

Online Course Quality Checklist

Criteria	✓	How to improve
Section 1: Course Overview & Introduction		
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	
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 course schedule with topics, assignments and 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	
Introduction includes a section detailing how learners will be assessed.	<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	
The self-introduction by the instructor is available online.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Students are asked to introduce themselves to the class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Section 2: Course Goals and Learning Outcomes		
The course learning outcomes are measureable.	<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	

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Section 3: Assessment		
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) 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 instruments 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 won learning progress.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Section 4: Course Materials		
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	

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Section 5: Learner Engagement		
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	
Section 6: Course Technology		
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 technologies and resources at a distance 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. Elluminate Live sessions, 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	
Section 7: Learner Support		
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	