

# SEMESTER PRE-FLIGHT CHECKLIST

Give me six hours to chop down a tree and I will spend the first four sharpening the axe. ~Abraham Lincoln



## Course Preparation

If copying a course from a previous semester, I have imported that previous course into the new empty course and updated all information to reflect the current semester. I have updated the syllabus and adjusted any date-dependent items such as assignments (both due dates and available “to and from” dates). [Learn More: Import Course](#)

I have uploaded my new syllabus to the Syllabus section and double-checked to make sure that it accurately reflects everything in the current semester and includes all the institutional requirements. [Learn more: Canvas Syllabus tool](#)

All assignments, quizzes, and date-dependent items reflect a “Due Date” within Canvas, and these due dates align with the information in the syllabus. [Learn More: Batch Edit Assignments](#)  
I have created a first day attendance assignment and posted an announcement providing the due date and required activity. [Learn More: Post an Announcement](#)

If using a Course Team, I have synched the Team to my Canvas course and enabled it within my course menu. [Learn More: How to Sync a Course Team](#)

I have provided information related to Teams live sessions and posted it within my syllabus, an announcement, and on my course home page and/or modules area. This should include session time, days, requirements, rules, and where students will access the sessions (i.e. within the Course Team).

I have set up all my course modules and verified that all items are updated and published (as needed). [Learn more: Setup Course Modules](#)

I have set up and scheduled my Live Session(s) within Microsoft Teams. [Learn More: How to Create a Teams Session](#)

I have enrolled my TA and/or any designers into the course. [Learn More: How to Add a TA](#)

I have rough agendas planned for each live session, strategically incorporating active learning approaches to optimize student engagement. [Learn More: Engaging Students Online](#)

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I have employed strategies to optimize student engagement and prevent student procrastination within my course. [Learn More: Preventing Student Procrastination & Optimizing Engagement](#)

I have checked that my resources are accessible by viewing the Canvas Accessibility Notifier and checking that my PDFs have accessible text. [Learn More: Canvas Page Accessibility Checker](#) | [Learn more: PDF Text Accessibility](#) | [Learn more: Comprehensive Guide to Online Course Accessibility](#)

I have run the Canvas Link Validator to verify that all links within my course are functional. [Learn More: Canvas Link Validator](#)

(If needed) I have cross-listed my sections into a single course section. [Learn more: Canvas Cross-listing](#)

## Student Preparation

I have provided my students with links to relevant technology resources. [Learn more: Student Technological Resources](#)

I have established a student communication policy that specifically defines how students will communicate with the instructor and/or TAs, as well as an expected timeframe when students can expect a response.

I have an instructor presence plan charting out exactly how and when I will reach out to my students. This includes outreach strategies for procrastinators and/or “at risk” students. [Learn More: Student Communication Plan \(see first item on document\)](#)

If I received a letter of accommodations from the office of Student Accessibility Services (SAS), I have contacted the SAS representative to verify that my course meets the accommodation needs for the student. [Learn More: Contact Student Accessibility Services](#)

## Instructor (Self) Preparation

I have bookmarked and/or noted resources from USF Digital Learning resources and the Digital Learning Live Support (M-F | 11-3). [Learn more: Digital Learning Resources](#) | [Learn more: Digital Learning Live Support](#)

I have checked the Digital Learning workshop page and enrolled in sessions of interest. [Learn more: Digital Learning Live Workshop Sessions](#)

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## TA Preparation

I have briefed my TA(s) and they have a clear understanding of their roles, student communication protocols, grading, and other important course policy information.

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