

Instructor Checklist for Blackboard/Online Course

Instructions: Review each of the items below, marking **Yes** or **No** as appropriate. For items checked with a “No,” please feel free to contact UTS to arrange for assistance and/or training.

Course Design and Functionality:	Yes	No
1. For an online course: Home page includes: image with course title, course start and end dates, course description, learning objectives, PDF of syllabus, “Click here to get started!” message that links to course modules		
2. For an online course: The “Getting Started” module includes: “Welcome to the Course,” “Meet your Instructor & Office Hours,” “How to Navigate This Course & Get Help,” “Expectations for Online Success” assignment, “Performance Evaluation Criteria,” “Student Introductions: Let’s Get to Know Each Other” discussion.		
3. The navigation bar shows the correct items.		
4. Start and end dates in the title of each Module are correct.		
5. Module settings are correct (locked/unlocked, pre-requisites set).		
6. Items within modules are correct and in the right order.		
7. All text on each screen of the course reads correctly.		
8. All images are embedded in the course.		
9. All images have proper copyright attribution.		
10. File folders are created for each module and contain all relevant files.		
11. Articles are PDFs rather than links. (Links can disappear.)		
12. All links point to the correct file or website.		
13. Course <i>Welcome</i> and Module <i>Overview</i> videos have been embedded and function properly (if using video).		
14. Quizzes function as desired.		
15. Assignments have proper submission type, point values and due date (if relevant).		
16. All irrelevant/outdated pages are deleted.		
17. Discussions are marked to “allow threaded replies.”		
18. Discussions are marked as “graded” and provide instructions/rubric for student success. (For example, 1 point for initial post, 1 point for response.)		

Course Design and Functionality:	Yes	No
19. Course settings allow students to: a. “add attachments to discussion forums” b. “edit or delete their own discussion posts” c. Organize their own groups” d. “create discussions topics”		
20. End of course evaluation is listed in the final module and course is listed as an option within the evaluation.		
21. Course is set to private		
22. I have reviewed items 1-21 and worked with an instructional designer to resolve any issues.		

Facilitation: I am comfortable performing the following tasks:	Yes	No
1. Navigating Blackboard.		
2. Using Help to get an answer to a Blackboard question.		
3. Adjusting my Notification options and settings.		
4. Making a webcam video and embedding it in the course.		
5. Making announcements.		
6. Using Inbox to check and send Blackboard email to individual students and the entire class.		
7. Messaging specific student sets regarding assignments (i.e., students who received below a certain grade, etc.).		
8. Using Student View to see what students see.		
9. Restoring something deleted by accident.		
10. Using and monitoring the chat.		
11. Posting in discussion forums, both general posts and responding to specific individuals.		
12. Collapsing and expanding discussions.		
13. Posting images/videos in discussions.		
14. Creating student groups.		

Assessment: I am comfortable performing the following tasks...	Yes	No
1. Managing the Gradebook.		
2. Accessing and using Gradebook to assign grades and providing individual feedback.		
3. Downloading student assignment submissions.		
4. Assessing a student's participation in a discussion forum.		
5. Using Course Analytics to monitor both student and class progress and success.		
6. Assigning Peer Reviews (if relevant.)		