WKU Online & Hybrid Course Readiness Checklist

COURSE:	SEMESTER:

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 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.
☐	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.