** Pivot-Ready Course Checklist Final Planning Template**

**Objective:** This assignment demonstrates your readiness to design and teach a pivot-ready course.

**Outcomes:** By completing this assignment to conclude Pivotal Pedagogy Fundamentals, you will be able to

* Identify policies and documents that have been updated or need updating to support a pivot-ready course
* Build the first five weeks of your course in Blackboard to use as your **home base** for the course as needed, in such a way that
  + Your learning pattern, course goals, and policies are clear to students
  + Your plans for individual illness or large-scale emergency are clear to students
  + The Blackboard site has a well-organized structure including course materials, tools, and regular or make-up assignments
* Create opportunities for all students to use common tools in Blackboard (e.g., quiz or discussion forum) to demonstrate their learning, so that they are familiar with procedures if the course needs to pivot

**Tasks**: For the final assignment,

1. ***Update the chart on this document***: Click and drag to move a check mark in each row to identify your current experience.
2. ***Add your final planning notes*** to the end of this document as indicated.
3. Follow the instructions on Blackboard to ***submit your assignment***.

| **Pivot-Ready Course Checklist** | | | | | |
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|  | **Stage 1: I don’t know how and haven’t done it** | **Stage 2: I know how but haven’t started it** | **Stage 3:  I have started this (for at least one week)** | **Stage 4:  I have completed this (in multiple places if indicated)** | **This task is not applicable to my course (rare!)** |
| **Once**: An overview of the course’s typical learning pattern is posted and explained |  |  |  |  |  |
| **Once**: The syllabus includes a clear plan for student make-up work or alternate engagement opportunities |  |  |  |  |  |
| **Once**: Technology requirements are stated in the course syllabus or other appropriate space |  |  |  |  |  |
| **Once**: A plan for regular and emergency communications is posted and explained |  |  |  |  |  |
| **Once:** A plan for virtual office hours is posted and instructions/links provided |  |  |  |  |  |
| **Once**: The faculty member has made a plan for how he/she/they will move major assessments (exams/projects) to virtual delivery in case of shutdown |  |  |  |  |  |
| **Once**: The Blackboard course identifies key tools and access to content in the left-hand menu for a clear navigation plan (Mark this as Stage 4 if you will be adopting the Stearns Center Template) |  |  |  |  |  |
| **At least for the first five weeks**:Each week has a folder in Blackboard with an Overview note |  |  |  |  |  |
| **At least for the first five weeks**: The course syllabus and any other documents/videos posted meet accessibility standards |  |  |  |  |  |
| **At least for the first five weeks**: A Weekly Announcement is drafted (or planned) in Bb for distribution, so students experience class-wide communication |  |  |  |  |  |
| **At least for the first five weeks**: Structures/procedures are available in Bb for students who need to make up work: placeholders for recordings, alternate assignments explained, discussion forums or other options for posting/turning in are created |  |  |  |  |  |
| **At least once in the first five weeks**: Students are assigned a quiz or survey in Bb so they become familiar with this type of asynchronous learning-check |  |  |  |  |  |
| **At least once in the first five weeks**: Students are assigned to participate in a discussion forum (or equivalent) so they become familiar with asynchronous engagement |  |  |  |  |  |
| **At least once in the first five weeks**: Students are assigned to participate in a web conferencing event, so they become familiar with that approach to engagement |  |  |  |  |  |

**See next page for Final Planning Notes.**

**Final Planning Notes**

**For at least three items above** that are not yet at Stage 4, please indicate your plans for moving forward (you are welcome to document plans for additional items, or indicate plans for taking a different direction than is suggested in this Checklist)

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| --- | --- | --- |
| **Item that needs work** (copy and paste from above) | **Tasks I can do** to complete this and notes on how/when | **Additional help I might need** or questions I have or notes about alternative steps |
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