Self-Assessment Checklist for Online Courses

This checklist is an abbreviated version of the Online Education Initiative's Course Design Rubric.

Yellow indicates items that should definitely be addressed prior to submitting a course for review.

Not sure how to implement the Rubric? Explore our Course Design Resources! (Each item has a direct link as well.)

A: Content Presentation	Yes	Not Sure
A1: I've included **unit objectives** in the individual learning **units/modules.**		
A2: My objectives include **demonstrable learning outcomes** and are written in language that is **student-centered.**		
A3: I've ensured unit **content and activities are aligned with unit objectives** and the **connection** between content/activities and unit objectives is made **explicitly clear** to the students.		
A4: I've set up **navigation and content flow** that are easily determined by the user, including a clear starting point.		
A5: I've presented content in visibly **distinct learning units** or modules. I've consistently structured and sequenced my learning units or modules, allowing students to better anticipate and manage their workload.		
A6: I've **chunked page content** in manageable segments using **descriptive headings** and subheadings that facilitate online reading and enhance student understanding of the material.		
A7: I've used **Canvas tools** to reduce the labor-intensity of learning and **streamline access** to materials and activities for students.		
A8: I've used a **variety of media** (e.g., text, **audio, video, and/or graphics**) throughout the course.		
A9: I've included **instructions for learners** to work with content in meaningful ways (e.g. guiding students to take notes during a video, **explaining the purpose** of an external resource), and those instructions are directly **embedded** with the content or activity.		
A10: I've provided **individualized learning opportunities**, such as **remedial** activities or resources for **advanced** learning.		
A11: Learners have the opportunity to give **anonymous feedback** to me regarding course design and/or course content at or after course completion.		
A12: **Institutional and instructor policies** relevant for learner success (e.g., academic honesty, add/drop, late work, grading, etc.) are included and easy to find.		
A13: I've included clearly labeled links to **institutional services**, such as disability resources, online tutoring, online counseling and online readiness.		
A14: I've provided an explanation of **technology support** and ensured relevant contact information and/or links are easily found.		

B: Interaction	Yes	Not Sure
B1: I **initiate contact** **prior** to or at the beginning of the course and provide **multiple resources** to help students successfully get started.		
B2: I've included **regular instructor-initiated contact** using Canvas communication tools in my course design.		
B3: I encourage students to **initiate contact with me** through easily accessed contact information that includes expected **response times.**		
B4: I've provided and encourage opportunities **for student-initiated interaction** (non-graded and unstructured) **with other students** that contribute to a **student-centered** learning environment.		
B5: I've included opportunities for **regular effective contact among students** (e.g., discussions, group projects, peer review) to build a sense of community among learners.		
B6: I've provided guidelines explaining **required levels of student participation** (i.e., quantity and quality of interactions) along with a **rubric** or equivalent grading document to explain how participation will be evaluated.		

C. Assessment	Yes	Not Sure
C1: I've developed assessment activities that lead to the **demonstration of learning outcomes**. As much as possible, I've designed assessments to mimic **authentic** environments to facilitate transfer.		
C2: I've ensured that assessments **align with the unit objectives**.		
C3: I've included both **formative and summative** assessments.		
C4: I've included **multiple assessments** throughout the course and provide students with **timely feedback**.		
C5: I've included **rubrics or descriptive criteria** for desired outcomes in all or most of the assessments.		
C6: I've provided **instructions** that clearly explain to students how to successfully complete each assessment.		
C7: I've included a **clear description of how meaningful, timely feedback** on assessments will be provided. I've provided students with **instructions on accessing feedback** in Canvas and on applying it to improve learning/performance.		
C8: I've included opportunities for **student self-assessment,** with feedback.		