

Guidelines for Evaluating Online Courses

This checklist is an abbreviated version of the Online Education Initiative's [Course Design Rubric](#).

Not sure how to implement the Rubric? Explore our [Course Design Resources](#)! (Each item has a direct link as well.)

A: Content Presentation	Yes	Not Found
A1: Unit objectives are included in the individual learning units/modules .	<input type="checkbox"/>	<input type="checkbox"/>
A2: Objectives include demonstrable learning outcomes and are written in language that is Student-centered .	<input type="checkbox"/>	<input type="checkbox"/>
A3: Instructor has ensured unit content and activities are aligned with unit objectives and the connection between content/activities and unit objectives is made explicitly clear to the students.	<input type="checkbox"/>	<input type="checkbox"/>
A4: Navigation and content flow is easily determined by the user, including a clear starting point.	<input type="checkbox"/>	<input type="checkbox"/>
A5: Instructor has presented content in visibly distinct learning units or modules. Instructor has consistently structured and sequenced learning units or modules, allowing students to better anticipate and manage their workload.	<input type="checkbox"/>	<input type="checkbox"/>
A6: Instructor has chunked page content in manageable segments using descriptive headings and subheadings that facilitate online reading and enhance student understanding of the material.	<input type="checkbox"/>	<input type="checkbox"/>
A7: Instructor has used Canvas tools to reduce the labor-intensity of learning and streamline access to materials and activities for students.	<input type="checkbox"/>	<input type="checkbox"/>
A8: Instructor has used a variety of media (e.g., text, audio, video, and/or graphics) throughout the course.	<input type="checkbox"/>	<input type="checkbox"/>
A9: Instructor has included instructions for learners to work with content in meaningful ways (e.g. guiding students to take notes during a video, explaining the purpose of an external resource), and those instructions are directly embedded with the content or activity.	<input type="checkbox"/>	<input type="checkbox"/>
A10: Instructor has provided individualized learning opportunities , such as remedial activities or resources for advanced learning.	<input type="checkbox"/>	<input type="checkbox"/>
A11: Learners have the opportunity to give anonymous feedback to me regarding course design and/or course content at or after course completion.	<input type="checkbox"/>	<input type="checkbox"/>
A12: Institutional and instructor policies relevant for learner success (e.g., academic honesty, add/drop, late work, grading, etc.) are included and easy to find.	<input type="checkbox"/>	<input type="checkbox"/>
A13: Instructor has included clearly labeled links to institutional services , such as disability resources, online tutoring, online counseling and online readiness.	<input type="checkbox"/>	<input type="checkbox"/>
A14: Instructor has provided an explanation of technology support and ensured relevant contact information and/or links are easily found.	<input type="checkbox"/>	<input type="checkbox"/>

B: Interaction	Yes	Not Sure
B1: I initiate contact prior to or at the beginning of the course and provide multiple resources to help students successfully get started.	<input type="checkbox"/>	<input type="checkbox"/>
B2: Instructor has included regular instructor-initiated contact using Canvas communication tools in my course design.	<input type="checkbox"/>	<input type="checkbox"/>
B3: Students have been encouraged to initiate contact with Instructor through easily accessed contact information that includes expected response times .	<input type="checkbox"/>	<input type="checkbox"/>
B4: Instructor has provided and encourage opportunities for student-initiated interaction (non-graded and unstructured) with other students that contribute to a student-centered learning environment.	<input type="checkbox"/>	<input type="checkbox"/>
B5: Instructor has included opportunities for regular effective contact among students (e.g., discussions, group projects, peer review) to build a sense of community among learners.	<input type="checkbox"/>	<input type="checkbox"/>
B6: Instructor has provided guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) along with a rubric or equivalent grading document to explain how participation will be evaluated.	<input type="checkbox"/>	<input type="checkbox"/>
C. Assessment	Yes	Not Sure
C1: Instructor has developed assessment activities that lead to the demonstration of learning outcomes . As much as possible, Instructor has designed assessments to mimic authentic environments to facilitate transfer.	<input type="checkbox"/>	<input type="checkbox"/>
C2: Instructor has ensured that assessments align with the unit objectives .	<input type="checkbox"/>	<input type="checkbox"/>
C3: Instructor has included both formative and summative assessments.	<input type="checkbox"/>	<input type="checkbox"/>
C4: Instructor has included multiple assessments throughout the course and provide students with timely feedback .	<input type="checkbox"/>	<input type="checkbox"/>
C5: Instructor has included rubrics or descriptive criteria for desired outcomes in all or most of the assessments.	<input type="checkbox"/>	<input type="checkbox"/>
C6: Instructor has provided instructions that clearly explain to students how to successfully complete each assessment.	<input type="checkbox"/>	<input type="checkbox"/>
C7: Instructor has included a clear description of how meaningful, timely feedback on assessments will be provided. Instructor has provided students with instructions on accessing feedback in Canvas and on applying it to improve learning/performance.	<input type="checkbox"/>	<input type="checkbox"/>
C8: Instructor has included opportunities for student self-assessment , with feedback.	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from original by Liz du Plessis, Distance Education, Santa Rosa Junior College (12/16/16).