



WebCampus Course Readiness Checklist

Faculty Member Name:	Course Launch Date:
Course Code and Title:	Teaching Mode (select one): Synch/Asynchronous

[Note: Please see the digital version of this file to access hyperlinked resources]

Section 1: Course Expectations

The overall design of the course is made clear to the learner at the beginning of the course. The course overview and introduction set the tone for the course, let the learners know what to expect, and provide guidance to ensure learners start off on the right foot.

<p>Essential information provided on Home page (Home page must be used as landing page)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contact information <input type="checkbox"/> Course number and title <input type="checkbox"/> Virtual office hour schedule <p>Introductions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor self-introduction is posted (video preferred for synchronous courses but required for asynchronous courses) <input type="checkbox"/> Instructor has created a space where students can introduce themselves <p>Syllabus criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stevens Online Course Syllabus template is used <input type="checkbox"/> Syllabus is easy to find in the course site <input type="checkbox"/> Course materials and required technology clearly listed (this includes all applicable textbooks, supplemental materials, software requirements, and equipment/hardware requirements) <p>Expectations and policies are clearly explained for:</p> <ul style="list-style-type: none"> ⇒ Communication with peers <ul style="list-style-type: none"> <input type="checkbox"/> Online communication guidelines <input type="checkbox"/> Online participation expectations ⇒ Communication with instructor <ul style="list-style-type: none"> <input type="checkbox"/> Where to ask questions <input type="checkbox"/> Response time (ex. “will respond to emails within 24 hours”) ⇒ Assignment submission <ul style="list-style-type: none"> <input type="checkbox"/> Late work policy <input type="checkbox"/> Grading and evaluation criteria <input type="checkbox"/> How to submit work (ex. file type, group work submissions, etc.) 	<p>Notes:</p>
--	---------------

Section 2: Learning Objectives

Learning objectives describe what learners will do upon completion of the course. The learning objectives establish a foundation upon which the rest of the course is based. Objectives must be included not only at the course-level but also by individual week, module, unit, or however you decide to organize your content. This is foundational to create a successful online course.

<div><input type="checkbox"/> Course objectives are listed prominently on the course site and in the syllabus</div> <div><input type="checkbox"/> Module/weekly/unit objectives are listed clearly in the appropriate section of the course site</div> <div><input type="checkbox"/> Objectives are written in simple, student-friendly language (if using publisher content, ensure that those learning objectives are translated into student-friendly language)</div> <div><input type="checkbox"/> All objectives are measurable*</div> <div><p>* Note: To determine whether an objective is measurable, ask yourself “How will I know if students have achieved this?” If it seems that it would be difficult to quantify, it is not measurable. Avoid verbs such as “appreciate”, “know”, and “understand”</p><p><i>Not Measurable:</i> Understand the history, literature, and function of the theatre, including works from various periods and cultures.</p><p><i>Measurable:</i> Explain the theoretical bases of various dramatic genres and illustrate them with examples from plays of different eras.</p></div>	Notes:
---	--------

Section 3: Accessibility, Navigability, Usability, and Student Privacy

Making your course accessible ensures that all learners, including those with diagnosed and undiagnosed disabilities, can access all course content and activities. Making your course usable ensures that all learners can easily navigate and interact with course components.

<p>Accessibility</p> <ul style="list-style-type: none"><input type="checkbox"/> Images have descriptive alt-tags<input type="checkbox"/> Video and audio materials include captions and transcripts (Tip: use Zoom to record any media - captions and transcript will automatically be created).<input type="checkbox"/> Links are descriptive of what they contain (i.e., not lengthy URLs, file names, or “click here”)<input type="checkbox"/> Headings are used to indicate sections<input type="checkbox"/> Fonts and styles are consistently used throughout the site<input type="checkbox"/> PDFs feature searchable text, rather than images only <p>Navigability and Usability</p> <ul style="list-style-type: none"><input type="checkbox"/> Course navigation is consistent and easy to use<input type="checkbox"/> Only relevant tools (those that students will need to access) are visible to students in Canvas navigation (irrelevant tools are hidden from student view)<input type="checkbox"/> Language is used consistently throughout the Canvas shell and materials (for example, avoid using the word “Homework” in the syllabus and “Assignments” in the Canvas shell to speak about the same group of tasks)<input type="checkbox"/> All content is organized in a way that decreases time students’ use in finding their place, resources, tasks (example: housed within the Modules view and chunked by module/week/unit) <p>Student Privacy</p> <ul style="list-style-type: none"><input type="checkbox"/> Students’ educational records/privacy rights are protected (e.g. no personal information is used in public posting of student grades; etc.) <p>Preferred but not required</p> <ul style="list-style-type: none"><input type="checkbox"/> Files have been run through accessibility checkers and any necessary edits have been made<input type="checkbox"/> Canvas shell has been run through UDOIT and any necessary edits have been made	<p>Notes:</p>
---	---------------

Section 4: Instructional Materials & Learning Objectives

Learning activities and instructional materials should help learners to achieve stated learning objectives. Activities should also facilitate and support learner interaction and engagement. Course components that promote active learning (including *learner-content interaction*, *learner-instructor interaction*, and *learner-learner interaction*) contribute to the learning process and to the learner persistence.

<p>Instructional materials (e.g., readings, videos, slideshows, lectures, etc.)</p> <ul style="list-style-type: none"><input type="checkbox"/> Support stated learning objectives (course and module/weekly objectives) and learning activities<input type="checkbox"/> Are up-to-date and appropriate for the course level<input type="checkbox"/> Are varied and balanced (not relying heavily on one type of material, e.g., PDF readings)<input type="checkbox"/> All web links and embedded media elements included in content presentations are functional<input type="checkbox"/> All slideshows use approved template and include an updated Stevens copyright notice <p>If applicable</p> <ul style="list-style-type: none"><input type="checkbox"/> Course materials contain statements clarifying ownership and usage rights (e.g., “...used with permission...”; “...falls within Fair Use guidelines...”; “...used under the terms of a Creative Commons Attribution 3.0 license...”; etc.)	Notes:
--	--------

Section 5: Learning Assessments

Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives. Assessment should also allow learners to track their learning progress throughout the course (e.g., students should receive grades throughout the semester, rather than only at the end).

<p>Assessments of Learning</p> <ul style="list-style-type: none"><input type="checkbox"/> Allow students to demonstrate that they have met the learning objectives<input type="checkbox"/> Include a mix of types and formats (i.e., not exclusively multiple-choice quizzes or only exams)<input type="checkbox"/> Include a mix of low- and high-stakes items<input type="checkbox"/> Details of each assessment are explained in the instructions, and verified in the tool settings including a) open and close dates, b) allotted time to complete, c) retakes if applicable<input type="checkbox"/> Opportunities exist for students to incorporate instructor feedback and resubmit for review for major projects/high-stakes assessments (i.e., scaffolded assignments)<input type="checkbox"/> Evaluation/Grading criteria provided for major assignments/projects when initially assigned* <p>Grading and feedback</p> <ul style="list-style-type: none"><input type="checkbox"/> Point values and weights for each assessment clearly noted<input type="checkbox"/> Gradebook setup includes categories and weights as appropriate<input type="checkbox"/> Students are able to assess their progress throughout the course (i.e., self-check/practice quizzes, self-evaluations, peer review, can track grades through gradebook) <p>*Preferred but not required</p> <ul style="list-style-type: none"><input type="checkbox"/> Rubrics provided for major assignments/projects when initially assigned	<p>Notes:</p>
--	---------------

Section 6: Student and Instructor Engagement (Mode Specific)

Engagement with students in an online course positively correlates with student satisfaction and success. Instructors can create a “sense of presence” in both synchronous and asynchronous online courses although the methods to do so will vary. Ensuring multiple means of engagement (between you and the student as well as between the students themselves) is critical to the success of an online course.

<p>Section 6.1 Synchronous Online Courses</p> <ul style="list-style-type: none"><input type="checkbox"/> Instructor has included varied communication channels with which to contact and interact with students. These may include but are not limited to: Zoom (video conferencing, whiteboarding, polling), Discussions, Chat, and Poll Everywhere<input type="checkbox"/> Course tools are chosen to promote engagement and active learning<input type="checkbox"/> Instructor has included activities to remain engaged with the course on weekly basis by continuously guiding student learning, providing feedback, creating reminders, reinforcing concepts students have noticeably struggled with, etc. between class sessions <p>Preferred but not required</p> <ul style="list-style-type: none"><input type="checkbox"/> Live class sessions include activities designed to promote engagement (example: include collaborative, dynamic, or paired tasks throughout the time rather than straight lecturing) <p>Note: There are hundreds of free, online tools that can be used to promote active learning, interaction, and engagement. However, if you choose to use a tool that is not offered and supported by Stevens IT, be prepared to support students in the use of the chosen web-based tools.</p>	Notes:
---	--------

Section 6.2. Asynchronous Online Courses

Notes:

- ☐ Instructor has created a communication plan to follow with students which involves **at least** one method of outreach **every week** that does not include office hours (examples: Discussions, Chat, Q&A channel, weekly intro/recap videos)
- ☐ Instructor remains engaged with the course on weekly basis by continuously guiding student learning, providing feedback, creating reminders, reinforcing concepts students have noticeably struggled with, etc.
- ☐ Instructor varies communication method to include video, audio, and text input.
- ☐ Asynchronous activities have been designed to promote engagement and [active learning](#)
- ☐ Participation in activities allows for video, audio, and text input
- ☐ Course resources are varied and are not solely text-based

Preferred but not required

- ☐ Provide opportunities for optional synchronous (live) online meetings outside of classroom time.
- ☐ Instructor has personalized course by adding elements (e.g., icebreakers, images, media, optional discussion topics) that speak to their personality and interests in order to promote a sense of community

Note: There are hundreds of free, online tools that can be used to promote active learning, interaction, and engagement. However, if you choose to use a tool that is not offered and supported by Stevens IT, be prepared to support students in the use of the chosen web-based tools.

Section 7: Technology Tools

Course technologies support learners' achievement of course objectives or competencies. The technologies enabling the various course components facilitate rather than impede the learning process.

<input type="checkbox"/> Instructions for student use are provided for all required course tools, including how to access, where to view feedback, and assignment specific instructions	Notes:
<p>If applicable</p> <input type="checkbox"/> If using technology that is not institutionally supported, Voluntary Product Accessibility Templates (VPATs) and Accessibility statements for each technology that students are being asked to use must be added to syllabus and prominent place in Canvas shell. These can easily found by Googling the product name and either "VPAT" or "accessibility statement". Ex. Kaltura VPAT and Zoom Accessibility Statement	

Scoring

- Synchronous: 45 base points + 3 mode-specific points = 48 points possible (4 bonus points available)
- Asynchronous: 45 base points + 6 mode-specific points = 51 points possible (5 bonus points available)

Minimum passing score = 90%

Review Score

First Review (insert date):

Second Review (insert date):

Third Review (insert date):

Additional comments: