**Online/Blended Course Quality Checklist**

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| **Criteria** | **✓** |
| **Section I: Course Overview & Introduction** | |
| Instructions on how to get started and where to find various course components are clear and easy to find. | 🞏 Yes 🞏No 🞏N/A |
| The purpose of the course is clearly stated. | 🞏 Yes 🞏No 🞏N/A |
| The structure of the course is clearly explained. | 🞏 Yes 🞏No 🞏N/A |
| For blended courses, the relationship between the face-to-face and online components is clearly explained. | 🞏 Yes 🞏No 🞏N/A |
| The purpose of each communication tool (e.g. online discussions, email, chat) is stated clearly. | 🞏 Yes 🞏No 🞏N/A |
| Prerequisite knowledge and skills are clearly stated. | 🞏 Yes 🞏No 🞏N/A |
| Minimum technical skills expected of the student are clearly stated. | 🞏 Yes 🞏No 🞏N/A |
| A clear course schedule with topics, assignments and due dates is posted. | 🞏 Yes 🞏No 🞏N/A |
| Resources required for the course are explicitly stated, and information is provided to students regarding how/where to get required resources. | 🞏 Yes 🞏No 🞏N/A |
| Introduction includes a section detailing how learners will be assessed. | 🞏 Yes 🞏No 🞏N/A |
| Instructor response and assignment turnaround times are clearly stated. | 🞏 Yes 🞏No 🞏N/A |
| The instructor has provided a personal introduction and/or bio. | 🞏 Yes 🞏No 🞏N/A |
| Students are asked to introduce themselves to the class. | 🞏 Yes 🞏No 🞏N/A |
| **Comments** | |
| **Section 2: Course Goals and Learning Outcomes** | |
| There is clear alignment between course goals and learning objectives. | 🞏 Yes 🞏No 🞏N/A |
| The course learning outcomes are described in terms of what the student will be able to do upon completion. | 🞏 Yes 🞏No 🞏N/A |
| The module/unit learning outcomes are clearly stated and are consistent with the course-level outcomes. | 🞏 Yes 🞏No 🞏N/A |
| Learning outcomes are appropriately distributed (“chunked”) among modules/units. | 🞏 Yes 🞏No 🞏N/A |
| The learning outcomes are at levels appropriate for the course. | 🞏 Yes 🞏No 🞏N/A |
| **Comments** | |
| **Section 3: Assessment** | |
| The learning activities and assessments are consistent with the learning outcomes. | 🞏 Yes 🞏No 🞏N/A |
| The course grading and assignment policy is stated clearly. | 🞏 Yes 🞏No 🞏N/A |
| Specific and descriptive criteria are provided for the evaluation of students’ work and participation. | 🞏 Yes 🞏No 🞏N/A |
| Learner assessment is conducted on an ongoing basis throughout the course. | 🞏 Yes 🞏No 🞏N/A |
| A structure exists to provide students with feedback throughout the course. | 🞏 Yes 🞏No 🞏N/A |
| Self-assessment activities with feedback are incorporated in the course. | 🞏 Yes 🞏No 🞏N/A |
| Clear instructions are provided on how to submit assignments. | 🞏 Yes 🞏No 🞏N/A |
| **Comments** | |
| **Section 4: Course Materials** |  |
| Course content is sequenced and structured in a way that enables students to achieve stated learning outcomes. | 🞏 Yes 🞏No 🞏N/A |
| Learning activities are clearly integrated with specific instructional materials and linked to learning objectives | 🞏 Yes 🞏No 🞏N/A |
| Course materials are presented in a consistent and logical structure and layout, suitable to the delivery mode. | 🞏 Yes 🞏No 🞏N/A |
| All course materials are clearly written and edited. | 🞏 Yes 🞏No 🞏N/A |
| Media elements used within the course materials adopt formats and standards that are accessible to all students. | 🞏 Yes 🞏No 🞏N/A |
| **Comments** | |
| **Section 5: Learner Engagement** | |
| The learning activities promote the achievement of the stated learning outcomes. | 🞏 Yes 🞏No 🞏N/A |
| Learning activities foster levels and types of interaction (instructor-student, content-student, student-student) that are appropriate to the course learning outcomes. | 🞏 Yes 🞏No 🞏N/A |
| Learners are actively engaged in meaningful and relevant learning activities throughout the course. | 🞏 Yes 🞏No 🞏N/A |
| Clear standards are set for instructor responsiveness and availability (e.g., turn-around time for email, assignment marking). | 🞏 Yes 🞏No 🞏N/A |
| The requirements for student interaction and progression through the course are clearly articulated. | 🞏 Yes 🞏No 🞏N/A |
| **Comments** | |
| **Section 6: Educational Technology** | |
| The tools and media support the learning outcomes and enhance the learning process. | 🞏 Yes 🞏No 🞏N/A |
| Navigation throughout the online components of the course is logical, consistent, and efficient. | 🞏 Yes 🞏No 🞏N/A |
| Instructions on how to access resources at a distance are sufficient and easy to understand. | 🞏 Yes 🞏No 🞏N/A |
| The tools used in the course are readily available to students, and there are instructions to get any additional required tools (e.g. free plugins). | 🞏 Yes 🞏No 🞏N/A |
| If synchronous activities are included, they are archived for students to review (e.g. Elluminate Live sessions, podcasts). | 🞏 Yes 🞏No 🞏N/A |
| **Comments** | |
| **Section 7: Course Resources** | |
| Appropriate course resources are selected to support the learning outcomes. | 🞏 Yes 🞏No 🞏N/A |
| All resources and materials used in the course are appropriately cited. | 🞏 Yes 🞏No 🞏N/A |
| All materials are either CC or clear of copyrights. | 🞏 Yes 🞏No 🞏N/A |
| Web links are relevant and functional. | 🞏 Yes 🞏No 🞏N/A |
| **Comments** | |
| **Section 8: Learner Support Resources** | |
| The course instructions make it clear how students can access technical support. | 🞏 Yes 🞏No 🞏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). | 🞏 Yes 🞏No 🞏N/A |
| The course instructions make it clear how the institution’s student support services can be accessed (eg. Peer support services, Counselling). | 🞏 Yes 🞏No 🞏N/A |
| The course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information. | 🞏 Yes 🞏No 🞏N/A |
| The course provides guidelines or links to resources on how to succeed as a student in online or blended environments. | 🞏 Yes 🞏No 🞏N/A |
| **Comments** | |