**Course Evaluation Checklist v2.0**

We’ve combed through the research and collaborated with outside experts to make the original even better. This updated version of the Course Evaluation Checklist now includes the **top** **10 Foundational** items (think of this list as your quick start), improved examples, and more articulate verbiage. Members of the Learning Services department loved collaborating, sharing our knowledge of Canvas and Universal Design for Learning principles, and applying our deep understanding of pedagogical best practices to help Canvas users elevate the quality of Canvas courses.

**How To Use:** The legend within each header references what type of criterion is demonstrated. A ★ (1-star) rating indicates an **Essential** and standard design component to online learning (including the top 10 **Foundational** items); a ★★ (2-star) rating is considered **Best Practice** and adds value to a course; and a ★★★ (3-star) rating is **Exemplary** and elevates learning.

We know each institution has unique requirements for their courses and we hope this document will serve as a great resource or starting point. *We’d love to hear how you’re using this checklist. Please leave comments in the* [Canvas Community - Course Evaluation Checklist blog post](https://community.canvaslms.com/groups/strategies/blog/2019/12/21/course-evaluation-checklist-v20). Visit the [Mobile App Design Course Evaluation Checklist](https://community.canvaslms.com/groups/designers/blog/2018/06/29/mobile-app-design-course-evaluation-checklist) blog post to access an additional resource!

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| **Course Information ★ Essential ★★ Best Practice ★★★ Exemplary** | |
| Yes ✔ | Criteria |
| * ★   Foundational | **Home Page** provides visual representation of course; a brief course description or introduction; clear instructions for students (e.g., where to begin) and quick and easy navigation to current content.📍UDL 2.5 Illustrate through multiple media |
| * ★   Foundational | Course **Navigation** is clear and consistent (unused items are hidden).[Canvas Guide - Navigation Links](https://community.canvaslms.com/docs/DOC-12933-415257079)📍Mobile Design Consideration📍UDL 7.3 Minimize threats and distractions |
| * ★   Foundational | Instructor has provided **key learning information** such as goals, learning objectives and/or standards as well as course materials, supplemental textbooks, and reading lists.📍UDL 8.1 Heighten salience of goals and objectives |
| * ★   Foundational | Instructor has provided **class expectations** such as participation rules, etiquette expectations, code of conduct; **policies** for grading, late work and make-up work; and technology **requirements**. |
| * ★   Foundational | Instructor has provided **contact information** which may include biography, availability information, communication preferences, response time, and picture. |
| * ★ | **Course card** provides visual representation of the subject by adding an image in Course Settings. [Canvas Guide - Add Image to Course Card](https://community.canvaslms.com/docs/DOC-12780-4152626354)📍UDL 2.5 Illustrate through multiple media |

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| **Course Content ★ Essential ★★ Best Practice ★★★ Exemplary** | |
| Yes ✔ | Criteria |
| * ★   Foundational | **Copyright** law is followed. Course breaks no copyright considerations. [Canvas Guide - Copyright Resources](https://community.canvaslms.com/thread/21298-copyright-resources) |
| * ★   Foundational | All links, files, and external **URLs** are active and working. [Canvas Guide - Link Validation](https://community.canvaslms.com/docs/DOC-12770) |
| * ★ | Learning activities include **student-student interaction** to foster a sense of community (e.g. discussions, constructive collaboration and peer reviews).📍UDL 8.3 Foster collaboration and community |
| * ★ | Learning activities include **student-teacher interaction** (e.g. teacher is actively engaged in authentic conversations and provides quality feedback).📍UDL 8.3 Foster collaboration and community |
| * ★ | Learning activities include **student-content interaction** (e.g. students interact with engaging content and resources) and provide opportunities for self-assessment.📍UDL 8.3 Foster collaboration and community ↠ UDL 9.3 Develop self-assessment and reflection |
| * ★ | Content is "chunked” into manageable pieces by leveraging **modules** (e.g. organized by units, chapters, topic, or weeks). [Canvas Guide - Modules](https://community.canvaslms.com/docs/DOC-10735-67952724476)📍Mobile Design Consideration📍UDL 3.3 Guide information processing, visualization, and manipulation |
| * ★★ | There is a “Welcome” or “Let’s Get Acquainted” discussion designed to build a **sense of community** and establish rapport.📍UDL 8.3 Foster collaboration and community |
| * ★★ | Modules and items within modules have a thoughtful **naming convention** (e.g. name the module “Chapter 1: Pandas in the News,” not just “Chapter 1”).📍UDL 2.2 Clarify syntax and structure |
| * ★★ | Modules begin with an Introduction/Overview page and end with a Conclusion/Summary page to “**bookend**” each module.📍UDL 3.1 Activate or supply background knowledge |
| * ★★ | **Text headers** and **indention** are included within modules to help guide student navigation. [Canvas Guide - Add Text Header](https://community.canvaslms.com/docs/DOC-13022-415240798)📍Mobile Design Consideration📍UDL 2.2 Clarify syntax and structure |
| * ★★★ | **Auto-open Inline Preview** is used thoughtfully. [Canvas Guide - Auto-open for Inline Preview](https://community.canvaslms.com/docs/DOC-12868-415268090) |

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| **Assessment of Student Learning ★ Essential ★★ Best Practice ★★★ Exemplary** | |
| Yes ✔ | Criteria |
| * ★   Foundational | Detailed **instructions** are clearly written to ensure understanding to support student actions.📍UDL 4.2 Optimize access to tools and assistive technologies |
| * ★   Foundational | A variety of **assessments** is used (e.g., discussions, individual and/or group assignments and quizzes) to increase learner engagement and promote active learning.📍UDL 4.1 Vary the methods for response and navigation |
| * ★ | Low**-**stakes (formative) **assessments** occur frequently throughout the course to measure knowledge, skills and attitude and occur before high-stakes assessments. |
| * ★ | High-stakes (summative) **assessments** are clearly aligned with stated goals, learning objectives and/or standards. |
| * ★★ | **Sample** **assignments** are provided to illustrate instructor expectations.📍UDL 5.3 Build fluencies with graduated levels of support for practice and performance |
| * ★★ | **Rubrics** used to evaluate assignments and/or discussions. [Canvas Guide - Rubrics](https://community.canvaslms.com/docs/DOC-12722-415286227) |

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| **Course Accessibility ★ Essential ★★ Best Practice ★★★ Exemplary** | |
| Yes ✔ | Criteria |
| * ★   Foundational | Web tools and/or software are utilized toidentify and correct **accessibility issues** within the course(e.g. Accessibility Checker.) [Canvas Guide - Accessibility Checker](https://community.canvaslms.com/docs/DOC-13345-4152808104)📍UDL 7.3 Minimize threats and distractions |
| * ★ | **Color** enhances the aesthetic appeal and effectiveness of the course; sufficient contrast between text and background makes information easy to read; and color is not used in isolation to convey meaning. [Canvas Guide - Accessibility Checker](https://community.canvaslms.com/docs/DOC-13345-4152808104)📍UDL 7.3 Minimize threats and distractions |
| * ★ | **Images** are used to support course content (e.g., banners, headings and icons) and accompanied by text descriptions (Alt text) or captions for more complex descriptions. [Canvas Guide - General Accessibility Design Guidelines](https://community.canvaslms.com/docs/DOC-2060-general-accessibility-design-guidelines)📍UDL 1.3 Offer alternatives for visual information |
| * ★ | **Styles** (e.g. Paragraph, Heading 2, etc.) are used to format text.[Canvas Guide - General Accessibility Design Guidelines](https://community.canvaslms.com/docs/DOC-2060)📍UDL 4.2 Optimize access to tools and assistive technologies |
| * ★ | **Hyperlink** text incorporates the hyperlink destination/purpose (avoid raw URLs, e.g., <https://www.canvaslms.com>) and includes words and phrases to provide context for screen-readers (e.g., use “Canvas Guide - Hyperlink” rather than “Canvas Guide”). [WebAim - Introduction to Links and Hypertext](https://webaim.org/techniques/hypertext/#screen_readers)📍UDL 4.2 Optimize access to tools and assistive technologies |
| * ★★ | **Tables** are used appropriately and are accessible. [WebAim - Creating Accessible Tables](https://webaim.org/techniques/tables/)📍Mobile Design Consideration |

## Resources

Baldwin, S., Ching, Y.-H., & Hsu, Y.-C. (2018). Online course design in higher education: A review of national and statewide evaluation instruments. *TechTrends*, *62*(3), 46-57. https://doi.org/10.1007/s11528-017-0215-z

Baldwin, S., & Ching, Y.-H. (2019). Online course design: A review of the Canvas course evaluation checklist. *International Review of Research in Open & Distributed Learning, 20*(3), 268-282. https://doi.org/10.19173/irrodl.v20i3.4283

Best practices for building Universal Design principles into your Canvas courses. (n.d.). Retrieved from <http://www.sfu.ca/canvas/instructors/universal-design/building_udl_into_canvas.html>

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>

Moore, E. (2017, October 16). Implementing Universal Design for Learning on Canvas. Retrieved from <https://community.canvaslms.com/groups/designers/blog/2017/10/16/implementing-universal-design-for-learning-on-canvas>

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## Contributors

[Deonne Johnson, Ph.D.](https://community.canvaslms.com/people/djohnson@instructure.com), Team Lead, Consultants, Instructure[Erin Keefe](https://community.canvaslms.com/people/ekeefe%40instructure.com), Principal Consultant, Instructure

[Lily Philips](https://community.canvaslms.com/people/lphilips@instructure.com), Team Lead, Instructional Design, Instructure

[Michelle Lattke](https://community.canvaslms.com/people/mlattke%40instructure.com), Senior Manager, Learning & Strategy, Instructure

[Tom Gibbons](https://community.canvaslms.com/people/tgibbons%40instructure.com), Trainer, Instructure

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