SEMESTER PREP 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 the 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 dues 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 Teams live session information 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

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

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1

11/19/2021

I have checked the accessibility of my course. 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. 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

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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2

11/19/2021