

## 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 uploaded syllabus in the most recent DMACC Syllabus Template (located in the [Teacher's Toolbox](#)).
- A detailed course schedule, including all reading assignments, graded activities, and due dates, is either included in the syllabus or attached separately for students.
- 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.
- 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.
- Grading criteria and expectations regarding feedback and turnaround time are clearly identified in the Syllabus, Your Instructor area, and on individual assignments. Students are looking for guidance on how they performed.
  - Ex. You provide specific feedback for all graded activities to help students improve.
  - Ex. You use rubrics.
- A link to the virtual meeting space (Collaborate) is available in Course Content and includes the scheduled meeting day(s) of the week and time(s).
  - Ex. MWF 9:05-10:00 AM
- 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.
- Course Content is organized by unit or weekly folders so that materials are easy for students to find.
- The [DMACC Gradebook Expectations](#) are met. All graded activities are submitted through Blackboard whenever possible and are included in the Blackboard Grade Center.
- All graded activities have due dates specified in the settings. This allows students to take advantage of the tools and notifications in Blackboard.
- The first week contains an initial graded activity to show participation for [NA/QA reporting](#).
  - Ex. Assign a syllabus quiz, short paper, or discussion question.
- 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.
- The Grade Center is 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.
- Online resources are shared with students to help with academic issues.
  - Ex. Provide links to [DOT](#), [AAC](#), [Library](#) and [Tech Support](#).
- 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 an [early alert referral](#) or complete a drop.
- The course incorporates [Universal Design](#) with all learning materials and utilizes the Blackboard tools available to ensure consistency and ADA compliance.