



Remote Teaching Checklist

As you know, the President's Leadership Team has directed that colleges will be offering remote instruction and assessment through May 10. Because of these new guidelines, this is the perfect time to check in with how your remote teaching is going and make sure you have the basics covered. Here's a checklist to help guide you.

My course is set up in Blackboard and includes the following:

- Syllabus with adjustments to reflect changes in due dates, assignments, policies (e.g., attendance, grading, etc.)
- Information on how to reach me by email and telephone
- Information on when I will be available for synchronous conversations and assistance
- Information on how the course will be delivered for the duration of the semester
- Instructions on how to complete work and turn it in
- Information on what students should do if they have trouble accessing course materials, attending class sessions, or turning in work
- Information on how students can access the Blackboard Help Desk/Student Support Center

I know where to get help when I have a question:

- My college's remote instruction support team
- My college's student disability services support team
- The Blackboard Learn Faculty and Staff Support Center

I have been in contact with each of my students since the move to remote instruction:

- Yes, I have communicated with all of them and they have all communicated with me.
- I have students I have not heard from since the move to remote instruction. *NOTE: If this is the case, ensure that the following apply:*
 - I have instructed students how to communicate with me since we moved to remote instruction, even if it's the same way they were expected to communicate with me before
 - Students can reach me via telephone (Some students might not have access to email or the internet during this time)
 - I have asked students the best way to contact them since the move to remote instruction
 - I have tried to contact any students who are missing-in-action via email and telephone



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I have ensured that my course activities and materials are accessible to students who may need to access them in different ways:

- I have asked my students if they have any accessibility requests for me regarding remote teaching (e.g., readings available in a different format, transcription of conversations, specific approaches to discussion boards, or a preference of video discussion vs. discussion boards)
- I have provided a transcript or ensured that there are closed captions for each video added to my Blackboard course or sent via email
- I have ensured that each document added to my course is properly formatted so that it receives a green indicator in [Ally, Blackboard's built-in accessibility tool](#)
- I have made arrangements for students who are deaf or hard of hearing to participate in synchronous activities (e.g., one-on-one sessions, inviting their ASL interpreter to participate, etc.)
- I have provided [alternative text](#) for all images
- I have included text-based versions of hand-written notes
- I have provided Word documents instead of PDFs whenever possible
- I have ensured that all PDFs and scanned documents incorporate [OCR \(Optical Character Recognition\)](#) for screen reader access

I have considered possible challenges, needs, or barriers my students may have in relation to remote learning:

- I have asked my students if they have regular and reliable access to a computer to use for class activities (and made alternative arrangements for students whose answer is, "No")
- I have asked my students if they have reliable internet access (and made alternative arrangements for students whose answer is, "No")
- I have asked my students if they are able to use Blackboard Collaborate or another free video/audio-conferencing platform to meet virtually (and made alternative arrangements for students whose answer is, "No")
- I have asked my students if they are experiencing any barriers to taking our class remotely
- I have asked my students for feedback about the best way to make learning accessible for them since we have changed to remote instruction
- When determining grading policies (including those related to assessment, attendance, and participation), I have taken into account that we are in the midst of a global pandemic and students might have other pressing issues that affect their performance in my course