

## COURSE READINESS CHECKLIST

**How To Use:** This checklist is designed to support course preparation and review for online courses. Some criteria apply across all online modalities, while others may need to be interpreted based on how instruction is delivered.

✓ indicates an **Essential** launch-readiness requirement that should be in place before learners begin the course.

🏆 indicates a **Best Practice** that strengthens course quality, clarity, and learner experience but may not be required in every format.

🔄 indicates requirements that reflect [Regular and substantive interaction \(RSI\) criterion](#)

The checklist is intended to help instructors confirm that a course is ready for learners and aligned with core expectations for online teaching. Meeting all **Essential** criteria indicates that the course has the foundational elements needed for launch. **Best Practice** criteria identify ways to strengthen course quality, usability, interaction, and learner support over time. Some criteria apply across all online modalities, while others may require interpretation based on the course format. Instructors who would like assistance preparing or revising a course can partner with an Instructional Designer by [emailing the team](#).

### Overview and Orientation

✓ Essential 🏆 Best Practice 🔄 RSI

| Level  | Overview and Orientation Criteria                                                                                                                                                                                                              | Notes |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| ✓      | The Overview page provides a brief course description or introduction, including the method of delivery; clear instructions for learners about where to begin; and a printable syllabus added using the “Add Attachment” feature.              |       |
| ✓      | <b>Learners</b> are made aware of participation expectations, technology requirements, and required course materials.                                                                                                                          |       |
| ✓<br>🔄 | <b>Learners</b> know where and how to contact the instructor for information and assistance, such as through office hours or scheduled appointments.                                                                                           |       |
| ✓<br>🔄 | <b>Instructor</b> provides learning objectives; policies for grading, late work, and make-up work; and communication guidelines, including contact information and expected response time.                                                     |       |
| ✓      | External tools (e.g., Cengage, Pearson, MS Teams, Zoom, Top Hat) are clearly introduced, embedded and contextualized within modules or in a page, assignment, discussion, or quiz using the Brightspace Editor; privacy policies are included. |       |
| 🏆      | A welcome or getting-acquainted discussion helps establish instructor presence and learner connection early in the course.                                                                                                                     |       |

| Level                                                                             | Overview and Orientation Criteria                                                                                        | Notes |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------|
|  | An introductory module with release conditions helps learners review key course information before beginning coursework. |       |
|  | Course visuals and homepage elements reflect the subject or purpose of the course.                                       |       |

## Organization and Usability

 **Essential**
 **Best Practice**
 **RSI**

| Level                                                                               | Organization and Usability Criteria                                                                                                                                                                                            | Notes |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|    | Structural course content, instructions, and learning activities are available in Brightspace (i.e., class and all content therein is visible to learners) no later than 7 days before the first day of class.                 |       |
|   | Content, including the course syllabus, is organized into manageable sections or <b>modules</b> (for example, by unit, chapter, topic, or week).                                                                               |       |
|  | Clear instructions are provided for completing assignments, discussions, quizzes, and other required learning activities. Note: Learning activities are submitted through the learning management system rather than by email. |       |
|  | Modules and learning materials use clear, descriptive titles so learners can identify content and expectations easily. (e.g., name the module "Chapter 1: Moose in the News," not just "Chapter 1")                            |       |
|  | Required course materials are clearly identified and selected with affordability in mind whenever possible.                                                                                                                    |       |
|  | Links, files, media, dates, and course references are current and accurate for the active term.                                                                                                                                |       |
|  | Learners receive advance notice about any camera or proctoring expectations, along with alternatives or support when those requirements may create barriers.                                                                   |       |
|  | Submodules are used sparingly, no more than 1 layer deep, and organized in a way that keeps navigation simple for learners.                                                                                                    |       |



| Level                                                                             | Organization and Usability Criteria                                                                                                                                | Notes |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|  | Modules begin with a brief overview or introduction and end with a conclusion or wrap-up that helps learners understand the purpose and progression of the module. |       |

## Assessment and Feedback

 **Essential**
 **Best Practice**
 **RSI**

| Level                                                                                                                                                                      | Assessment and Feedback Criteria                                                                                                                                                                                                                                                                                                                                                                                             | Notes |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                                                                                           | Learners have multiple low- or no-stakes opportunities to check understanding before major assessments.                                                                                                                                                                                                                                                                                                                      |       |
|                                                                                           | The gradebook includes grade items linked to the activities that contribute to the final grade, and learners can view current grade information.                                                                                                                                                                                                                                                                             |       |
| <br> | The course includes meaningful opportunities for interaction among learners, instructors, and course content (e.g., learner-learner interaction through discussions or collaborative projects; learner-instructor interaction through feedback or other instructional contact; and learner-content interaction through engaging materials and activities that require active participation rather than passive consumption). |       |
| <br> | Instructors provide <b>original</b> and direct instruction through course materials, recorded or live teaching, announcements, feedback, or other planned instructional contact.                                                                                                                                                                                                                                             |       |
|                                                                                         | Sample assignments are provided when they help clarify expectations.                                                                                                                                                                                                                                                                                                                                                         |       |
|                                                                                         | The course uses a variety of assessment methods that align with learning objectives.                                                                                                                                                                                                                                                                                                                                         |       |
|                                                                                         | QuickEval is used to score and provide feedback.                                                                                                                                                                                                                                                                                                                                                                             |       |
|                                                                                         | Rubrics or other clear evaluation criteria are provided for major graded activities.                                                                                                                                                                                                                                                                                                                                         |       |
|                                                                                         | Assessments, learning activities, instructional materials, and technologies are aligned with course learning objectives.                                                                                                                                                                                                                                                                                                     |       |





# Accessibility

 **Essential**
 **Best Practice**
 **RSI**

| Level                                                                               | Accessibility Criteria                                                                                                                                                                                                                                                                   | Notes |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|    | The <a href="#">accommodation statement</a> is present and easy to locate.                                                                                                                                                                                                               |       |
|    | Audio materials include transcripts, and video or screencast materials include accurate captions.                                                                                                                                                                                        |       |
|    | Hyperlink text clearly communicates the destination or purpose of the link and avoids showing raw web addresses as instructional text (e.g., appears as “ <a href="#">Brightspace Help</a> ”, not <a href="https://go.geneseo.edu/brightspace">https://go.geneseo.edu/brightspace</a> ). |       |
|    | <b>Images</b> that convey meaning include appropriate alternative text, and more complex visuals are accompanied by captions or text descriptions. Decorative images are used sparingly.                                                                                                 |       |
|    | <b>Color</b> use supports readability, maintains sufficient contrast, and is not the only method used to convey meaning.                                                                                                                                                                 |       |
|  | Headings and styles are used to create a clear structure, and text formatting supports readability (sans serif font size 19 is standard in Brightspace).                                                                                                                                 |       |
|  | Tables are used only for tabular data and include the structure needed for learners to interpret them correctly (i.e., tables include a title, description, and header rows/columns).                                                                                                    |       |

