| **Course Readiness Checklist**You may use this checklist as a self-check to assess the readiness of your online course. You should use this checklist to guide you as you plan, develop and build your online course. Before your course is launched, your entire syllabus and 100% of the course content is expected to be completed. This checklist serves as an inventory of important online course elements, which reflect online quality course standards; these standards are research-based and recognized by organizations, such as [Online Learning Consortium](https://onlinelearningconsortium.org/consult/olc-quality-course-teaching-instructional-practice/) and [Quality Matters.](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)There are three main areas of focus for the readiness assessment:• Syllabus: 100% complete at the time of readiness review• Course Navigation and Presentation: 100% of course content is complete. The course structure and tools are completely set up in Blackboard.• Accessibility: The course is fully accessible at this time, and employs appropriate strategies and technologies.NOTE:You have flexibility to rearrange the course structure and/or information within the syllabus or course navigation, as long as the quality standards are demonstrated. |
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#  Syllabus

* **Course Information** - Instructor Information (name, contact information -- preferred and alternate), Office Hours (online and/or in person office hours), course number/section, title, credit hours, Nature of Course Delivery (asynchronous, synchronous, required face-to-face meetings/exams), Blackboard Login Instructions, E-reserve Instructions, if applicable
* **Course Overview** - Course Description (About the course/subject, prerequisites, etc.), Required Textbooks, Course Learning Objectives/Outcomes, Gen Ed Learning Outcomes OR Program Learning Outcomes, if applicable, Technology Requirements
* **Course Schedule** - Weekly Course Schedule presented in a tabular format (includes units/modules with start-and-end dates, delivery mode, readings, assignments, due dates, point values), Assignment Description (Due dates, requirements/expectations, criteria for grading/rubrics, points and/or percentages)
* **Assignments and Grading** - Grading Scale, Attendance and Participation Requirements (if applicable), Course Policies (late work, make-up exams, extra credit, Incompletes, etc.)
* **Additional Course Resources** - Recommended Course Resources (readings, tutorials, external websites, exhibitions, field trips, multimedia resources, etc.), if applicable
* **University Requirements** – Link and a brief introduction to [Academic Integrity](https://oai.gmu.edu/), [Disability Accommodations](https://ds.gmu.edu/), [Diversity](https://diversity.gmu.edu/), [Religious Holidays](https://ulife.gmu.edu/religious-holiday-calendar/), etc. [Student Privacy](https://registrar.gmu.edu/ferpa/), [Student Responsibilities](https://catalog.gmu.edu/archives/2017-2018/policies/student-rights-responsibilities/), [Student Services](https://mssc.gmu.edu/) ([Library](https://library.gmu.edu/), [Writing Center](https://writingcenter.gmu.edu/), [Counseling](https://caps.gmu.edu/), etc.)

# **Course Navigation and Presentation**:

* **Homepage** - Course has a landing page (may include course visuals, announcements, to-do list or what's due)
* **Announcements** – Announcement has been posted
* **Course Welcome** - Instructor bio, picture, and contact info are present, Includes a warm welcome message to students (audio, video, or text based), Includes clear instructions for getting started
* **Syllabus** – The syllabus document can be navigated easily (e.g., consistent use of headers or styles in WORD document, PDF file), Print version of the Syllabus available, Separate units for each week (or a specified time period) with specific dates, Units having consistent structure (e.g., introduction to the topic, learning objectives, readings, mini-lectures, labs, assignments including how/where students will participate or submit, discussions, etc.)
* **Weekly Units** - Links to recorded lectures/presentations are provided and working, Links to external websites, e-book, YouTube, etc. are working, Includes all assignments for the week and associated grading criteria/rubrics, Discussion/Blog/Journal prompts and descriptions have been created in Blackboard
* **Test/Quizzes (If applicable)** - Tests/Quizzes are developed in Blackboard with assigned points
* **Course Tools** - Available to students as applicable for the course (e.g., MyGrades, Email, Collaborate Ultra, Blog, SafeAssign, etc.)

# **Accessibility**:

* **Video -** All [videos](https://ati.gmu.edu/accessible-media/) are captioned and have transcripts; [PowerPoint](https://ati.gmu.edu/accessible-text/accessible-documents/)- Accessible PowerPoint slides are available for each lecture/presentation with the videos; [WORD](https://ati.gmu.edu/accessible-text/accessible-documents/) **-** All Word documents are accessible; [PDF](https://ati.gmu.edu/accessible-text/accessible-documents/) - PDF documents are text-based and fully accessible, External Resources - All publisher-provided resources are accessible, or alternate equivalent resources or strategies are provided (*contact the* [*GMU ATI office*](https://ati.gmu.edu/contact-us/) *in case help is needed.*)

Notes: