

Course Checklist

Purpose

The purpose of this checklist is to provide instructors with a list of the elements that will provide a solid foundation for being able to use Canvas to support courses across all modalities: face-to-face, online, blended, etc. This list should help instructors feel secure in their ability to accommodate Canvas to their course.

Task

The items in the list below come from the “Move on when...” sections in the Foundations course. Please go through these items and make sure that you can accomplish these tasks. See the relevant modules for more guidance if you are unsure of how to do any of the tasks below.

Criteria

Your course should show evidence that you can do all the items below that are relevant to your needs. For example, you do not need to show your ability to make a quiz if you do not use quizzes in your course. But you should have at least one quiz in the course you submit, if you plan to use quizzes. *This is the same list that the CATL staff will use to evaluate your course.*

Module one

Welcoming students

Have you...

- Introduced yourself?
Relayed how members of the class should communicate; what your preferred method of communication is; and how long students should expect to wait to hear back from you?
- Provided a way for students to introduce themselves?
- Collected information about students that will personalize your interactions with them?

Kicking off your course

Have you...

- Communicated your learning goals for the class?
- Let students know where to find the materials they will need and the campus resources that will assist them during the term?

Module two

Your communication strategy

Have you...

- Articulated the form, frequency and function of communication students can expect in the course?

Using discussions

Have you...

- Created an informal discussion area (or edited the one on the template)?
- Updated your course policies to reflect your decisions on using discussions?

- Created at least one discussion, including writing directions to communicate expectations to students (or edited one in the template)?

Other tools

Have you...

- Made a welcome announcement or a welcome email (submit draft of email in your end of course submission)?
- Made at least one event in the calendar and/or one appointment group?
- Changed your course navigation to include the tools you will be using and hide the tools you will not.
- Updated your communication information to reflect the decisions you've made?

Profile and notifications in Canvas

Have you...

- Uploaded a profile picture and updated your Canvas bio?
- Set your notification preferences?

The semester path

Have you...

- Placed the mid-semester check-in in your course or developed an alternative means to get feedback at mid-semester.

Module three

Conveying information

Have you...

- Uploaded your learning materials for at least one unit or module?
- Placed the material you uploaded under the "learning resources" page in the template or an equivalent one of your own making?
- Articulated for students when they should read/watch/listen to this material and how they will use it to complete their assignments for the unit or module?

Practicing skills and ideas

Have you...

- Created all the discussions and/or quizzes you will want so that students can practice the important concepts/ideas/and skills for at least one module?

Showing mastery

Have you...

- Created assignments and exams so that students can show mastery of their learning for at least one module?

Module four

Setting up your gradebook

Have you...

- Set your grading policies (regarding visibility and late submissions) in Grades?
- Set your grade categories in "Assignments"?
- Determined how to accommodate extra credit (optional)?

Using the gradebook

Have you...

- Set the grade posting settings for any individual assignment that you would like to be different than the overall course policy for posting grades?

Module five

Rubrics

Have you...

- Created at least one rubric for an Assignment, Discussion, or Quiz?
- Successfully added that rubric to your Assignment, Discussion, or Quiz?

SpeedGrader

Have you...

- Submitted an assignment as a student, graded it as an instructor, and viewed the comments as a student?
- Modified the settings of your assignment to fix any problems that may have arisen in the process of submitting, grading, and viewing comments?

Module six

Fine tuning your course

Have you...

- Used the accessibility checker in Canvas?
- Gone over the accessibility checklist?
- Set the course settings, navigation, and published all the items you want students to see?