access and easy to use.		

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ACTIVITIES & LEARNER INTERACTION		
1. Each unit has opportunities for learners to interact with each other, the instructor(s), and/or the content in a way that supports the learning outcomes, with clear directions for learner participation.		<p>For example, the unit may have learners interacting:</p> <ul style="list-style-type: none"> • with each other in a small group activity, group discussion, or peer review assignment.

		<ul style="list-style-type: none"> • with the instructor(s) in an assignment submitted for feedback or a discussion forum moderated by the instructor. • with the content through active learning activities such as role playing, case studies, simulations, labs, etc.
2. Course includes a venue for class news and questions.		<p>This may be in the form of one or more of the following:</p> <ul style="list-style-type: none"> • discussion forum(s), • pre-planned live sessions via Zoom, Skype, or another tool, • announcement thread where learners can reply to the instructor(s)' posts, • other mechanisms for sharing and interacting. <p>Review the Canvas Resource Library for guides on Canvas Announcements, Discussion Forums, and other tools.</p> <ul style="list-style-type: none"> • In addition, instructor(s) can hold Zoom Office hours.

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ACCESSIBLE DESIGN ELEMENTS		Accessibility Quick Guide

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GENERAL POLICIES AND SUPPORT		
1. Etiquette expectations for online discussions, email, and other forms of communication are clearly stated.		<p>State guidelines for respectful behavior and communication for student-student interaction and student-instructor interaction. This can be in the form of a paragraph in the syllabus, a few bullet points in the discussion forum instructions, or live at the beginning of a virtual Zoom or Skype session.</p> <p>For example, see the suggestions in this article for Making Zoom Sessions Inclusive.</p>

<p>2. Course and/or institutional policies with which learners are expected to comply are clearly stated, or a link to current policies is provided.</p>		<p>For example, include statements about academic integrity, accommodating students with disabilities, class attendance, extra credit, or any other applicable policies.</p>
<p>3. A description of the technical support offered and how to access it is clearly stated, or a link to it is provided.</p>		<p>Students can contact Cornell's IT Services: https://it.cornell.edu/support. Instructor(s) can add this link to the syllabus or somewhere else in the course.</p>
<p>4. An explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can access the services are clearly stated, or a link is provided.</p>		<p>For example, refer students to the Learning Strategies Center for study skill resources and time management tips.</p>

**Criteria are based on the Quality Matters Rubric.*