



Checklist for Online Instructors

In the Weeks before the Term Starts:

Self Check: Have you done this?	What to Do	Suggestions/Notes	Resources
☐	Design your course syllabus.	Make sure that the course Student Learning Outcomes (SLOs) are included in your syllabus, along with how to reach you, how long students can expect to wait for a reply, your attendance/participation policy, when your synchronous contact will occur and how, important due dates, and more! Make sure to upload the actual syllabus file in the Syllabus area of Canvas	To see the characteristics of an online class syllabus and a sample syllabus, see this sample syllabus. To see the approved SLOs for a course, please go to the LACCD Electronic Curriculum Development System at https://ecd.laccd.edu/
☐	Decide when your synchronous (in real time) contact will occur with students every week and how you will communicate with students synchronously. Weekly synchronous contact is a requirement of LASC's Regular Effective Contact Policy .	The ACCJC requires instructor-student contact time to be the same as in traditional classes. It's a very good idea for some of this contact to be synchronous. As of summer 2018, options include Canvas Chat, Canvas Conferences, and ConferZoom.	For more information about using ConferZoom for web conferencing, see this ConferZoom Tutorial Video .

	Think about how you will organize your course content in Canvas.	Consider using Modules in Canvas to organize your content by week or by unit. Then, you can add content pages, assignments, discussions, quizzes, and links to resources in each module.	For more information on Canvas modules, go to the Canvas Guides on Modules For more tips on course design, see this Course Design and Using Videos Prezi Presentation It can be very helpful to break course content into units and create a Roadmap. See this Sample Roadmap
	Decide on a Home Page for your Canvas shell.	Canvas offers several options for what the home page for your course can be (the first page students see when they enter your course). You can use a content page to place information or videos that change every week, you can make Modules the home page so students see all of the course content in an organized way, or you can select the Syllabus so students see all upcoming due dates.	For more information about choosing a home page, go to the Canvas Guide on a Choosing Home Page For more tips on course design, see this Course Design and Using Videos Prezi Presentation
	Edit your Canvas profile so that it includes the best way to reach you and how long students should expect to wait for a reply. Your profile picture should be a picture of <i>you</i> to help humanize your course.	Instructors should reply to students within 48 hours, according to LASC's Regular and Effective Contact Policy (see policy here).	For more information about how to edit your profile, go to this Canvas Guide on Editing a Profile

The Week before the Term Starts:

Self Check: Have you done this?	What to Do	Suggestions/Notes	Resources
☐	Send a Welcome Letter or Welcome Video; doing this is part of LASC's Regular Effective Contact Policy	A Welcome Letter or Video helps students who are unfamiliar with online learning and explains course expectations. It also helps to build a rapport with students and saves instructors a great deal of time in the long run.	For the characteristics and an example of a Welcome Letter, see this Sample Welcome Letter For an example of a Welcome Video, go to: https://youtu.be/JF4mHb6VcOU
☐	Check all of your course materials in "Student View"	Checking all of your materials in "Student View" helps catch any modules or assignments you may have forgotten to publish, incorrect date settings, etc.	For how to go to "Student View" in Canvas, go to this Canvas Guide on Using Student View

The First Day of the Term:

Self Check: Have you done this?	What to Do	Suggestions/Notes	Resources
☐	Publish your Canvas shell in the morning; make sure your syllabus is posted; this is part of LASC's Regular Effective Contact Policy	If you don't publish your Canvas shell, students have no way of accessing your course material; publishing your shell is the equivalent of "showing up" in class.	For how to publish your course, go to this Canvas Guide on Publishing a Course
☐	Encourage students to view Canvas tutorials including the Canvas Overview, User Settings and Profile Picture, and Notification Preferences videos.	It's a good idea to place these videos somewhere prominent such as on the home page (if you're using Content Pages as your home page) or in an orientation module—you can add a Page with these videos to an orientation module.	Link to Canvas Overview Video for Students Link to User Settings and Profile Picture Video Link to Notification Preferences Video

	Check your Canvas inbox and email for student questions; reply within 24-48 hours, Monday – Friday, as stated in LASC's Regular Effective Contact Policy	It is important to answer student questions about accessing your course early on.	For more about using Canvas Inbox/Conversations, go to the Inbox/Conversations Canvas Guides
--	--	---	--

The First Week of the Term:

Self Check: Have you done this?	What to Do	Suggestions/Notes	Resources
	Give students a Course Check-In Assignment that is due the first week (it is recommended that this assignment be due within the first few days of the term). This is part of LASC's Regular Effective Contact Policy	The purpose of the Course Check-In Assignment is to identify which students are actually active in the course and to drop inactive students. You can let students know that if they don't complete the Course Check-In Assignment they may be dropped from the class.	This assignment can be simple since the purpose is just to have students check into the course. Examples include: a discussion in which students introduce themselves or a syllabus quiz. See this sample syllabus quiz for an example.
	On the second or third day of the term, consider messaging or emailing students who have not logged in or have not participated.	This will remind students that they need to be logging in right away. You can also warn students that if they do not participate in the Course Check-In Assignment, they may be dropped from the class.	You can see who has logged in/the last time a student has logged in under "People." For more about the People area of Canvas, go to the Canvas Guides on People
	Evaluate course enrollment numbers; if you choose to add any students after the term starts, you can email them a Permission Number that can be found in PeopleSoft. Students will use this Permission Number to add themselves in PeopleSoft.	Students should email instructors from their district-issued email address (xxxxx@student.laccd.edu).	For more about the online add process, see How to Add Students to an Online Class"

Throughout the Semester:

Self Check: Have you done this?	What to Do	Suggestions/Notes	Resources
☐	Ensure that you are having regular, effective contact with students in synchronous and asynchronous form. Your online/hybrid courses will be reviewed for regular effective contact, as stated in LASC's Ensuring Regular Effective Contact Policy.	The ACCJC requires that instructors initiate contact with students in a variety of forms. Interaction with students should be equal to the number of hours of classroom instruction in the face-to-face equivalent.	Regular, effective contact can occur in a variety of ways. For examples and more, see the Regular Effective Contact area of the DE website. Please see the Ensuring Regular Effective Contact Policy and Checklists to learn more about how your department chair will check for regular effective contact.
☐	Check your course materials in Student View before each week starts.	It can be easy to forget to publish a module or change a due date, and checking your course in Student View each week helps make sure everything is as it should be.	For how to go to “Student View” in Canvas, go to this Canvas Guide on Using Student View
☐	Respond to student emails or messages within 24-28 hours, Monday – Friday	LASC's LASC's Regular Effective Contact Policy states that instructors should respond to student emails and messages within 24-48 hours, Monday – Friday	For more about using Canvas Inbox/Conversations, go to the Canvas Guides on Inbox/Conversations