

## Alternative Course Delivery Checklist (Hybrid, Online, Hyflex)

Modality: \_\_\_\_\_

Instructor \_\_\_\_\_ Course \_\_\_\_\_ CRN \_\_\_\_\_ Semester \_\_\_\_\_

This document lists elements that are required and crucial for student success in online and hybrid courses. Use the following checklist to guide you as you build your course. The Alternative Delivery Committee will also use this checklist to offer feedback and support as needed. Thank you for all your efforts in creating accessible and engaging courses.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the approved syllabus in the Syllabus Tab?

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the Home Page include correct contact information and course meeting times?

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the grade center set up and aligned with the syllabus? For example, are the weighted assignment groups in Canvas aligned with weights as stated in the syllabus?



Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the course organized by the appropriate modules? Are the module dates current and accurate?

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Are all assignment due dates current?

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is textbook information and/or instructions to access homework platforms present in the Course Resource Module?

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the course contain a welcome and “getting started” content, under the Week 1 module after “Start Here”? Suggested “getting started” content is: course participation expectations, the weekly structure, and an overview of assessments & learning activities.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is there a graded assignment due within the add/drop period?

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the course ADA compliant? For example, text formatting, font colors and sizes are consistent, and variety is used minimally and with purpose, the videos have transcripts and/or captioning, and content is delivered in Canvas Pages rather than in Announcements. Did you know that Canvas has an Accessibility Checker that walks you through making content more accessible? See the Canvas Help Button  to learn more about the Accessibility Checker  .

Yes	No	
		Does the course offer a variety of delivery formats such as audio, visual, multimedia, & text to support all learning styles? Universal Design for Learning (UDL) principles advise offering a variety of formats for content delivery as well as choice in assessments to support all students. For more information about UDL, visit <a href="http://www.cast.org/impact/universal-design-for-learning-udl">www.cast.org/impact/universal-design-for-learning-udl</a>

Yes	No	
		Is the learning content current and relevant to the course description? Are the lecture videos timely, i.e. free from mention of past- semester due dates?

Yes	No	
		Are all links live and current?

Yes	No	
		Are students required to introduce themselves to each other in a discussion board or via other means? *In hybrid courses, it is assumed this is being done in face-to-face classes.

Yes	No	
		Does the course promote student -to -student interaction such as discussions, group activities, resource sharing, peer-editing, debates etc.? *In hybrid courses, it is assumed this is being done in face-to-face classes.

Yes	No	
		Are rubrics, examples, and/or very clear guidelines available for assessments? Do students and student support staff know how students may receive a high grade on the assignment?

Yes	No	
		Have all unused modules and headers been removed? For example, 8- week courses do not contain 16 modules, and all unused text headers have been removed.

Alternative Delivery Comments:

Alternative Delivery Committee Member: