# Readiness Checklist for Remote Teaching

## OnQ Design & Navigation

### Course Homepage
- Instructor’s name & contact information or Teaching Team Information (e.g., course email)
- Instructions for how to get started
- Welcome message (text, audio, or video)
- Course is easy to navigate
- Language is consistent throughout (e.g. naming conventions are the same)
- Course content is organized into clearly defined weeks/modules/topics/units

### Each week/module/unit includes
- Learning outcomes/focus/topic for the week
- Required (and supplemental) content (e.g., readings/resources/pre-recorded lessons/viewings)
- Learning activities/assessments

## Syllabus

### General Information
- Course description
- Prerequisites
- Required text or course material including third party software
- Course learning outcomes
- Due dates for assignment (in one location)
- Suggested weekly time commitments (from the course calendar)
- Reference to student supports (e.g., SASS, Writing Centre, QSAS)

### Assessment & Activities
- Weighting of assessments
- Descriptions of assessments and course activities
- Grading

### Communication Plan
- Communication & Feedback (e.g. how/where you will communicate, role of TA, course feedback)
- Instructor addresses various ways they will communicate throughout the course (e.g., weekly updates via Course Announcements)
- Netiquette
- Important of using Queen’s student email

## Faculty Policies
- Copyright of materials
- Academic Integrity
- Accessibility and accommodations
- Academic considerations
- Technology requirements
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### Assessments

- Assessment deadlines are clear, easy to find
- Submission directions are included
- Students are made aware of how and when they will receive timely feedback for assessments
- Instructions and expectations are clear (e.g., rubrics and exemplars are provided when appropriate)
- Assessments meet AODA requirements and accommodations/academic considerations can be applied

### Learning Activities & Engagement

- Students are strongly recommended to introduce themselves during first two weeks of the course
- The course design prompts the instructor and TA to be present, active and engaged with the students

### Course Materials

- All Word docs. and PDFs are uploaded to onQ
- Relevant images, graphs, links are integrated with citations/copyright
- Materials are presented in a format for an online learning environment and are easily accessible by the student (compliance with AODA)
- Transcripts or closed captions could provided for audio/video recordings (students request)
- Copyright permission obtained when necessary