**Credentialed Course Instructor Professional Development Checklist (Spring 2025)**

**Goal:** To support SEHS Credentialed Course Instructors (CCI’s), or adjunct faculty engaged in fully online course instruction with knowledge of best practices.

This checklist is to serve as a guide for engaging online learners before, during, and after an academic term. The checklist also mirrors the training modules [SEHS CCI Canvas PD] that you have been asked to complete as part of your Welcome e-mail from the Department Chair.

Please contact Dr. Laura Forbes, SEHS Canvas and Online Teaching Coordinator with questions regarding the training or checklist clarity at LTALBOTT@uab.edu.

**Before The Term Starts**

**BlazerNet and Canvas (Skip if returning)**

* Have you activated your Blazer ID and signed up for a university email address? You will not be able to access BlazerNet and Canvas until this step has been completed.
* Are you able to log into BlazerNet and Canvas? Attempt to log into to ensure your credentials are working.

**Obtaining Course Content**

* Once you have successfully entered Canvas, check to see if the link to your assigned course appears.
* See if your course has content.
	+ If content has been pre-loaded, then you are all set to continue.
	+ If not, then reach out to your Program Leader to request that course content be brought in.
* Discuss with your Program Leader what content you should or should not change beyond updating the syllabus, course dates, and contact information.
* There is a new APA 7 module (Spring 25) specifically designed for the SEHS. Ask your Program Leader if you are to add it to your course. Dr. Forbes can help you import this.

**Syllabus and Schedule**

* Update the syllabus for your course. <https://www.uab.edu/elearning/faculty/faculty-online-teaching-manual/syllabus>
	+ Instructor contact information
	+ Dates (Consult the UAB Spring 2025 Academic Calendar) <https://calendar.uab.edu/academic_calendar#tabs-34052267431590-48047114991379>
* Edit dates in your course assignments, discussion, quizzes, etc. in Canvas.
* CCI’s should NOT remove key assessments or standards. Should there be questions please discuss these requirements with your Program Leader.

**UDL and Accessibility**

* Since you have been provided content, it is important to look at course lectures and videos to ensure captions are available for students with hearing impairments. If you find there to be a problem with these features, please contact Dr. Laura Forbes
* As you communicate with students, author weekly course announcements, and make minimal changes to content, try to avoid slang terms, colloquialisms, and brand names that would not be widely known by people from different countries or even different areas of the same country. If you do use one of these types of terms or phrases, be sure to explain it.
* At the beginning of the term or at any point in the term, you may receive an email from the UAB Disability Support Services (DSS) notifying you that a student has been granted accommodations. These communications are very important and are not to be ignored. Have you received one of these? If so, make the appropriate accommodations.

**Review Content and Technology**

* Review content on all pages in the course and update as needed.
	+ Edit or remove dates as needed.
	+ Edit instructor or teaching assistant contact information or any content that references the previous instructor.
	+ Read each page of the course carefully to ensure that all instances of a previous instructor are removed.
	+ As you review the content, determine which technologies (in addition to Canvas) the original instructor wants you to use in the course. Poll Everywhere, GoReact, and Respondus LockDown browser are just a few of the 30+ technologies available at UAB. Ensure that the technology is working properly. Each technology has a support page of its own that can be the first place of assistance for you and your students.
	+ If you update text, keep accessibility in mind. Some students use a screen reader or other assistive technology. Keep the font size and color contrast in Canvas and on your other documents in mind. Seek help from Dr. Forbes as needed.

**Gradebook**

* Check the grade scheme. Make sure this is set up in the course and matches what is on the syllabus.
* Review the Assignments page to ensure the final grade will be calculated correctly and match the grading scheme and policy on the syllabus.
* Check your beginning of term gradebook totals by scrolling to the total’s column. The point or weight scheme set at the beginning of the term should be in place but if there are icons prohibiting totals, please reach out to Dr. Forbes.
* Check the Grade Posting Policy settings in the gradebook.

**Email Before Class Starts**

* Communicate with your students a week prior to the term start date via email using BlazerNet. Share with them the course syllabus, your office hours (virtual if completely online), the textbook being used, and your preferred method of contact.

**Instructor Introduction**

* Create and post a short (5 minutes or less) video introducing yourself. It is appropriate to include some personal information to help you build rapport with your students.

**Course Overview and Expectations**

* Create a Course Overview and Expectations video. (recommended)

**Adding Caption, Transcripts, and Embedding**

* Edit Autogenerated Captions as needed.
* Embed videos in Start Here or Getting Started module in your course.

**Groups**

* Check your course syllabus to see if groups are used and which tool is used – Canvas Groups and/or CATME. If either tool is used, set up groups accordingly.
* If assigning projects/papers to be submitted as a group, make sure those specific assignments are set to be group assignments.

**Welcome Announcement**

* Create a welcome announcement and schedule it to post the first day of class.
* Delete any announcements you will not use.
* Schedule other announcements to post throughout the course as needed.

**Check Links**

* Use the Canvas Link Validator to check for broken links in your course and fix them.

**Make Content Available to Students**

* Publish module content.
* Publish course.

**During the Semester**

**Communication During the Semester**

* Respond to all student e-mails through your @uab.edu account (not a personal account) within in 24-hours.
* Require that all students communicate with you from their @uab.edu account and not a personal account.
* Refresh your understanding of the Federal Education Rights and Privacy Act.

**Effective Feedback**

* Carefully consider your schedule and plan out sufficient time to grade assignments.
* The use of clickable rubrics is expected. If they are not adding correctly or showing in your gradebook with a numerical score, please seek assistance.
* Student grade feedback should be substantive in that it is important, meaningful, or well supported rather than cursory (e.g., “Good job”).
* Each grading criterion should receive substantive feedback from the instructor.
* Each task should receive substantive overall feedback from the instructor.
* Grades should be recorded in Canvas within 7 days of student submission to ensure timeliness.

**End of Semester**

**Submitting Grades**

* Check your gradebook for the submission of any tasks that have not been graded. Students may submit at the last minute for grade consideration. Be consistent with enforcing your syllabi policies.
* Check with your Program Leader with regards to the assignment of an incomplete grades.
* If you assign a grade of “F” you will be asked to enter the date of last attendance if student completed the course or last date of course engagement if the student ceased participation at any time.
* After you have graded all the assignments, discussions, or other tasks in the assigned course, review the gradebook and then submit your final grades in BlazerNet.
* Check your end of term gradebook totals by scrolling to the total’s column. The point or weight scheme set at the beginning of the term should be in place but if there are icons prohibiting totals, please reach out to Dr. Forbes.