

Delivery Planning Checklist

Use this checklist to guide you in completing the following priority and recommended tasks before, during, and at the end of your course. This checklist is a starting point so if you're looking for support with aspects of your course that you do differently, connect with the CTLS (ctls@rdpolytech.ca or 403.356.4989).

Before the course begins, the instructor will:				Priority Tasks
O n l i n e	B l i n d e d	H y b r i d	O n s i t e	
✓	✓	✓	✓	Obtain the Curriculum Elements Sheet (CE Sheet) and Course Outline from your Associate Dean or designate.
✓	✓	✓		Contact your Associate Dean or designate to be added to the previous and/or Master course and perform a course copy to your Blackboard course site, if available.
✓	✓	✓	✓	Familiarize yourself with the Blackboard course site and teaching tools.
✓	✓	✓	✓	Upload the approved course outline into the Blackboard course, replacing the related Blackboard placeholders.
✓	✓	✓	✓	Review assessment due dates for accuracy and update where necessary.
✓	✓	✓	✓	Check hyperlinks and all media for correct functionality. Remove or repair as required.
✓	✓	✓		Make the Collaborate Ultra live classroom link visible for synchronous delivery and/or live sessions, if applicable.
✓	✓	✓	✓	Confirm that the grade center is set up to accurately calculate both individual course assessments, learning activities, etc. and final grade calculations. This may include using a weighted total column and ensuring the Blackboard grading schema is correct.
✓	✓			Ensure the delivery times/dates listed in your course schedule reflect what is in the RDC timetable scheduling for synchronous and blended courses .

✓	✓			Clearly communicate, or negotiate, scheduling for asynchronous courses with optional synchronous components (office hours, guest speaker, etc.) and confirm this in the course schedule. Communication should indicate that they are optional and will be recorded.
O n l i n e	B l i n d e d	H y F l e x	O n s i t e	Recommended Tasks
✓	✓	✓	✓	Connect with the Flexible Learning Support Specialist for information and resources for online student and instructor support.
✓	✓	✓	✓	Personalize course elements such as the introduction of the course.
✓	✓	✓	✓	Send email and/or message to students that contains information about preparing for the course .
✓	✓	✓		Provide information to students regarding the Online Success Toolkit available through Blackboard Organizations .
✓	✓	✓	✓	Post a personal and welcoming introduction message on or before the first day of class.
✓	✓	✓		Make the course available one week prior to the start of classes for student previewing.

During the first week, the instructor will:

O n l i n e	B l i n d e d	H y F l e x	O n s i t e	Priority Tasks (Continued)
✓	✓	✓	✓	Ensure all students have logged in and are active. Contact inactive students to determine status and encourage their participation.

✓	✓	✓	✓	Establish and communicate clear guidelines for student participation/contribution.
✓	✓	✓	✓	Provide a general overview of navigation and organization of the course and expectations (e.g. via video, Collaborate Ultra, announcement, activity, etc.).
✓	✓	✓	✓	Set class expectations about online availability and negotiate reasonable response windows with students (e.g. 24-48 hours).
✓	✓	✓	✓	Share a timeline for providing feedback on assignments and ensure it is stated in the course outline (e.g. within 7 days of assignment submission).
✓	✓	✓		Clearly communicate dates/times, attendance requirements, and recording options if there are scheduled live sessions in the course (eg. Collaborate Ultra classes, guest speakers, etc.).
O n l i n e	B l i n d e d	H y F l e x	O n s i t e	Recommended Tasks
✓	✓	✓		Create a discussion board forum or alternative method for students to post and respond to introductions.
✓	✓	✓		Create a discussion board forum for questions about the course.

Throughout the course, the instructor will:

O n l i n e	B l i n d e d	H y F l e x	O n s i t e	Priority Tasks
✓	✓	✓	✓	Document course delivery notes and/or course flags on the Course Facilitation Record .

✓	✓	✓	✓	Deliver the course according to a designated schedule with any deviations communicated in advance.
✓	✓	✓	✓	Update the online grade center promptly after assignment due dates.
✓	✓	✓	✓	Model behaviours such as netiquette and professionalism.
✓	✓	✓	✓	Remind students of upcoming due dates.
✓	✓	✓	✓	Plan online testing methods, deploying Lockdown Browser and/or Monitor as necessary.
O	B	H	O	Recommended Tasks
n	I	y	n	
i	n	F	s	
n	d	I	i	
e	e	x	e	
✓	✓	✓		Invite and encourage students to use online office hours and/or to make appointments.
✓	✓	✓		Monitor discussions for respectfulness based on netiquette standards. If inappropriate posts or behaviour is present, immediately contact the student and make disrespectful posts unavailable to the class.
✓	✓	✓	✓	Maintain active online presence in course (e.g. announcements, creation of videos, participation in discussion board forums, added questions and content to the course, etc.).
✓	✓	✓	✓	Respond to student questions promptly and be consistent with the timeline for feedback stated in the course outline.
✓	✓	✓		Provide information on group selection methods and expectations before beginning group projects, when using groups .
✓	✓	✓	✓	Model competency with technology tools and use them appropriately.
✓	✓	✓	✓	Address universal accessibility to ensure all students can access the content.

During the last week and/or following course completion, the instructor will:

O n l i n e	B l i n d e d	H y F l e x	O n s i t e	Priority Tasks
✓	✓	✓	✓	Inform students when the course evaluation/SFI is available and encourage them to complete it.
✓	✓	✓	✓	Complete grading and promptly post final grades in Blackboard and submit to Registrar's Office .
O n l i n e	B l i n d e d	H y F l e x	O n s i t e	Recommended Tasks
✓	✓	✓	✓	Send an announcement or email with a closing personal message to students.
✓	✓	✓	✓	Complete the Course Facilitation Record to inform action in the Renewal phase.



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