ONLINE TEACHING-START OF SEMESTER CHECKLIST

Are you certified to Teach Online at LBCC? You completed TOS 3.0 (required to teach online), you excelled in Growing with Canvas and are now ready to go? Before your online/hybrid course begins, use this checklist to help ensure a successful semester. Contact OLET with any questions or concerns and you are welcome to make an appointment with our team so we can address your individual situation – we are here to help. More information on each checklist item is available on the next page for your convenience.

CANVAS COURSE

- ☐ Build your course
- ☐ Clean up your Navigation
- ☐ Create a Welcoming Homepage with Instructor Contact Information
- ☐ Verify all Links
- ☐ Confirm any Imported Course Content
- ☐ Publish your Course including Pages, Assignments, Discussions, etc.
- ☐ View your Course as a Student
- ☐ Make your course Accessible – Access for all

COMMUNICATION TO STUDENTS

- ☐ Communicate with Students Before Class Starts
- ☐ Remind Students to Have Updated Email in Canvas
- ☐ Monitor Enrolled Students During the First Week of a Session
- ☐ Direct Students on How to get Technical Help

SYLLABUS

- ☐ Ensure all due dates are correct (especially if using a previously taught course)
- ☐ List course objectives
- ☐ Identify any prerequisites and required course materials
- ☐ Provide course schedule/outline
- ☐ Upload or embed your syllabus into your course

SYLLABUS STATEMENTS

- ☐ Instructor Contact Information
- ☐ Grading Policy including rules for late assignments/makeup work
- ☐ Attendance & Participation Policy
- ☐ Academic Integrity
- ☐ Communication Policy
- ☐ Netiquette Policy
- ☐ DSPS
- ☐ Student Technology Help Desk

Extended Checklist – Additional Resources

CANVAS COURSE

Build your course: We suggest that you have your entire course built (content pages, assignments, discussion posts, syllabus, etc.) at least two weeks prior to the start of the semester. Are you importing a course from a previous semester? Then import it early and leave yourself time to review. Optional Canvas resources for those importing a course: *Course import tool* (video) and *How do I copy content from another Canvas course?*

Clean up your Navigation: Your course may include links that your students don't need to see. For example, not using Conferences? Hide it! A gray eye with a slash mark will appear next to navigation items that are not visible to students. Items can be disabled or hidden, depending on your preference. *How do I manage Course Navigation links?*

Create a Welcoming Homepage with Instructor Contact Information: A homepage is the first thing a student will see once they log into your course. Canvas sets your default homepage to Modules, which is an outline of your course. We suggest making a new page and including a welcome message, instructor contact information, important links, and a welcome video (optional). List your contact information and how you wish to be contacted (via Canvas? Email? Phone?) on the course homepage, in the syllabus, and in any other course overview locations. Putting it in multiple places will ensure that students will see it. *How to create your custom homepage* and *Sample Canvas Homepages*

Verify all Links: Canvas has a great tool to validate all your links in your course so ensure that students won't get the dreaded broken link. You worked hard to upload great content and links, ensure that they are correct! *How do I validate links in a course?*

Confirm any Imported Course Content: If you are importing a course from a previous semester (or other college), check for correct dates in your syllabus, assignment due dates, and delete all old announcements. You need to manually change these, so make sure that all dates reflect the current semester. We strongly suggest reviewing your grading points to make sure that everything matches up! *How do I add or edit details in an assignment?*

Publish your Course including Pages, Assignments, Discussions: **VERY IMPORTANT!** Everything needs to be published for a student to view – the course itself, modules, content pages, quizzes, assignments, etc. You know it's published when you see a green checkmark next to it. You worked hard on this course so make sure it's visible! *How do I publish a course?* *Publishing Modules and Content.*

View your Course as a Student: A perfect way to ensure that all your hard work is correct to students – view the entire course in student view! You will see the navigation bar, view pages, read assignment instructions and more all from the student's perspective. *How do I view a course as a student?*

Make your Course Accessible: Make sure your course is accessible to all students. Canvas has built in tools to check your course for accessibility, as do individual applications (Word, PowerPoint, PDF). Make sure that all videos in your course are captioned and are displaying correctly. OLET is here to help as are the specialists in the LBCC DSPS. *How do I use the Accessibility Checker in Canvas?* *University of Washington's Overview of Accessible Documents*

COMMUNICATION TO STUDENTS

Communicate with Students Before Class Starts: Send a welcome email. This simple act can be brief – just a quick statement welcoming students to your online course. Explain how they are expected to communicate, what sort of things they can expect. Encourage them to contact you with questions. You don't need to include your whole syllabus just keep it simple. Strongly suggested to send a welcome email both through Canvas and Viking System as well as wait listed students to ensure that all are included. *Welcome Messages.*

Remind Students to Have Updated Email in Canvas: Ensuring that students have an updated email address on file with the college is vital. Remind students that if they have an old or outdated email on file with the college that they will not receive notifications from their instructor. Direct them to the Student Technology Help Desk with further questions.

Monitor Enrolled Students During the First Week of a Session: Online courses still hold to the same standards as an in-person course in terms of attendance. Every semester has a drop deadline, regardless of it being in-person, online, or hybrid. Remind students that if they are experiencing technical difficulties that help is available to them (see next item). *LBCC Important Class Registration Deadlines* and *LBCC Student Technology Help Desk (STHD).*

Direct Students on How to get Technical Help: Make sure students know where to go for tech help, the LBCC Student Technology Help Desk (STHD). We recommend placing a link to them in multiple places in your course, reminding them in the beginning weeks and directing them to it when questions arise. They are a great team and ready to help! *LBCC Student Technology Help Desk (STHD).*

SYLLABUS

Ensure all due dates are correct (especially if using a previously taught course). Read carefully through your syllabus for any mention of dates to ensure that they are reflective of the current semester.

List course objectives: Clearly define the course objectives and learning outcomes. Course goals should be a broad statement of what the students will be able to do when they have completed the course. *Writing Measurable Course Objectives* & *Tips on Writing Course Goals*

Identify any prerequisites and required course materials: List what is required, what is recommended, and any other items or resources that students will need to succeed in your course.

Provide course schedule/outline: Provide an overview of your course schedule, whether it's basic topics, units, chapters, etc. Include key due dates for student clarity. *Constructing a Course Outline or Syllabus*

Upload or embed your syllabus into your course: Whether you are uploading your syllabus to Canvas for students to open separately, or using the Canvas built in syllabus, make sure that all of your hard work can be found in your course. Remember that you can always view your course as a student! *How do I use the Syllabus as an Instructor?*

SYLLABUS STATEMENTS

Instructor Contact Information: Include how students should contact you – via Canvas? Via email? Phone?

Grading Policy including rules for late assignments/makeup work: Clearly define your grading policy which should include late assignments and any makeup work.

Attendance & Participation Policy: Clearly define your attendance and participation policy, including any information on withdrawals. Remember that the syllabus is like a contract, so be sure to include this information to prevent problems down the line!

Academic Integrity: Include the importance of academic integrity, especially in an online course. Make it clear what will not be tolerated and refer to the student code of conduct. *LBCC Standards of Student Conduct*.

Communication Policy: This is key to an online class. Make a clear statement defining how students should communicate with you and when they should expect to hear back from you. Students can expect instant responses but if it's clear that you will respond to all Canvas messages within 48 hours (as an example), you've set a clear expectation.

Netiquette Policy: Include an overview for behavior expectations in an online course.
Sample blurb: "*In an online course, the majority of our communication takes place in the course forums. However, when we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email or telephone. Our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner*."

DSPS: Include an overview for how a student can get support or assistance due to a disability.
Sample blurb: "*Online courses are required to meet ADA accessibility guidelines. This means that all aspects of the online learning experience are accessible. Please let me know if you have adaptive software and hardware to assist you with taking this course or if you have any specific needs I should be aware of. The LBCC Disabled Students Services (LAC A-1134) is available to assist you during this course. You can also email dsps-staff@lbcc.edu or call PH: (562) 938-4558 FAX: (562) 938-4457 TTY: (562) 938-4833 for assistance.*"

Student Technology Help Desk: Include an overview for how a student can get technology help.
Sample blurb: "*The LBCC Student Technology Help Desk (STHD) is available to support all LBCC students! The STHD supports accessing and successfully using Long Beach City College technology. We are staffed with knowledgeable and friendly student team members to provide peer support in areas such as FREE MS Office for LBCC students, Canvas LMS, Student Viking Email, & More! Phone: (562) 938-4250 • Email: sthd@lbcc.edu • In-Person: Note our schedule at www.lbcc.edu/sthd (Links to an external site.). All assistance provided is FREE for Long Beach City College students. For more information about the STHD, including our policies, hours, and services, please visit us at: www.lbcc.edu/sthd (Links to an external site.)*"

Still have questions? Please contact us – stop by, email, or call. We are here to help!