While checklists can't capture every nuance of designing a course experience, many may find this a useful tool as they review their plans for the fall.

Fall 2020 ACE Course Checklist

Put your course materials online

Recommendation	Check when completed	Quality Matters Connections
I've developed a syllabus for my course that lays out plans (and possible contingencies) for the semester as well as acknowledging my students basic needs and my care for them.	☐	
Regardless of whether we are coming back f2f, hybrid, or remote, I have a Moodle course or course Web site for each of my courses with current course information.	☐	
I have chosen a way to distribute course assignments and materials to my students that will help them meet the course's instructional goals, and I've made clear how students should use materials to complete their work and assignments.	☐	QM HE SRS 4.1 QM HE SRS 4.2 QM RI Item 2.2
I know how to share any media files I use (images, audio, video) with my students. I've considered accessibility (e.g. captions on videos) and ease-of-use (e.g. shorter "chunks" of video) with any media I'm creating or sharing.	☐	QM HE SRS 8.5 QM RI Item 3.1
I've considered Open Education Resources for my course and incorporated them when/if appropriate. I've cited all my materials appropriately.	☐	QM HE SRS 4.3 QM RI Item 3.5
I've familiarized myself with accessibility standards and Universal Design for Learning practices to ensure my course material is accessible to students.	☐	
I've organized my materials and online course environment to make it easy for students to find what they are looking for.	☐	QM HE SRS 8.1 QM RI Item 3.2

Establish channels of communication with your students

Recommendation	Check when completed	Quality Matters Connections
Regardless of whether we are coming back f2f, hybrid, or remote, my students know how to contact me, what to expect from me, and when I'm available.	☐	QM HE SRS 1.3 QM HE SRS 5.3 QM RI Item 1.3
I have a way to facilitate discussion with groups of students remotely, and I'm comfortable using the tool(s) I've chosen. (Some options: Teams, Moodle, Twitter)	☐	
Students have a way to contact each other and collaborate remotely/online, and I've invited them to introduce themselves to the class using one of the communication tools for the class.	☐	QM HE SRS 1.9 QM HE SRS 5.2 QM RI Item 2.1
I have thought deliberately about how to foster community and connection in my classes, regardless of modality.	☐	☐
I have communicated clearly with my students what is expected of them with regards to class interaction and communication, and how they can use the tools chosen for the class to achieve this.	☐	QM HE SRS 1.3 QM HE SRS 5.4 QM RI Item 1.2

Care for students and their concerns

Recommendation	Check when completed	Quality Matters Connections
I've provided clear information about how, when, and where students can access information about their progress in the class. I have a plan for communicating with students about this progress and providing feedback on their work.	☐	QM HE SRS 3.2 QM HE SRS 3.5 QM RI Item 1.4 QM RI Item 2.4
I've shared information with my students about how they can request accommodations and what services on campus are available to help them.	☐	QM HE SRS 7.2 QM RI Item 1.8
I've explained any technology requirements to students and pointed them to where they can go for help with technology help, questions, or concerns.	☐	QM HE SRS 1.5 QM HE SRS 1.6 QM HE SRS 7.1 QM RI Item 1.6
I've informed students about how they can use technology in the class safely, protecting their data and privacy.	☐	QM HE SRS 6.4 QM RI Item 3.4
I've ensured students know where to go to seek other academic support and services.	☐	QM HE SRS 7.3 QM HE SRS 7.4 QM RI Item 1.7

Prepare to teach in the case of a modality change

Recommendation	Check when completed	Quality Matters Connections
I've planned my course with some contingencies baked in, either by considering hy-flex or modular approaches to my course design.	☐	
If I've decided to deliver lectures online, I know what tools to use and what accessibility accommodations I need to consider.	☐	
I've considered how I might need to adapt my grading and assessment approaches if the modality of my class changes and/or university policies change. I've also thought about how I will communicate these changes to my students.	☐	QM HE SRS 1.4 QM RI Item 1.5 QM RI Item 3.5
If I teach courses with experiential components (labs, field trips, clinicals, performances, etc.), I've researched and prepared for alternative assignment ideas.	☐	
I've considered and established how I can be flexible with my students with regards to deadlines and course engagement.	☐	
In the case of a modality change, I'm prepared to explain to students how the course has changed from the original format and what they need to do to continue their work.	☐	QM HE SRS 1.1 QM HE SRS 1.2 QM RI Item 1.1
I've chosen technologis and tools that will faciliate active, participatory learning.	☐	QM HE SRS 5.2

Prepare for remote technology access and challenges

Recommendation	Check when completed	Quality Matters Connections
I have the technology I need to work at home or I've reached out to my supervisor/administration to obtain what I need.	☐	
I've educated myself about what to do if my students or I experience trouble accessing the necessary tech.	☐	

Define your pedagogy and prepare for change

Recommendation	Check when completed	Quality Matters Connections
- I've thought intentionally and deliberately about how I want to teach my class. - I know my objectives and how I want my students to reach those goals, whether through careful, deliberate planning or a more organic and emergent process. - Regardless of what pedagogical approach is most important and natural to me, I've considered how modality impacts this choice, and I've prepared to be adaptive, connected, and equitable in my approach to teaching. If I need help, I've reached out to the CoLab staff to meet and talk about my teaching approach and my course planning.	☐	QM HE SRS 2.4 QM HE SRS 1.2 QM RI Item 2.3