# Faculty Course Readiness Checklist

## Course Information:

* **Course Name/Number**:
* **Instructor’ Name**:
* **Course delivery format/mode**:
* **Link to Canvas site**:

## Home Page and/or Syllabus

|  |  |  |
| --- | --- | --- |
| **Y/N** | **Recommended Practices** | **Notes** |
|  | Course home page includes:   * instructor welcome * getting started statement * information on navigating the site * attendance expectations * instructor contact information * photo of instructor * office hours * instructor response times |  |
|  | Attendance/participation expectations are clearly displayed. |  |
|  | Instructor’s Canvas Profile includes a photo and basic bio. |  |
|  | The current term’s syllabus is available on Canvas in the Syllabus section. |  |
|  | Course Summary (if enabled) only contains current term events |  |
|  | If applicable, weighted grade groups match the weighting in Assignments. |  |

## Modules

|  |  |  |
| --- | --- | --- |
| **Y/N** | **Recommended Practices** | **Notes** |
|  | Module 0 (Getting Started) is present and contains a Support page. |  |
|  | Course is organized into chronological or sequential modules. |  |
|  | All content and activities/assignments can be accessed from modules: readings, videos, assignments, discussions, quizzes, etc. |  |
|  | Files, videos, and other course materials have meaningful names and are consistently named throughout. |  |
|  | Videos are embedded/linked from a streaming service such as Panopto, YouTube, Vimeo, etc. Video files are **not** uploaded to Canvas. |  |
|  | Assignments, discussions, and quizzes are written with explicit instructions (Purpose, Task, and Grading Criteria). |  |
|  | Assessment/activity names, due dates (in the assignment settings), and points are consistent wherever they appear, including the syllabus. |  |

## Assignments

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| --- | --- | --- |
| **Y/N** | **Recommended Practices** | **Notes** |
|  | Review the assignment area for organization. Delete empty assignment groups. |  |
|  | Review group assignments to ensure they’ve been associated with the correct Group. |  |

## Course Navigation and Settings

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| --- | --- | --- |
| **Y/N** | **Recommended Practices** | **Notes** |
|  | Course navigation has been modified to hide files, pages, and other unused menu items. |  |
|  | Course start and end dates are edited to reflect how you intend to teach. Check Settings > More Settings for features you may want to enable or disable. |  |

## Final Steps

|  |  |  |
| --- | --- | --- |
| **Y/N** | **Recommended Practices** | **Notes** |
|  | Course addresses core accessibility standards. Utilize available accessibility tools to generate reports. |  |
|  | All course links are checked to ensure they open to the intended target. |  |
|  | Verify that all tech tool integrations (Resource Lists, Panopto, VoiceThread, textbooks, videos) still work if bringing in content from an outside source. |  |
|  | Course has been viewed through Student View and necessary changes have been identified around publishing. |  |
|  | If applicable, Zoom Pro meetings have been scheduled before publishing the course. |  |
|  | No imported announcements and/or previous calendar events are present. |  |

## Course Facilitation

|  |  |  |
| --- | --- | --- |
| **Y/N** | **Recommended Practices** | **Notes** |
|  | A regular means of obtaining course feedback from students is planned. |  |
|  | A discussion forum where students can post questions for their instructor is provided. |  |
|  | Notification settings have been adjusted based on professor needs. |  |
|  | A plan is in place for communications to occur through Canvas Announcements and Conversations. |  |
|  | Course integrates accommodations for students as notified by Office of Disability Services. |  |

## Plan for First Week

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| --- | --- | --- |
| **Meet/Fix** | **Recommended Practices** | **Notes** |
|  | Send a welcome announcement introducing yourself, letting students know the course is published, and alerting them to any pre-work. |  |
|  | Monitor first date attended. Alert appropriate entities if student didn’t attend or complete required academic activity. |  |
|  | If you have created student groups, check that all enrolled students have been assigned to a group. Check this as needed throughout the add/drop period. |  |

**Appendix A: Online, Blended, and HyFlex Classes**

## Online, Blended, and HyFlex Classes

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| --- | --- | --- |
| **Meet/Fix** | **Recommended Practices** | **Notes** |
|  | For classes with no in-person or online synchronous meetings the first week, the course has a required assignment or activity that counts as Academic Activity (“First Date Attended”). The assignment is labeled as such. |  |
|  | A Getting Started module is present, which includes: a faculty welcome, the support page created by STELAR, list of required materials, a Q&A Discussion. |  |
|  | In your course modules, context is provided for each reading, video, file, or other learning resource/materials. Context would be introductory text, detailed instructions, links to other content, etc. |  |
|  | Opportunities for student interaction/engagement are present and support students in the course modality. Engagement includes student-to-instructor, student-to-content, and student-to-student interaction. |  |
|  | Accurate and timely grades (and feedback) are available to students in the Canvas Grades system. |  |