

EPIC Online Course Checklist

Part A – Course Navigation and Layout

Course Structure

Course Entry Quiz should be present and the first item in the content area.

****Note:** The Course Entry Quiz should be hidden after the 10% point of the semester/term.

Getting Started/Course Information folder is present and contains, at minimum, the following:

Instructions clearly direct students how to get started and where to find various course components.

Instructions introducing students to the purpose and structure of the course.

Tips on how best to succeed in an online learning environment.

Course syllabus in a printable format. ****Note:** See Syllabus details for more information. Faculty Information should be included and include all requirements as outlined in the next section.

Optionally, provide a web link to the Assist tool which includes a description of the services the college offers. *Note:* The Assist URL is:

<https://blackboard.waketech.edu/ultra/integration/bbAssist>

Units of instruction are organized in individual *Learning Modules* or *Folders* labeled as lessons, modules, or units as appropriate for the course.

Faculty Information

The following content is posted in the **Getting Started/Course Information** folder:

Faculty's name and title.

Faculty's college email address.

Faculty's office phone number. ****not applicable for adjunct instructors**

Faculty's office hours. ****not applicable for adjunct instructors**

Faculty's office location, including campus. ****not applicable for adjunct instructors**

Preferred method of contact is clearly indicated.

Clear standards are established for faculty responsiveness and availability.

Avatar or representative photo of faculty member.

Faculty bio/introduction.

Welcome Message

Welcome message is posted in the **Announcements** area or **Getting Started/Course Information** folder and is easy to locate.

Welcome message contains name of course, an introduction, words of encouragement, and directions to begin the course.

Part B – Course Resources and Student Support

Syllabus

Syllabus is posted in the **Getting Started/Course Information** folder.
Syllabus is provided in a printable format, for example, docx or pdf.
The course description from the NCCCS CCL or WTCC course catalog is included in the syllabus.
Prerequisite courses are clearly stated in the syllabus.

Course-level Student Learning Outcomes (SLOs)

(on Syllabus)

SLOs for the course are clearly stated on the syllabus.
SLOs for the course are measurable (refer to Blooms Taxonomy).
SLOs directly reflect the content and expectations described in the Course Description provided by the NCCCS.
SLOs are representative of the scope of the course.

Course Materials

(on Syllabus or included within the Getting Started/Course Information folder)

Any required course materials [textbooks (including ISBN), supplies, publisher content, and/or software, etc.] are clearly stated.
All materials are current and relevant to the course.
The purpose of instructional materials (both required and recommended) and how materials are to be used are clearly explained.

Grading Policy

(on Syllabus or included within the Getting Started/Course Information folder)

The course grade weighting or points system is clearly stated. The grading policy/practices are easy to understand.
Penalties for late and/or incomplete work are clearly stated.
Turnaround time on graded assignments and where to locate feedback within the course is clearly stated.

Course Calendar or Schedule

(on Syllabus or included within the Getting Started/Course Information folder)

If it is a separate document –

Course calendar or schedule is included in Getting Started/Course Information folder.
Course calendar or schedule is provided in a printable format, docx or pdf, for example.
Course calendar or schedule has a clear breakdown based on the structure of the course.
Dates in the calendar or schedule are correct and reflect the current semester and year.

Attendance Policy

(on Syllabus or included within the Getting Started/Course Information folder)

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The attendance policy is clearly stated.

The attendance policy includes the purpose of the Course Entry Quiz in determining entry into the course.

The attendance policy includes what constitutes attendance in the course.

The attendance policy includes the consequences of non-attendance.

Instructions

(on Syllabus or included within the Getting Started/Course Information folder)

General “how to” assignment instructions for submission are provided and clearly written.

Course instructions answer basic questions related to research, writing (format), and technology/software used.

Links to plugins or required course software are provided when necessary.

Any platform limitations are clearly stated as needed (i.e., OS or specific browser).

Communication Expectations

(on Syllabus or included within the Getting Started/Course Information folder)

The expectations for student interaction are clearly articulated.

Communication expectations, including netiquette for online discussions, e-mail, social media, and other forms of written interaction, are stated clearly.

Course Policies

(on Syllabus or included within the Getting Started/Course Information folder)

Course policies with which the student is expected to comply are clearly stated or links are provided to the information.

Student Support

Optionally, provide a web link to the Assist tool which includes a description of the services the college offers. Note: The Assist URL is: <https://blackboard.waketech.edu/ultra/integration/bbAssist>

Student Help

A Student Help Forum or similar resource is available in the course under Discussions.

Part C – Lessons

Introduction Assignment/Ice Breaker

Introductory assignment is easy to locate.

Clear instructions for the assignment, including participation requirements, are provided.

The assignment is collaborative in nature and is designed to build rapport and/or a sense of community.

Navigation

Navigation between lessons is consistent, logical, and efficient.

Student Learning Outcomes (SLOs)

(posted in each Lesson/Week/Module/Unit *Learning Module* or *Folder*)

SLOs for the lesson/week/module/unit are clearly stated.

SLOs for the lesson/week/module/unit are measurable.

SLOs are consistent with the course-level SLOs.

Structure and Consistency

Content within lesson/week/module/unit is sequenced.

A form of “task list” is provided within each lesson/week/module/unit.

Content within lesson/week/module/unit is structured in a consistent manner. (i.e., use of organizational tools that allow students easy access to content).

The course design and/or layout is consistent and easily orients students. Content within each lesson/week/module/unit is organized and divided using titles, headings, subtitles, etc.

Font type, size, and color are readable and consistent throughout the course.

Expectations

All expectations and activities are clearly stated, including reading, learning activities, and assessments.

Due dates for all assessments and activities are stated in a prominent place.

Collaboration

Activities provide opportunities for faculty-student interaction when appropriate.

Activities provide opportunities for student-student interaction when appropriate.

Student participation in collaborative activities is defined, including consequences for noncompliance, and a mechanism for measuring quality and quantity is provided.

Variety

Learning activities use a variety of technology tools and teaching methods.

Activities provide opportunities for student-content interaction when appropriate.

Assessments

The types of assessments in the course align with Course SLOs/ Lesson/Week/Module/Unit-level SLOs and complement course activities.

Assessments are suitable for a distance learning environment and effectively measure learning. Assessments and evaluations use multiple methods, where appropriate. Instructions for assessments, such as time limits, format, or submission guidelines are clearly stated.

Rubrics/Grading Criteria

Rubrics or grading criteria are provided for substantive assignments (>5% individual or cumulative). Rubrics provide specific, descriptive criteria and a breakdown of point structure. Criteria relate directly to SLOs and course grading policy.

Intellectual Property

All resources and materials used in the course are appropriately cited (when necessary).

Part D - Accessibility

Accessibility (ADA) Compliance

Text-based course content uses heading styles and other built-in structures like ordered and unordered lists.

All Word documents present in the course are accessible, including using an accessible heading structure and alt text for images.

All Excel documents in the course are accessible.

All PDF documents in the course are accessible.

Font type, size, and color enhance readability throughout the course.

Course content, including attached files, does not include text within a graphic (unless it is decorative) or blinking/moving text.

A link to the plugin is provided when needed.

All file/document names adhere to accessibility guidelines.

All file/document links are formatted for accessibility.

All hyperlinks are formatted for accessibility.

Internet resources, including videos, can be navigated or operated with keyboard shortcuts.

All images within the course have alt tags.

A long description is included near images, charts, graphs, and diagrams that are more complex.

All tables are formatted to adhere to accessibility guidelines.

All video content is closed-captioned.

All audio content has transcripts provided.

Linked and embedded multimedia clips and videos are captioned, and audio descriptions are included, when appropriate.

Any other multimedia present in the course meets accessibility standards.

All PowerPoint documents in the course are accessible.

Part E - Gradebook and Faculty Presence

Gradebook

Faculty adhere to stated and/or departmental grading expectations (e.g., 7 days after due date has passed).

An accurate weighted average is available for students to determine their course grade, without having to perform any calculations, which will allow them to keep up with their course progress.

The grade weighting or total points should match what is stated on the syllabus or in the Getting

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Started/Course Information folder. If a third-party grading system is used, students should be referred to the location that contains their current average in the course.

Unused rows and columns are hidden from student view or deleted.

Faculty Presence

Regular faculty presence and responsiveness are evident throughout the course, achieved through announcements, participation on discussion forums, and/or detailed feedback on assessments, etc.

Mechanics

The course grammar and mechanics do not negatively affect readability and expression of main ideas.

The course does not contain broken links (i.e., files, website, documents, SoftChalk content, videos, etc).