NWFSC ONLINE CAMPUS    
FIRST DAY CHECKLIST

**Required Elements in NWF Online Courses**

Note the following checklist of the requirements for each online course taught in Canvas:

**Syllabus**

* Contact Information
* Communication Plan
* Course Description
* Attendance Policy
* Netiquette Statement
* Grading Policy

**Grading**

* Gradebook Set Up
* Grading Policy

**Instructor Presence**

* Canvas Profile Created

**“Getting Started” Module/Folder**

* Getting Started Message
* Meet the Professor Video (with captions)
* Syllabus
* Course Overview
* Communication Plan
* Grading Policy

**Online Instruction**

* Course Content
* Peer-to-Peer Engagement
* Instructor Initiated Engagement
* Accessibility

**For detailed information on each of these items, please see the following pages.**

**Online Course Elements – Detailed Overview**

NWF’s Online Campus gives students a high-quality online learning experience equivalent to the traditional classroom. To support faculty in their work toward creating online classrooms that are intuitive and engaging, the Center for Innovative Teaching and Learning (CITL) provides faculty with basic standards for setting up an online classroom and a simple evaluation process that allows faculty the benefit of feedback from a colleague and the benefit of a second pair of eyes on the content ahead of its release to students arriving to the Online Campus.

What follows is explanation of the required elements, as well as ideas for how to implement them:

**Common Elements – Required in All NWF Courses**

**Syllabus**

Post a syllabus in the online classroom as the first item in Course Content. The syllabus must reflect the template provided through Academic Affairs.

**Grading**

* **Gradebook:** Faculty must set up the gradebook so that students can track their progress throughout the course by viewing the scores earned on the graded items outlined in the course syllabus. The goal is for students to have access to a detailed report of their grades by the end of the course.
* **Detailed Grading Policy:** A course grading policy must be present at the beginning of the course. This may include information also located in the syllabus but must be in a separate document within the course. The policy should contain:
* A list of assignments and assessments that will be graded.
* How each will be weighted in a final grade**.**
* A scale of letter grades and what percentage or number of points will be required to reach each level.
* Policies on late assignments, make-up work, and any extra credit available.

**Online Elements – Required in All Online NWF Courses**

**Instructor Presence**   
Canvas Profile: Add the following information to your faculty profile: (1) an image for your profile picture, (2) the contact information section, and (3) the job information section.

**“Getting Started” Folder**: Create a module/folder in Course Content titled, “Getting Started.” Use the folder to house three other required elements:

* **Getting Started Message:** Use Messages to send a “Getting Started” message to point out
  + How to locate the syllabus in the course.
  + Who the instructor is and how to contact the instructor.
  + How to start working in the course.
  + How to locate support for Canvas.

Post a copy of the message in the “Getting Started” Folder for students to refer to, as needed, throughout the term.

* **“Meet the Professor” intro video with captions:** Upload a video (webcam or screen capture) in the “Getting Started” module/folder labeled “Meet the Professor” or “Meet [Insert Your Name].” This video should be used to welcome students to the course and introduce yourself, but it could also be used as an orientation to the course that provides students with highlights from the syllabus or online classroom, as well as tips for success in your course.
* **Course Overview:** The course will provide clear and detailed information on the purpose of the course, as well as the format (online, blended, F2F) and structure of the course.
* **Communication Plan:** Instructors must provide a “Communication Plan,” which could be a document or a video, in the “Getting Started” folder. This plan should inform students about the best ways to reach you and what they should expect regarding the turnaround time for communication from you, ranging from emails to voicemails, to grading and new content. If you have adopted a netiquette policy, the Communication Plan document is a convenient location for this information.

**Online Instruction (“Where the Teaching Happens”)**

* **Course Content**: Instruction must be delivered in the online classroom. This is where online students “go to class” and “where the teaching happens.” Students must have the ability to start the course on the first day because the schedule adjustment period is brief, and students will need to make an informed decision about whether the course is the right fit for them. The course content, whether it’s your first module, unit, chapter, week, etc., must include an attendance-confirmation assignment which students must complete within the first week of the course to remain enrolled. As a reminder, logging in to an online course does not suffice to meet the attendance requirement in online courses; the submission of an assignment, participation in a discussion, or the completion of an assessment will meet this requirement.
* **Peer-to-Peer Engagement:** Create a method of engagement that fosters the development of a learning community by encouraging students to interact with one another. This can be accomplished by:
  + Discussion Forums
  + Peer Reviews
  + Groups
  + Wikis
* **Instructor Initiated Engagement:** Instructors must provide and initiate regular and substantive interaction during an online course. This requirement was mandated by SACS to create a higher level of engagement with the students. This interaction can be 
  + Discussion forums (where faculty are participating)
  + Zoom (as a requirement for one on one or group meetings with the faculty)
* **Accessibility**: Instructors must ensure that all materials provided in the online classroom are accessible by all students. Areas of particular concern are:
  + Adding captions to all videos.
  + Adding alt text to all images.
  + Using accessible PDF documents that can be downloaded in alternative formats: If you would like to find out how accessible learning materials in your course are, you have access to the Ally tool on your course content page. For more information about any of these accessibility topics, refer to the best practices document and the accessibility tutorials in your NWF Online Faculty Resource course shell.

**Classroom Setup**

* **Publishing**: Instructors must ensure that the course materials provided in the online classroom are published for student access**.**
* **Learner Support**: *This is now provided in the Global Navigation Menu for students, labeled “Welcome to NWF,” but if you have course-specific requirements related to the list below, be sure those are present in your Getting Started information.*
* **Technical Support:** Learners should be provided with technical support contact information for all tools used in the online classroom. This includes LMS support as well as any third-party software, such as Turnitin, Pearson MyLab, and McGraw-Hill Connect.
* **Academic Support:** To ensure awareness of provisions provided for students with special needs, links to NWF policies and services should be posted in a prominent location within the course. This includes contact information for the Accommodation Resources Center. This information can be found in the "Welcome to NWF" folder that is pre-loaded in your course shell, but it also must be in the course syllabus.
* **Accommodations Support:** Information about services that promote success for students needing accommodations can be found in the “Welcome to NWF” folder.

**Support and Canvas Training**

Step-by-step video tutorials are posted in the Canvas LMS under “Canvas OIC” and can be supplied upon demand. One-on-one training and support are also available. As with all teaching-technology needs, faculty may request additional support from the CITL by emailing [online@nwfsc.edu](mailto:online@nwfsc.edu).

**Contact**

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