

# Course Evaluation Checklist v2.0

Course Information		★ Essential	★★ Best Practice	★★★ Exemplary
Yes ✓	Criteria & training available			
<input type="checkbox"/> ★ Foundational	<b>Criteria:</b> <b>Home Page</b> 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 <b>CANVAS TRAINING:</b> <b>Home Pages</b>			
<input type="checkbox"/> ★ Foundational	<b>Criteria:</b> <b>Course Navigation</b> is clear and consistent (unused items are hidden). <a href="#">Canvas Guide - Navigation Links</a> 🗎Mobile Design Consideration 🗎UDL 7.3 Minimize threats and distractions <b>CANVAS TRAINING:</b> <b>Course Basics</b>			
<input type="checkbox"/> ★ Foundational	<b>Criteria:</b> Instructor has provided <b>key learning information</b> 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. <b>CANVAS TRAINING:</b> <b>Creating a Canvas Course</b>			
<input type="checkbox"/> ★ Foundational	<b>Criteria:</b> Instructor has provided <b>class expectations</b> such as participation rules, etiquette expectations, code of conduct; <b>policies</b> for grading, late work and make-up work; and technology <b>requirements</b> . <b>CANVAS TRAINING:</b> <b>Course Basics</b>			
<input type="checkbox"/> ★ Foundational	<b>Criteria:</b> Instructor has provided <b>contact information</b> which may include biography, availability information, communication preferences, response time, and picture. <b>CANVAS TRAINING:</b> <b>Course Basics</b>			
<input type="checkbox"/> ★	<b>Criteria:</b> <b>Course card</b> provides visual representation of the subject by adding an image in Course Settings. <a href="#">Canvas Guide - Add Image to Course Card</a> 🗎UDL 2.5 Illustrate through multiple media			
<input type="checkbox"/> ★	<b>Criteria:</b> Course contains information and links to <b>institutional resources</b> (e.g. library, institutional services, school's website). <b>CANVAS TRAINING:</b> 1) <b>Creating a Canvas Course</b> 2) <b>Course Basics</b>			
Course Content		★ Essential	★★ Best Practice	★★★ Exemplary
Yes ✓	Criteria & training available			
<input type="checkbox"/> ★ Foundational	<b>Criteria:</b> <b>Copyright</b> law is followed. Course breaks no copyright considerations. <a href="#">Canvas Guide - Copyright Resources</a>			
<input type="checkbox"/> ★ Foundational	<b>Criteria:</b> All links, files, videos and external <b>URLs</b> are active and working. <a href="#">Canvas Guide - Link Validation</a>			
<input type="checkbox"/> ★	<b>Criteria:</b> Learning activities include <b>student-student interaction</b> to foster a sense of community (e.g. discussions, constructive collaboration and peer reviews). 🗎UDL 8.3 Foster			

	collaboration and community. <b>CANVAS TRAINING: The Student Experience</b>
<input type="checkbox"/> ★	<b>Criteria:</b> Learning activities include <b>student-teacher interaction</b> (e.g. teacher is actively engaged in authentic conversations and provides quality feedback). 📍UDL 8.3 Foster collaboration and community. <b>CANVAS TRAINING: The Student Experience</b>
<input type="checkbox"/> ★	<b>Criteria:</b> Learning activities include <b>student-content interaction</b> (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 <b>CANVAS TRAININGS:</b> 1) The Student Experience 2) Content Pages 3) Assignments 4) Managing Quizzes 5) Canvas for Performance-Based Teaching
<input type="checkbox"/> ★	<b>Criteria:</b> Content is "chunked" into manageable pieces by leveraging <b>modules</b> (e.g. organized by units, chapters, topic, or weeks). <a href="#">Canvas Guide - Modules</a> 📍Mobile Design Consideration 📍UDL 3.3 Guide information processing, visualization, and manipulation <b>CANVAS TRAINING: Leveraging Modules</b>
<input type="checkbox"/> ★★	<b>Criteria:</b> There is a "Welcome" or "Let's Get Acquainted" discussion designed to build a <b>sense of community</b> and establish rapport. 📍UDL 8.3 Foster collaboration and community <b>CANVAS TRAINING: <u>Group Work &amp; Collaboration</u></b>
<input type="checkbox"/> ★★	<b>Criteria: Personalized learning</b> is evident through opportunities for student choice. 📍UDL 7.1 Optimize individual choice and autonomy
<input type="checkbox"/> ★★	<b>Criteria:</b> Modules and items within modules have a thoughtful <b>naming convention</b> (e.g. name the module "Chapter 1: Pandas in the News," not just "Chapter 1"). 📍UDL 2.2 Clarify syntax and structure. <b>CANVAS TRAINING: Leveraging Modules</b>
<input type="checkbox"/> ★★	<b>Criteria:</b> Modules begin with an Introduction/Overview page and end with a Conclusion/Summary page to " <b>bookend</b> " each module. 📍UDL 3.1 Activate or supply background knowledge. <b>CANVAS TRAINING: Leveraging Modules</b>
<input type="checkbox"/> ★★	<b>Criteria: Text headers</b> and <b>indentation</b> are included within modules to help guide student navigation. <a href="#">Canvas Guide - Add Text Header</a> 📍Mobile Design Consideration 📍UDL 2.2 Clarify syntax and structure
<input type="checkbox"/> ★★★	<b>Criteria:</b> Opportunities for <b>course feedback</b> are present and available to students throughout the duration of course. Instructor uses formal and informal feedback to improve subsequent course revisions. <b>CANVAS TRAINING: 1) Managing Assessments with New Quizzes 2) Data for Teachers 3) Course Communication Tools</b>
<input type="checkbox"/> ★★★	<b>Criteria:</b> Module <b>completion requirements</b> and/or <b>prerequisites</b> are utilized to provide course structure, pacing and flow. <a href="#">Canvas Guide - Adding Prerequisites</a> 📍UDL 3.3 Guide information processing and visualization. <b>CANVAS TRAINING: 1) Leveraging Modules 2) Canvas for Performance-Based Teaching</b>
<input type="checkbox"/> ★★★	<b>Criteria: External tools</b> (e.g., Quizlet, Khan Academy, Padlet, Nearpod, CK-12) are relevant to course content and support active learning techniques. 📍UDL 5.2 Use multiple tools for construction and composition
<input type="checkbox"/> ★★★	<b>Criteria: Auto-open Inline Preview</b> is used thoughtfully. <a href="#">Canvas Guide - Auto-open for Inline Preview</a>

<input type="checkbox"/> ★★★	<b>Criteria:</b> <b>MasteryPaths</b> are included. <a href="#">Canvas Guide - MasteryPaths</a> UDL 7.2 Optimize relevance, value, and authenticity
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<b>Assessment of Student Learning</b>	★ Essential   ★★ Best Practice   ★★★ Exemplary
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Yes ✓	Criteria
<input type="checkbox"/> ★ Foundational	<b>Criteria:</b> Detailed <b>instructions</b> are clearly written to ensure understanding to support student actions. UDL 4.2 Optimize access to tools and assistive technologies
<input type="checkbox"/> ★ Foundational	<b>Criteria:</b> A variety of <b>assessments</b> 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 <b>CANVAS TRAINING:</b> 1) <b>Managing Assessments with New Quizzes</b> 2) <b>Data for Teachers</b> 3) <b>Canvas for Performance-Based Teaching:</b>
<input type="checkbox"/> ★	<b>Criteria:</b> Low-stakes (formative) <b>assessments</b> occur frequently throughout the course to measure knowledge, skills and attitude and occur before high-stakes assessments. <b>CANVAS TRAINING:</b> 1) <b>Managing Assessments with New Quizzes</b> 2) <b>Data for Teachers</b> 3) <b>Canvas for Performance-Based Teaching</b>
<input type="checkbox"/> ★	<b>Criteria:</b> High-stakes (summative) <b>assessments</b> are clearly aligned with stated goals, learning objectives and/or standards.
<input type="checkbox"/> ★	<b>Criteria:</b> Assessments include option for instructors to use <b>SpeedGrader</b> to score and provide prompt and high-quality feedback. <a href="#">Canvas Guide - SpeedGrader</a> UDL 8.4 Increase mastery-oriented feedback <b>CANVAS TRAINING:</b> <b>Gradebook &amp; Speedgrader</b>
<input type="checkbox"/> ★★	<b>Criteria:</b> <b>Sample assignments</b> are provided to illustrate instructor expectations. UDL 5.3 Build fluencies with graduated levels of support for practice and performance
<input type="checkbox"/> ★★	<b>Criteria:</b> <b>Rubrics</b> used to evaluate assignments and/or discussions. <a href="#">Canvas Guide - Rubrics</a> <b>CANVAS TRAINING:</b> <b>Outcomes &amp; Rubrics for Instructors</b>
<input type="checkbox"/> ★★★	<b>Criteria:</b> Canvas <b>Outcomes</b> are tied to assessments. <a href="#">Canvas Guide - Outcomes</a> UDL 8.1 Heighten salience of goals and objectives <b>CANVAS TRAINING:</b> <b>Outcomes &amp; Rubrics for Instructors</b>

<b>Course Accessibility</b>	★ Essential   ★★ Best Practice   ★★★ Exemplary
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Yes ✓	Criteria
<input type="checkbox"/> ★ Foundational	<b>Criteria:</b> Web tools and/or software are utilized to identify and correct <b>accessibility issues</b> within the course (e.g. Accessibility Checker.) <a href="#">Canvas Guide - Accessibility Checker</a> UDL 7.3 Minimize threats and distractions
<input type="checkbox"/> ★	<b>Criteria:</b> <b>Accommodation Statement</b> is present and easily located (e.g., on Home Page or Syllabus). UDL 4.2 Optimize access to tools and assistive technologies <b>CANVAS TRAINING:</b> <b>Accessibility</b>

☐ ★	<b>Criteria: Color</b> 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. <a href="#">Canvas Guide - Accessibility Checker</a> 🗎 UDL 7.3 Minimize threats and distractions
☐ ★	<b>Criteria: Images</b> 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. <a href="#">Canvas Guide - General Accessibility Design Guidelines</a> 🗎 UDL 1.3 Offer alternatives for visual information
☐ ★	<b>Criteria: Styles</b> (e.g. Paragraph, Heading 2, etc.) are used to format text. <a href="#">Canvas Guide - General Accessibility Design Guidelines</a> 🗎 UDL 4.2 Optimize access to tools and assistive technologies
☐ ★	<b>Criteria: Hyperlink</b> text incorporates the hyperlink destination/purpose (avoid raw URLs, e.g., <a href="https://www.canvaslms.com">https://www.canvaslms.com</a> ) and includes words and phrases to provide context for screen-readers (e.g., use "Canvas Guide - Hyperlink" rather than "Canvas Guide"). <a href="#">WebAim - Introduction to Links and Hypertext</a> 🗎 UDL 4.2 Optimize access to tools and assistive technologies
☐ ★	<b>Criteria: Audio</b> materials (mp3, wav, etc.) are accompanied by a transcript and videos / screencasts are closed-captioned. <a href="#">Canvas Guide - Create Caption Files</a> 🗎 UDL 1.2 Offer alternatives for auditory information
☐ ★★	<b>Criteria: Tables</b> are used appropriately and are accessible. <a href="#">WebAim - Creating Accessible Tables</a> 🗎 Mobile Design Consideration

The Learning Services department is always ready to help your organization create a cycle of success with Canvas through Training, Content, and Learning & Strategy Services! If you would like to learn more about our offerings, please contact your CSM or Learning Services at [learning.services@instructure.com](mailto:learning.services@instructure.com).

## 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](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>
- Online Course Best Practices Checklist. (2012). Retrieved from <https://www2.palomar.edu/poet/BestPracticesChecklistSP1>

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