

## Online/Blended Learning Course Quality Checklist

Criteria	✓	How to improve
<b>Section I: General Course Information</b>		
Instructions on how to get started and where to find various course components are clear and easy to find.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The purpose of the course is clearly stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The structure of the course is clearly explained.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
A link is provided to the official current course outline.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Purposes and etiquette expectations for online discussions, chat, email, and other forms of communication are stated clearly.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Prerequisite knowledge and required competencies are clearly stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Minimum technical skills expected of the student are clearly stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
A clear and current course schedule with topics, meeting times (if relevant), and activity or assignment due dates is posted.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
A link to course and/or institutional policies with which the student is expected to comply is provided (or policies are clearly stated).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Assessment information is easy to find.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Communication/Activity tools (forums, wikis, blogs, etc) are easy to find.		
Contact information for instructors and tutors are easy to find.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Instructor response and assignment turnaround times are clearly stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
In blended learning contexts, online and in-classroom activities are clearly distinguished.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
There is an online introduction or icebreaker activity for students and the instructor (and any tutors) to develop an online community.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Criteria		How to improve
<b>Section 2: Course Goals and Learning Outcomes</b>		
The course learning outcomes are measurable.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The course learning outcomes are described in terms of what the student will be able to do upon completion and are written from the students' perspective.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The module/unit learning outcomes are clearly stated and are consistent with the course-level outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Instructions to student on how to meet the learning outcomes are clearly stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Learning outcomes are appropriately distributed among modules/units.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The learning outcomes are at levels appropriate for the course.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<b>Section 3: Assessment</b>		
The learning activities and assessments are consistent with the learning outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The course grading policy is stated clearly.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Rubrics (specific and descriptive criteria and standards) are provided for the evaluation of students' work, assignments and participation.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Learner assessment is sequenced, varied and conducted on an ongoing basis throughout the course (formative and summative).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
A structure exists to provide students with feedback throughout the course.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The assessment strategies/tools selected are appropriate to the student work being assessed.		
Self-assessment activities with feedback are incorporated in the course.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Clear instructions are provided on how to submit assignments.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Students have multiple opportunities to measure their own learning progress.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Criteria		How to improve
<b>Section 4: Course Materials</b>		
Course content is sequenced and structured in a way that enables students to achieve stated learning outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Learning activities are clearly integrated with specific instructional materials and linked to learning outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Course materials are presented in a consistent and logical structure and layout, suitable to the delivery mode.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
All course materials are current, and clearly written.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The distinction between required and optional materials is clearly explained.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
All materials and resources used in the course are appropriately cited.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The course design facilitates readability and minimizes distractions.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The course contains equivalent alternatives to auditory and visual content for accessibility purposes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<b>Section 5: Learner Engagement</b>		
The learning activities promote the achievement of the stated learning outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Learning activities foster levels and types of interaction (instructor-student, content-student, student-student) that are appropriate to the course learning outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Learners are actively engaged in meaningful and relevant learning activities throughout the course.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The instructor's plan for classroom response time and feedback is clearly stated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The requirements for student interaction and progression through the course are clearly articulated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Criteria		How to improve
<b>Section 6: Course Technology</b>		
The tools support the learning outcomes and enhance the learning process.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The course technologies are current.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Instructions on how to access the online technologies and resources are sufficient and easy to understand.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The tools used in the course are available to students, and there are instructions on how to get any additional required tools (e.g. free plugins).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
If synchronous activities are included, they are archived for students to review (e.g. webinars, podcasts).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Navigation of the course is logical, consistent and efficient.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The course uses accessible technologies.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The course design accommodates the use of assistive technologies.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<b>Section 7: Learner Support</b>		
The course instructions make it clear how students can access technical support.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The course instructions make it clear how the institution's or the program's academic support systems can be accessed (eg. Library services, peer tutoring).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The course instructions make it clear how the institution's student support services can be accessed (eg. Peer support services, Counselling).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The course instructions articulate or link to the institutions' accessibility services.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
The course provides guidelines or links to resources on how to succeed as a student in online or blended environments.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	