

Course Review Prep Form

This checklist (based on Online Education Initiative’s [Course Design Rubric](#)) is designed to help you prepare your course for review. Each rubric element below provides a direct link to an explanation/example in our [Course Design Resources](#).

Please carefully and thoroughly consider how each rubric element is implemented in your course.

We request that items highlighted in yellow be given particular attention prior to submitting your course.

A: CONTENT PRESENTATION

A1: I’ve included unit objectives in the individual learning units/modules.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
A2: My objectives include demonstrable learning outcomes and are written in language that is student-centered.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A1-A2 are demonstrated in your course (e.g., “Week 1 objectives are: 1) define assets, liabilities and owner’s equity, 2) describe causes of change in owner’s equity, 3) prepare a simple balance sheet”):		
Location of example described above (e.g.: “objectives are included on each module overview page” OR page URL):		
A3: I’ve ensured unit content and activities are aligned with unit objectives and the connection between content/activities and unit objectives is made clear to the students.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A3 is demonstrated in your course:		
Location of example described above:		
A4: I’ve set up navigation and content flow that are easily determined by the user, including a clear starting point.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A4 is demonstrated in your course:		
Location of example described above:		
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.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A5 is demonstrated in your course:		
Location of example described above:		

<p>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.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A6 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p>A7: I've used Canvas tools to reduce the labor-intensity of learning and streamline access to materials and activities for students.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A7 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p>A8: I've used a variety of media (e.g., text, audio, video, and/or graphics) throughout the course.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A8 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p>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, etc.), and those instructions are directly embedded with the content or activity. I have not included content as direct links within a module.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A9 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p>A10: I've provided individualized learning opportunities, such as remedial activities or resources for advanced learning.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A10 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		
<p>A11: Learners have the opportunity to give anonymous feedback to me regarding course design and/or course content at or after course completion.</p>	<p>Yes <input type="checkbox"/></p>	<p>Unsure <input type="checkbox"/></p>
<p>Describe at least one specific example of how A11 is demonstrated in your course:</p>		
<p>Location of example described above:</p>		

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.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A12 is demonstrated in your course:		
Location of example described above:		
A13: I've included clearly labeled links to institutional services , such as disability resources, online tutoring, online counseling and online readiness.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A13 is demonstrated in your course:		
Location of example described above:		
A14: I've provided an explanation of technology support and ensured relevant contact information	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how A14 is demonstrated in your course:		
Location of example described above:		

B: INTERACTION

B1: I initiate contact prior to or at the beginning of the course and provide multiple resources to help	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B1 is demonstrated in your course:		
Location of example described above:		
B2: I've included regular instructor-initiated contact using Canvas communication tools in my course	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B2 is demonstrated in your course:		
Location of example described above:		
B3: I encourage students to initiate contact with me through easily accessed contact information that includes expected response times .	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B3 is demonstrated in your course:		
Location of example described above:		

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.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B4 is demonstrated in your course:		
Location of example described above:		
B5: I've included opportunities for regular effective contact among students (e.g., discussions, group	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B5 is demonstrated in your course:		
Location of example described above:		
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 explaining how participation will be evaluated.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how B6 is demonstrated in your course:		
Location of example described above:		

C. ASSESSMENT

C1: I've developed assessment activities that lead to the demonstration of learning outcomes . Where possible, I've designed assessments to mimic authentic situations to facilitate learning transfer.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C1 is demonstrated in your course:		
Location of example described above:		
C2: I've ensured that assessments align with the unit objectives .	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C2 is demonstrated in your course:		
Location of example described above:		
C3: I've included both formative and summative assessments.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C3 is demonstrated in your course:		
Location of example described above:		

C4: I've included multiple assessments throughout the course and provide students with timely feedback .	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C4 is demonstrated in your course:		
Location of example described above:		
C5: I've included rubrics or descriptive criteria for desired outcomes in all or most of the assessments.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C5 is demonstrated in your course:		
Location of example described above:		
C6: I've provided instructions that clearly explain to students how to successfully complete each assessment.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C6 is demonstrated in your course:		
Location of example described above:		
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.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C7 is demonstrated in your course:		
Location of example described above:		
C8: I've included opportunities for student self-assessment , with feedback.	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>
Describe at least one specific example of how C8 is demonstrated in your course:		
Location of example described above:		

Adapted from original by Liz du Plessis, Distance Education, Santa Rosa Junior College. Updated 6/2/20.