

UF Continuing Education Best Practices Checklist

Best practices for academic non-credit courses in Canvas, based on UF Standards for online courses

Please read all points before starting work on your course.

Tip: Keep your audience in mind. They are not your typical UF students.

Introductory Information

1. Instructor provides welcome message to describe and outline the course
2. Obvious starting location is provided
3. Navigation instructions are provided
4. Methods for getting help are provided.
 - a. If you ARE using the [Distance Education Service Center \(DESC\)](#) to help with enrollment, completion, and technical issues, include the following:
 - i. Technical Questions
 1. UF Professional Development: questions@dce.ufl.edu | 352-392-8660
 2. UF Help Desk: 352-392-4357 option 1 | helpdesk@ufl.edu
 - ii. Content Questions
 1. Contact your instructor [Insert contact information]
 - iii. Enrollment and Certificate of Completion Help
 1. UF Professional Development: questions@dce.ufl.edu | 352-392-8660
 - b. If you are NOT using the Distance Education Service Center (DESC), please provide adequate contact information for technical help, content help, enrollment help, and certificate of completion help.
5. Syllabus is provided with info about course requirements and grading
 - a. Visit the [Continuing Education Instructional Design](#) website for a continuing education syllabus template
6. How to communicate with instructor is included
7. Timeframe for instructor responses to students is explicit and easy to find
8. Introduce Yourself discussion board recommended if students will be interacting with each other
9. Canvas Tutorials are included
 - a. [Canvas Student Tour](#)
 - b. [Canvas Student Guide](#)
10. Course netiquette documents provided
11. Page about how to succeed in online learning is included
12. Start Here module quiz – require 85% with multiple attempts

Modules

13. Use module requirements to keep students from skipping around in the course content
14. To promote mastery, allow multiple or unlimited attempts on quizzes and require a minimum score before moving on to the next module
15. The last module in your course should be *Certificate of Completion*, which gives instructions for viewing and printing the certificate of completion from QuickReg
 - a. Use module requirements to prevent students from viewing this information until all requirements of the course have been fulfilled
16. Ensure all module requirements are set correctly before launching the course; it's challenging to change them once students are enrolled and begin working

Course Objectives & Assessment

17. Overall course goals about what students will learn in the course
18. Objectives are stated with measurable action words; see [Bloom's Taxonomy](#) for examples
19. Objectives are posted in sub-sections of the course
20. Assessments assess the stated objectives
21. Detailed instructions for student work are provided
22. Guidelines for assessments are provided
23. Any single assessment that is 15% or more of grade must use appropriate security measures
24. Quizzes are built using question banks and no questions are built directly into quizzes in Canvas
 - a. This is especially important for open enrollment courses since you won't be able to edit a quiz question for "next semester"; question banks allow you to edit a question without affecting quizzes already taken
 - b. For quizzes, and assignments, note where in the course the correct answers can be found; rather than telling students what the correct answers are, provide feedback for incorrect answers that tell the students where answers can be found
 - c. Tip: [Check with IT for a Respondus license](#); this will allow you to upload lists of multiple choice questions from a Word document to Canvas
 - i. Visit the [Continuing Education Instructional Design](#) website to learn how to format your Word document
25. Course survey included (Recommended: middle and end of course)

Media

26. Videos are 4-10 minutes in length
27. Time lengths of videos are stated
28. Embedded Mediasite videos also provide a link out to the video for use on mobile platforms.
29. Perform quality assurance on all four mobile platforms (iOS and Android, Tablet and Phone); check if media are accessible across platforms and mobile compatible, stream well, and/or are downloadable (where possible)
30. Instructional materials are current
31. Images are relevant and high-quality
32. All resources, including images, are compliant to copyright requirements
33. Resources and materials are cited
 - a. Continuing Education students do not have the ability to VPN into the UF library system

ADA Compliance

Tip: Sign up for the online UFIT Training [Accessible Online Environments](#) to learn more about ADA accessibility.

Tip: View the [Quick Guide to Online Course Accessibility](#) for more information about accessibility in online courses.

34. Text in PDFs is highlightable
35. Don't use color to convey meaning; use bold or italics instead (underline indicates links)
36. All colors pass AA requirement; use the [WebAIM Color Contrast Checker](#)
37. **Data** tables have row and column headers, scope, and caption (all found in properties in Canvas)
38. **Layout** tables are linearly readable (order it appears in HTML code) and not restricted by pixel size; DO NOT use row and column headers or captions
39. Images have alt text (edit the ones Canvas puts in)
40. Videos have transcripts and captions (Contact [Summer Howland](#) to discuss options for captioning services)
41. All content can be accessed using a keyboard
42. Headings, subheadings, and lists are used to organize document structure
43. Bulleted lists are actual bullets, not dashes made to look like bullets