



# Preparing and Managing Your Online Course



See the [ETM Website](#) for other suggestions and resources as well as [ETM Wiki](#) for help documents.

## 10-12 Weeks Before (Course Planning)

- Review [Online Course Development Best Practices](#)
- If you have taught this course before: review course notes & ideas, import content, expand question banks
- Talk to Librarian about resources
- Course level design complete ([Learning outcomes and course map](#))
- Notify Bookstore re: textbooks and other resources
- Draft Syllabus/Course Schedule ([See Faculty Life Office for samples and statements](#))

## 6-9 Weeks Before (Content Organization)

- Create module learning outcomes
- Import template into Canvas (either [Teaching Template](#) or for your department)
- Build first module: write introduction, list resources, discussion prompts, outline project/assignment details (consider getting feedback from a peer or ETM)
- [Duplicate module organization](#) and continue building course content in Canvas
- Determine what publisher content and [EdTech Tools](#) you will use in your course – Contact ETM with questions or concerns
- Review & update in Canvas: Course Navigation, Settings, Calendar, Assignments, Gradebook, Personal notifications, Getting Started info, & unpublish not being used

## 3-6 Weeks Before (Tools/Feedback)

- Establish course communication policy
- Setup and configure SPU tools ([Zoom](#), [Panopto](#), [Map Zoom to Panopto](#), [TurnItIn](#), and [other tools](#) you might use for teaching)
- Perform an [Accessibility Check](#) in Canvas and [other digital tools used](#)
- Optional: Invite a peer or ETM to be a second pair of eyes and look at your course

## 1-2 Weeks Before

- Plan, prepare, and pray for your students with your current roster
- Send a welcome email through Banner, things you might include: info about textbooks/SPU bookstore, a get to know you survey, your picture or [something personal](#)
- Publish course and orientation materials – at least three days in advance of course start
- Make sure syllabus in course is the most recent version

## First Week

- Post personal introduction
- Review class introductions and engage with students
- Check if students haven't accessed the course and reach out or contact SAS

## Daily/Weekly

- Monitor class discussions
- Monitor email
- Check course climate and make course adjustments as able and needed
- Plan to have [regular communication with students](#)
- Support students with timely responses and feedback/grading of their work
- Hold or schedule regular contact/drop-in hours

## Weeks 3 & 7

- [Early Alert](#) and other [Student Success Interventions](#) (Complete as needed)
- Optional: Gather feedback from students about the course (design, content, perceptions)

## 2 Weeks Before Quarter Ends

- Encourage participation in Student Feedback

## Last Class/Finals Week

- Post end-of-class announcements/wrap-up
- Continue handling student referrals
- Extend course settings as needed (e.g. incompletes)
- Remind students where to find class once quarter ends or download materials as needed
- [Post Grades in Banner](#)
- Make note of ideas and revisions for future course offerings

(inspired by [Dutton Institute @ Penn State](#))