**BHSU Online Course Self-Review Rubric***(Developed using the SDBOR Online Course Quality Assurance Rubric)
 (AAC Guideline 5.8 - Last Revised 11/2018)*<https://sites.google.com/site/sdborqa2020>

**Semester:**

**Course Number:**

**Course Name:**

**Name of the Instructor:**

**Self-Review Date**:Use the dropdown menu to add the date

**Review w/ Instructional Design Date**:Use the dropdown menu to add the date

**Notes:** *We will add additional information during the course review meeting*

*In Course Syllabus:*

[ ]  Institution Logo **OR** [ ]  Name of the University [ ]  Course Duration

[ ]  Academic Term/ Year [ ]  Course Title [ ]  Credit Hours

[ ]  Course Prefix / Number / Section (*example*: SPED 100-BT1)
Course Meeting Location [ ]  D2L **OR** [ ]  Publisher’s Website

*Census Date:*[ ]  Last Day to Add/Drop Course without a transcript entry

[ ]  Last Day to Drop Course with an automatic “W”
[ ]  IDEA Surveys administered

*In D2L:*

[ ]  Course Syllabus *(Required)*
[ ]  BHSU Getting Started ‘*Updated’* [ ]  BHSU Course Info ‘*Added’*

1. **Course Overview & Introduction**

The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.

* 1. *Navigational instructions make the organization of the course easy to understand.*

[**REQUIRED**]
*One of these*

[ ]  Read Me First’ document [ ]  Course navigational instructions

[ ]  Course tour, describing the major features of the course.

[ ]  Other *(Provide details here)*

* 1. *A statement introduces the student to the course and to the structure of the student learning, as well as how the student will be successful in the course.*

[**REQUIRED**]

Course Syllabus added online in D2L: [ ]  Yes [ ]  No

*In the Course Syllabus:*
[ ]  Catalog Description [ ]  Additional Course Description (*optional*)

[ ]  Course Grading Criteria [ ]  Course Schedule [ ]  Online Attendance Policy

*In D2L: (at least ONE of these items)*

[ ]  Welcome News item [ ]  Welcome Video [ ]  Frequently asked questions

[ ]  Introduction Letter [ ]  Read Me First

[ ]  A scavenger hunt or syllabus quiz as one of the first week’s assignments

[ ]  Other *(Provide details here)*

Instructions for assignment submissions: [ ]  Yes [ ]  No

If yes, in [ ]  Syllabus [ ]  D2L [ ]  Publisher’s Website

1. *The instructor facilitates and participates in an interactive introduction activity with students during the first week of the course.*[**REQUIRED**]

*(at lease ONE of these items) The instructor provides a personal introduction*

[ ]  A document [ ]  A website [ ]  A video [ ]  In the Interactive Student Introduction

*Students submit an initial response & respond to one or more classmates.*[ ]  As a discussion item in D2L [ ]  Uses an external website like Flipgrid / VoiceThread

 *Interactive Student Introductions activity*

[ ]  Included in Week 1 [ ]  Graded [ ]  Ungraded

* 1. *Netiquette expectations with regard to discussions and course communication are clearly stated.* [**Recommended**]

[ ]  Yes. General Netiquette information is available under the Help tab in D2L.

*If additional information is provided:*
A paragraph/a statement for ‘Participation in the discussions/Email Communication with the instructor/classmates) [ ]  Yes [ ]  No
If yes, [ ]  Syllabus [ ]  D2L

* 1. *Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.*

[**Recommended**]

[ ]  Technology required (hardware, software, etc.)

[ ]  Syllabus [ ]  D2L

[ ]  Technology skills required

[ ]  Syllabus [ ]  D2L

[ ]  Other skills required/recommended (specific programs, calculator, devices etc)

[ ]  Syllabus [ ]  D2L

1. **Learning Outcomes**

Learning outcomes are clearly defined and explained. They assist the student to focus learning activities.

* 1. *The course provides learning outcomes that are measurable.*

 [**REQUIRED**] [*Measurable Action Verbs*](https://www.bhsu.edu/Academics/Academic-Affairs/Instructional-Design/Course-Design/_docs/Blooms-Taxonomy---Best.pdf)

[ ]  Measurable action verbs are used in the student learning outcomes
[ ]  Learning Outcomes are specified in the Syllabus
[ ]  *(Optional)* Learning outcomes are also specified in D2L

* 1. *The learning outcomes address content mastery, critical thinking skills, and core learning skills.*

[**REQUIRED**]

[ ]  Yes [ ]  No

* 1. *The learning outcomes of the course are clearly stated and understandable to the student, and clear instructions are provided to students on how to meet them.*

[**REQUIRED**]

[ ]  Yes [ ]  No

* 1. *Learning outcomes are articulated and specified on the module/unit level.*

[**Recommended**]

[ ]  Yes [ ]  No

1. **Assessment & Measurement**

Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.

* 1. *The types of assessments selected measure the stated learning outcomes and are aligned with course outcomes, activities, and resources.*

[**REQUIRED**]

[ ]  Yes [ ]  No

* 1. *The grading policy is transparent and easy to understand.*

[**REQUIRED**]

*In the Course Syllabus:*

[ ]  Grading Policy (example: 90-100% = A, 80-89% = B, etc.)

[ ]  Grading Criteria - List of all assessment items with possible points in the course (example: 2 exams x 100 points = 200 points, etc.)

*In D2L:*

Grades for the assessment items are provided in [ ]  D2L [ ]  Publisher’s Website

[ ]  Grades in D2L/Publisher’s website aligns with the Grading Criteria in the Course Syllabus

[ ]  Rubrics (optional) [ ]  Rubrics feature in D2L (optional)

[ ]  Grading checklist (optional)

* 1. *Assessments and measurement strategies provide timely and detailed feedback to the student.*

[**REQUIRED**]

[ ]  Statement addressing when to expect feedback and grades

[ ]  Syllabus [ ]  D2L [ ]  Publisher’s Website

[ ]  Statement addressing where feedback and grades are provided

[ ]  Syllabus [ ]  D2L [ ]  Publisher’s Website

[ ]  Information about additional strategies how feedback is provided *(Example: Rubrics, Peer Review etc.)*

* 1. *The types of assessments selected, and the methods used for submitting assessments are appropriate for the distance-learning environment.*

[**Recommended**]
*Where:*

[ ]  In D2L [ ]  Publisher’s website [ ]  Both D2L & the Publisher’s website

[ ]  Other *(Provide details here)*

*What type:*

[ ]  Quizzes [ ]  Exams [ ]  Discussions [ ]  Written Assignments

[ ]  Research Paper(s) [ ]  Research Project(s) [ ]  Performance Demonstration

[ ]  Other *(Provide details here)*

*Type of Quiz / Exam:*

[ ]  Multiple Choice [ ]  True/False [ ]  Short Answer [ ]  Essay(s)

[ ]  Other *(Provide details here)*

*For Quizzes / Exams - used the following features:*

[ ]  Auto graded [ ]  Time allowed [ ]  Attempts allowed

[ ]  Randomized Questions [ ]  Randomized Answers

[ ]  Respondus Lockdown Browser [ ]  Respondus Monitor

*If Respondus Lockdown Browser/ Monitor are used, a sample test is given (during Week 1) to help students acquaint themselves with the software*

[ ]  Yes [ ]  No

*For Dropbox assignments, Turnitin is used, to check similarity of the submitted documents:*

[ ]  Yes [ ]  No

*If Turnitin is used, a Draft Dropbox folder is made available throughout the semester - providing students an opportunity to use and learn to enhance their writing skills.*

[ ]  Yes [ ]  No

* 1. *If appropriate, self-check/practice types of assignments are provided for quick student feedback.*

[**Recommended**]

[ ]  Yes [ ]  No

[ ]  Other *(Provide details here)*

1. **Resources & Materials**

Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields.

* 1. *The instructional materials support the stated learning outcomes, and have sufficient breadth, depth, and currency, for the student to learn the subject.*

[**REQUIRED**]

[ ]  Textbook [ ]  External Videos [ ]  External Websites [ ]  Journal Articles

[ ]  BHSU Online Library Resources

[ ]  MS PowerPoints

 [ ]  Instructor Developed [ ]  From the Publisher

[ ]  Video Lectures / Resources

 [ ]  Instructor Developed [ ]  From the Publisher

[ ]  Audio Lectures / Resources

 [ ]  Instructor Developed [ ]  From the Publisher

[ ]  Other *(Provide details here)*

* 1. *Instructional materials are presented in a format appropriate to the online environment, are easily accessible to and usable by the student, and are consistent in organization.*

[**REQUIRED**]

[ ]  Yes [ ]  No

* 1. *The course design includes instructional materials presented via multiple modalities.*

[**Recommended**]

[ ]  Yes [ ]  No

* 1. *All resources and materials used in the online course are appropriately cited and sourced.*

[**Recommended**]

[ ]  Yes [ ]  No

* 1. *The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident.*

[**Recommended**]

[ ]  Yes [ ]  No

1. **Learner Interaction**

The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment, and personal development.

* 1. *The learning activities promote the achievement of stated learning outcomes.*

[**REQUIRED**]

[ ]  Yes [ ]  No

* 1. *Learning activities foster regular and substantive instructor-student interaction, as well as content-student - and if appropriate - student-student interaction.*

[**REQUIRED**]

*Instructor-Student interaction is occurring in:* [ ]  D2L and/or [ ]  Publisher’s Website
[ ]  Self-Introduction [ ]  Audio/Video lectures (live/recorded)

[ ]  Office hours [ ]  Discussion postings and responses [ ]  News items in D2L [ ]  Feedback on assessment items [ ]  one-to-one email communication
[ ]  Other *(Provide details here)*

*Student-Content interaction is occurring as follows in*: [ ]  D2L and/or [ ]  Publisher’s Website

[ ]  Discussion postings and responses [ ]  Auto-graded Quizzes/Exams

[ ]  Instructor-graded Quizzes/Exams [ ]  self-assessment exercises [ ]  Essay(s)

[ ]  Research paper(s) [ ]  Research project(s) [ ]  Group Projects [ ]  Other *(Provide details here)*

*Student-Student* *interaction is occurring as follows in:* [ ]  D2L and/or [ ]  Publisher’s Website

[ ]  self-introduction discussion or exercise in: [ ]  D2L or [ ]  External App / Website

[ ]  discussion postings and replies [ ]  group discussion postings and replies

[ ]  group projects/assignments [ ]  Peer review/evaluation

[ ]  Other *(Provide details here)*

* 1. *The expectations of the instructor are clearly defined, including how, when, and where the instructor will interact with students.*

[**REQUIRED**]

Information is provided about the following in the: [ ]  Course Syllabus [ ]  D2L

[ ]  Office Location [ ]  Office Hours [ ]  Phone number [ ]  Email

[ ]  Availability [ ]  Turn-around time for email/phone questions

[ ]  How and where to ask general course questions

*See III.3* - When to expect feedback and grades *(added here to address this standard)*

*See III.3* - Where feedback and grades are provided *(added here to address this standard)*

[ ]  *(optional)* Virtual meetings, if offered

[ ]  Other *(Provide details here)*

* 1. *The importance and real-world significance of the subject matter is clearly demonstrated and, if possible, connected to students' backgrounds.*

[**Recommended**]

[ ]  Yes [ ]  No

If yes, if you wish to, briefly describe your response

* 1. *The requirements for course interaction are clearly articulated.*

[**Recommended**]

[ ]  Yes [ ]  No

1. **Course Technology**

To enhance student learning, course technology enriches instruction and fosters student interactivity.

* 1. *The tools and media support the learning outcomes of the course and are integrated with texts and lesson assignments.*

[**REQUIRED**]

[ ]  Yes. All learning materials are integrated into modules/weeks in D2L to better illustrate how they relate to the content - aligning with the Course Schedule, *instead of placing all learning resource files in one location*.

[ ]  No

* 1. *The tools and media enhance student interactivity and guide the student to become a more active learner.*

[**Recommended**]

[ ]  Yes [ ]  No

* 1. *If utilized, third-party tools/content are easily accessible to students, and clear instructions are provided to articulate how to access/utilize them.*

[**Recommended**]

[ ]  Yes. All third-party materials are directly linked in D2L. [ ]  No

[ ]  Other *(Provide details here)*

* 1. *The tools and media are compatible with existing standards of delivery modes.*

[**Recommended**]

[ ]  Yes [ ]  No

1. **Learner Support**

Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.

* 1. *Course instructions articulate or link to clear descriptions of academic, student, and technical support services offered.*

[**REQUIRED**]

Yes. All support services information is available in D2L under Help tab and on Course Home in the BHSU Getting Started. [ ]  Other *(Provide details here)*

* 1. *If third-party tools and/or content are utilized by the course, clear instructions are provided to students on how they will receive support for these tools.*

[**Recommended**]
[ ]  Yes [ ]  No

[ ]  Syllabus [ ]  D2L – directly linked in D2L [ ]  Publisher’s Website

[ ]  Other *(Provide details here)*

* 1. *Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, etc.*

[**Recommended**]

[ ]  Yes [ ]  No [ ]  Other *(Provide details here)*

1. **Accessibility**

The course is accessible to all students.

* 1. *The course acknowledges the importance of ADA requirements.*

[**REQUIRED**] [*https://www.bhsu.edu/student-life/student-services/Disability-Services/*](https://www.bhsu.edu/student-life/student-services/Disability-Services/)

[ ]  Yes, SDBOR approved ADA Statement is added in the Course Syllabus.
[ ]  No

* 1. *If any third-party tools and/or content are utilized by the course, they are compliant with accessibility standards, or equally effective accessible alternatives are provided.*

[**REQUIRED**]

[ ]  Yes [ ]  No [ ]  Other *(Provide details here)*

* 1. *The course is compliant with current accessibility standards.* [*https://sites.google.com/site/sdborqa2020/standards/accessibility/3*](https://sites.google.com/site/sdborqa2020/standards/accessibility/3)

[*(The ‘Ally Course Accessibility’ score in D2L is for the ‘course content’ ONLY which provides* [*alternative formats*](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelp.blackboard.com%2FAlly%2FAlly_for_LMS%2FStudent%2FAlternative_Formats&data=04%7C01%7CPrasanthi.Pallapu%40bhsu.edu%7Ccb6c781d0c0e4e588a3008d97d127633%7C9bfcf28b3a114fd7a8138f519cdb0db2%7C0%7C0%7C637678340533392135%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=kSEFGD7kEmV67hocIyngnIx19QsXoM9NWWocwwuixvU%3D&reserved=0) *to download. It does not check accessibility for assessment items, external resources etc.)*

[**REQUIRED**]

[ ]  Yes [ ]  No [ ]  Other *(Provide details here)*

We will add Ally Course Accessibility Report here during the course review meeting.

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