

EPIC Online Course Checklist

Part A – Menu, Getting Started, Faculty Information, and Tools

Navigation Menu

- The course menu follows the order of the standardized menu template.
- No more than 3 additional course menu items added.
- Course menu link titles follow EPIC guidelines.
- Standardized course menu links are not duplicated.
- Dividers are placed in the correct location.
- Color contrast is used effectively.
- Text is visible without overflowing menu area or button.
- Course entry quiz is hidden after the 10% mark.

Welcome Message

- Welcome message is posted in the Announcements or Getting Started section of the course and is easy to locate.
- Welcome message contains name of course, an introduction, words of encouragement, and directions to begin the course.

Getting Started

The following content is populated within Getting Started:

- Instructions clearly direct students how to get started and where to find various course components.
- Instructions introduce students to the purpose and structure of the course.
- Tips are provided on how best to succeed in an online learning environment.
- Provides a course link to the course syllabus (posted in Course Resources).
- Provides a weblink to Student Support.

Faculty Information

The following content is posted within Faculty Information:

- 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.

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Tools

- Unused Tools are hidden to users to avoid confusion, make relevant content easier to find, and streamline course design.

Part B – Course Resources and Student Support

Syllabus

- Syllabus is the first item posted under Course Resources.
- Syllabus is provided in a printable format, for example, docx or pdf.
- The course description from the NCCCS CCL or WTCC course catalog is posted.
- Prerequisite courses are clearly stated.

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 posted as an individual item under Course Resources)

- 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 posted as an individual item under Course Resources)

- 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 posted as an individual item under Course Resources)

- If it is a separate document* - Course calendar or schedule is posted in Course Resources.
- If it is a separate document* - 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.

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- Dates in the calendar or schedule are correct and reflect the current semester and year.

Attendance Policy

(on Syllabus or posted as an individual item under Course Resources)

- 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 posted as an individual item under Course Resources)

- 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 posted as an individual item under Course Resources)

- 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 posted as an individual item under Course Resources)

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

Student Support

- Student support area is pre-populated with required items. Content in Student Support is not duplicated.

Student Help

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

Part C – Lessons

Introduction Assignment/Ice Breaker

- Introductory assignment is easy to locate.
- Clear instructions for the assignment, including participation requirements, are provided.

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- 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.
- Unused navigation elements have been removed or hidden.
- All content can be accessed within 3-4 clicks.

Student Learning Outcomes (SLOs) (posted in each Lesson/Week/Module/Unit)

- 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.
- The Collaboration course menu item links to at least one collaboration tool that is used in the course.
- 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.

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- 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 - Grade Center and Faculty Presence

Grade Center

- Faculty adhere to stated and/or departmental grading expectations (e.g., 7 days after due date has passed).
- An accurate weighted grade 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 course resources section. 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, document, Soft Chalk, NCLOR, video, etc).