

GUIDELINES FOR EVALUATING ONLINE COURSES

Carleton University's Educational Development Centre uses these guidelines when evaluating online courses developed in collaboration between instructors and our staff members. These guidelines can be used as a 'self-evaluation' tool to assist instructors in designing a new online course or in revising an existing one. *[Adapted from the Quality Matters Rubrics & the University of Toronto Online Course Design Guidelines]*

I. Learner Support	Yes	No	Comments
Minimum technology requirements are stated.			
Clear instructions on where to find technical help is provided.			
Link to general student services and resources is provided.			
Contact information for the instructor and TAs (if applicable) is easy to find.			
Syllabus is provided.			
At minimum, syllabus includes course schedule with topics, assignment descriptions with due dates, office hours, ways to communicate with instructor, course policies, and how the learner can receive support.			
Etiquette expectations for email and other forms of communications are stated.			
II. Course Design	Yes	No	Comments
Learning outcomes are measurable, relevant and clearly stated.			
Course is easy to navigate (students can easily find various course components).			
A discussion forum is provided to allow students to communicate and/or collaborate with one another.			
A variety of learning activities that support active learning are used.			
Learning activities support the learning outcomes and foster different types of interaction (instructor-student, content-student, student-student).			
Expectations for student interaction are clearly communicated (e.g., frequency, length, timelines).			
Course content is presented and organized in sequenced, accessible chunks of information.			

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Amount of content is appropriate and the distinction between required and optional materials is clearly explained.			
Course material consists of texts, images, audio and video elements.			
All course materials used in the course are appropriately cited.			
Technology used promotes engagement and active learning.			
III. Assessment of Student Learning	Yes	No	Comments
Assessment methods are aligned with learning outcomes.			
Both formative and summative assessments are used.			
There are multiple ways for students to demonstrate competence (e.g., papers, tests, exams, presentations, multimedia projects, etc.).			
Assignment instructions are clear, descriptive and include instructions on how the assignment should be submitted and evaluated.			
Course grading policy is clearly stated.			
Students are given an approximate timeline for feedback on completed assignments.			
IV. Accessibility	Yes	No	Comments
Course content meets expectations of Accessibility for Ontarian's with Disabilities Act (e.g., video materials whenever possible include transcripts and/or close captioning; images include tags with brief descriptions; course content can be accessed by assistive technology; high contrast colours are used, etc.).			
The course provides information and guidance on how students can obtain accommodation through various University services.			