# Self-Review Checklist

### Course Overview and Introduction

Tip – Many of these recommendations can be accomplished by creating a Start Here module that includes a course overview, course expectations, instructor introduction and a discussion topic where students can introduce themselves is an effective and easy way to begin to foster an online community of learners.

[ ]  **Instructions make clear how to get started and where to find various course components. (Critical)**

**[ ]  Learners are introduced to the purpose and structure of the course. (Critical)**

[ ]  Communication expectations for online discussions, email, and other forms of interaction are clearly stated.

[ ]  Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.

[ ]  Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.

[ ]  Computer skills and digital information literacy skills expected of the learner are clearly stated.

[ ]  Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

[ ]  Learners are asked to introduce themselves to the class.

### Learning Objectives (Competencies)

Tip – Course Objectives are very useful as they provide a guide for learners about what they will be learning, and also help determine what types of assessments are needed in the course. Remember objectives should be action oriented, student focused and measurable. Check blooms taxonomy if you need some help with what verbs to use in your objectives.

[ ]  **The course learning objectives, or course/program competencies, describe outcomes that are measurable. (Critical)**

[ ]  **The learning objectives or competencies are suited to the level of the course. (Critical)**

#### What are your Course Learning Objectives?

### Assessment and Measurement

Tip – Remember to align your assessments with your learning objectives so that learners can accurately demonstrate what they have learned. This just means that the method of assessment should match the learning objective.

[ ]  **The assessments measure the achievement of the stated learning objectives or competencies. (Critical)**

[ ]  **The course grading policy is stated clearly at the beginning of the course. (Critical)**

[ ]  Specific and descriptive criteria are provided for the evaluation of learners’ work, and their connection to the course grading policy is clearly explained.

#### What assessments will you be using?

### Instructional Materials

Tip – It can be useful to vary your instructional materials. A mix of accessible video, audio, graphics and text can be helpful for learners. Also, chunk your video content by topic or concept so that you can have short, impactful, videos that support learning.

[ ]  **The instructional materials contribute to the achievement of the stated learning objectives or competencies. (Critical)**

[ ]  **The relationship between the use of instructional materials in the course and completing learning activities is clearly explained. (Critical)**

[ ]  The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.

[ ]  The instructional materials represent up-to-date theory and practice in the discipline.

### Course Activities and Learner Interaction

Tip – Similar to the materials, it can be helpful to have a variety of activities. There are numerous lists of active learning strategies that can help you think of ideas for your course.

[ ]  **The learning activities promote the achievement of the stated learning objectives or competencies. (Critical)**

[ ]  **Learning activities provide opportunities for interaction that support active learning. (Critical)**

[ ]  The instructor’s plan for interacting with learners during the course is clearly stated.

[ ]  The requirements for learner interaction are clearly stated.

#### What methods do you plan to use for Instructor to Learner and Learner to Learner interaction?

### Course Technology

[ ]  **The tools used in the course support the learning objectives or competencies. (Required)**

[ ]  The course provides learners with information on protecting their data and privacy.

### Learner Support

Tip – MSU provides a great number of services to all students, but they may not be aware of them. Highlight the library, writing center, Olin Health center and student services. As well as any other support organizations you may be aware of.

[ ]  **The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. (Critical)**

[ ]  **Course instructions articulate or link to the institution’s accessibility policies and services. (Critical)**

[ ]  **Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course. (Critical)**

### Accessibility and Usability

Tip – Include Alt Text for images, Headings for all documents, Captions for All Videos and Transcripts for All Audio. Captioning is available through REV or through [MSU Crowd Sourcing](https://webaccess.msu.edu/Help_and_Resources/msu_crowd_captioning.html). There is a course template available that will assist with course navigation and readability.

**[ ]  Course navigation facilitates ease of use. (Critical)**

**[ ]  The course design facilitates readability. (Critical)**

**[ ]  The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. (Critical)**

[ ]  The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.

*Standards retrieved from the “*[*QM Higher Education Rubric, Sixth Edition*](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)*"*

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