

## DMACC Virtual Class Instruction Checklist

- Textbook information is reviewed to make sure the best possible solution is provided at the most reasonable price.
  - Ex. If using a publisher product, the book and code are bundled to save money.
- The course has a welcome announcement and an updated syllabus in Simple Syllabus.
- Announcements are posted weekly to transition from the previous week to the upcoming week.
  - Ex. Summarize what students did well last week and inform them of any new expectations, meetings, tips/reminders, etc.
- A detailed course schedule, including all reading assignments, graded activities, and due dates, is provided for students.
- A link to the virtual meeting space (Kaltura Classroom) is available and clearly identified in the course with the scheduled meeting day(s) and time(s).
  - Ex. Add instructions for accessing Kaltura Classroom and the meeting times to the Home Page and/or a Getting Started module.
- If a publisher integration is used, students are provided with the publisher's tech support information since they are best equipped to handle technical questions.
- Modules are organized by unit or week so that materials and assignments are easy for students to find.
- The first week contains an initial graded activity to show participation for [NA/QA reporting](#).
  - Ex. Assign a short paper, pre-course knowledge assessment, or discussion question.
- Grading criteria and expectations regarding feedback and turnaround time are clearly identified in the syllabus, course Home Page, and on individual assignments. Students are looking for guidance on how they performed.
  - Ex. Provide specific feedback for all graded activities to help students improve.
  - Ex. Use rubrics.
- Exam requirements are clearly identified, so students know what to expect before they begin.
  - Ex. The syllabus includes information about whether exams will be timed, proctored, require a webcam or other hardware, etc.
- The [DMACC Gradebook Expectations](#) are met. All graded activities have due dates specified in the settings. This allows students to take advantage of the tools and notifications in Canvas. All graded activities are submitted through Canvas whenever possible and are included in Grades.
- Due dates are consistent. Graded activities are due on the same day (or two) of the week throughout the semester to help students plan their schedules. Choose a day(s) you will be available to answer questions.
- Grades are up to date within one week after the activity due date. Timely grading and feedback are important to help students succeed. Constructive, individualized feedback should be given in time for students to demonstrate learning on future assignments.
- The course has at least one formative survey or activity seeking student input on how to improve instruction and classroom assessment techniques.
- Appropriate steps are taken to assist and retain students. If, at any time during the semester, a student stops attending and submitting work for more than one full week, send an email to the student seeking information. If necessary, submit a [student support request](#) or complete a drop.
- The course incorporates [Universal Design](#) with all learning materials and utilizes the Canvas tools available to ensure consistency and ADA compliance.