

# 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](#)**

If using Honorlock in a course copied from a previous semester, I have double checked the Honorlock settings to ensure they are enabled for this semester. **Learn More: [Honorlock Settings](#)**

All assignments, quizzes, and date-dependent items reflect a “Due Date” within Canvas, and these due 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: Set Up 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 & Enhancing Interaction](#)

I have checked the accessibility of my course. [Learn More: Digital Learning Accessibility Resources](#)

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. If using TEAMS, cross-list **before** integration. [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. [Learn More: Student Communication](#)

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](#)

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: 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.