



**ONLINE LEARNING  
COURSE QUALITY GUIDE**

**BYU-Idaho Department of Academic Technology**

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**[DRAFT February 19, 2007]**

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## INTRODUCTION

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*What is the purpose of this guide?*

BYU-Idaho has established an Online Learning Initiative to enhance the use of technology to improve teaching and learning processes.

This online course quality guide is designed to assist you in developing or revising your online course. The guide is intended for courses that are taught entirely online, but will also be useful for those teaching hybrid courses that combine online with face-to-face activities.

This guide is in a checklist format. Filling out the checklist will allow you to see where your current or potential course is strong, and where it could be improved. As appropriate, best-practice examples are included. This guide is not intended as a “how-to” manual for designing and developing an online course, but the checklist items may spark ideas for new approaches to teaching online.

This guide is also available in an online format. The online version allows you to fill in the checklist electronically. The online version is available at <http://www.byui.edu/onlinecourseguide/>.

The Online Learning Course Quality Guide was created at the BYU-Idaho Department of Academic Technology. To work one-on-one with an instructional design consultant on your course project, contact:

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## **COURSE CHARACTERISTICS**

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*What type of online course is it, and what types of resources are available to students?*

### **Course Characteristics : Interaction Type**

There are four types of online courses, with different levels of interaction and student and teacher involvement. Choose the type below that most closely matches your course.

[Choose One]

\_\_\_ **Student ↔ Content interaction**

Interaction is primarily between an individual student and the course materials. Instructional strategies, feedback, and assessments are built right into the course materials. Independent study. Involves no or little interaction between students or between student and instructor.

\_\_\_ **Student ↔ Content interaction (instructor supplement)**

Interaction is primarily between the student and the course materials. Feedback, help, and motivation are provided to individual students by an instructor. Involves no or little interaction between students (independent study).

\_\_\_ **Student ↔ Instructor interaction (content supplement)**

The primary learning experiences occur through interactions between the instructor and the student. Course materials are used to supplement instructor-to-student interactions. Instructor may interact with many students, but there is limited interaction between students.

\_\_\_ **Student ↔ Student and Student ↔ Instructor (content supplement)**

The primary learning experiences occur through interactions between students and with the instructor. Course materials are available to supplement instructor-to-student interactions and student-to-student interactions.

## Course Characteristics

Students choose to take online courses for many reasons. Identifying the following characteristics about your course will help students know if it helps meet their needs.

- | Yes                      | No                       | N/A                      |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the course have required due dates?                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do students have the option to complete the course early? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the course include tests that must be proctored?     |

*Definition:* A proctored test is a test administered and monitored by an approved person (proctor). On the BYU-Idaho campus, proctored tests are given in the Testing Center. For a list of approved proctors, and information regarding off-campus testing, see <http://www.byui.edu/onlinetesting/proctorform.htm>.

*Example:*

### Unit 1

- Quizzes 1-4  
*(not proctored: students take quizzes or tests at their own convenience and location)*
- Exam 1  
*(proctored: must be taken in the testing center, or with an approved proctor)*
- Exam 2  
*(proctored)*

### Unit 2

- Quizzes 4-6 *(not proctored)*
- Exam 3 *(proctored)*

### Advantages:

- In a proctored test, students are monitored and cannot have access to any unapproved materials while testing.
- Discourages cheating.

### Disadvantages:

- Students are required to go to the testing center, or arrange for a proctor.
- Instructors are required to arrange with the testing center, and manage test passwords.

Yes	No	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are all tests and assignments delivered and submitted through the computer? (versus paper-based)

*Why the Question?*

Every semester, many students take BYU-Idaho online courses from outside of Rexburg (Florida, California, Washington, Hong Kong, etc.) If all tests and assignments are not computer-based, then additional accommodations have to be made for these students. If all assignments, tests, and interactions occur over the computer (or telephone), the adjustments required for off-campus students are minimal.

Yes	No	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there an online learning mentor for the course?

*Example:* Online learning has two significant challenges:

- 1) Creating a meaningful learning environment
- 2) Communicating with students and helping them succeed in the learning environment

The purpose of the online learning mentor is to improve item #2. The mentor is a staff member of the Department of Academic Technology whose job is to help online learners be successful. The mentor monitors online courses and identifies students who seem to be struggling or falling behind. The mentor contacts these students as needed to help them keep up with the course. The mentor also notifies learners of course changes, answers general online learning questions, and directs students to other appropriate resources (i.e. the instructor, or the help desk) as needed.

The mentor functions on an “as requested” basis. You can request to have the online learning mentor assist with your course.

*How do I arrange to have an online learning mentor for my online course?*

Send an e-mail message to [onlinehelp@byui.edu](mailto:onlinehelp@byui.edu) with the request, or call 496-1200.

- | Yes                      | No                       | N/A                      |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there an on-campus tutor for the course? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there an online tutor for the course?    |

*Examples:*

On-Campus Tutors: BYU-Idaho maintains a quality tutoring center (<http://www.byui.edu/tutoringcenter>) for students that need additional academic assistance. Online students in the Rexburg area are encouraged to take advantage of tutoring help on campus. If an online course is very similar to its face-to-face equivalent, the same tutor can be used for both courses. Online course instructors can recommend tutors for their online courses.

Online Tutors: The tutoring center can arrange to have tutors help students online rather than face-to-face. Using e-mail, the course discussion board, or instant messaging, students and tutors can collaborate together. This service is particularly useful for online students outside of the Rexburg area, and for local students in need of the convenience of receiving tutoring help from off-campus.

- | Yes                      | No                       | N/A                      |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the course use a printed textbook?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is the printed textbook available in the BYU-Idaho Bookstore?                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the course require a CD or DVD?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the course provide the option of having media resources delivered on CD or DVD? |

*Example:*

CD or DVD Required: Many online courses use video clips and other media resources that are too large to be delivered over the Internet (particularly if a student is using a modem connection). These media resources are copied to CD or DVD and distributed to all students in the course.

CD-ROM Option: With media streaming technology, many video clips can be delivered to students via the Internet at acceptable speeds (even with a modem connection). Some online courses that provide streamed video content also offer the same video clips on CD or DVD as an option for students who would rather not download and view video clips over a web connection.

What is the source of the course materials?

[Indicate a percentage for each. Total should equal 100%)

- \_\_\_\_\_ (1) Printed Textbook:  
Students are required to purchase the textbook in printed format. An online version of the textbook readings is not available to students. The book could be a bound text, or print-on-demand.
- \_\_\_\_\_ (2) Self-created or BYU-Idaho-created digital content:  
Online readings or resources created by a BYU-Idaho faculty or staff member.
- \_\_\_\_\_ (3) BYU-Provo-created digital content:  
Online readings or resources created at BYU-Provo
- \_\_\_\_\_ (4) Course cartridge or other publisher-created digital content (online text):  
Online readings or resources created by a professional publisher. This would include Blackboard course cartridges.
- \_\_\_\_\_ (5) Articles from Library databases:  
Course readings originating from paid subscription library databases.
- \_\_\_\_\_ (6) Articles or media objects from open source or the open web:  
Course readings or resources freely available on the Internet. In addition to readings, this could include open source software or media resources.

## Course Characteristics : Class Meetings (online and/or face-to-face)

[Choose One]

\_\_\_ (1) Online Only

- No face-to-face meetings.
- Students are never required to be on the BYU-Idaho campus.
- Quizzes and exams can be taken off-campus.
- Could allow registration for on-campus and off-campus students combined, off-campus students only, or on-campus students only.

\_\_\_ (2) Required *regularly scheduled* face-to-face meetings in addition to online

- Called "hybrid" courses. Part of the course is online, part is in the classroom.
- *Example:* A course is scheduled to be taught Tuesday and Thursday from 10:00 - 11:15 a.m. Meet in the classroom on Thursdays from 10:00 - 11:15 a.m. All other instructional activities take place online.

\_\_\_ (3) Required *periodic* face-to-face meetings in addition to online

- The class members are required to meet face to face, but not on a regular basis.
- *Example:* Class meets together face-to-face the first day of class, and then the last day of class. All other instructional activities are online. If the face-to-face meetings are required, the course falls into this category.

\_\_\_ (4) Optional periodic face-to-face meetings in addition to online

- The class members are given the option of meeting face-to-face during the semester, but it is not required.
- In this scenario, the course instructor would arrange facilities and times where students could meet together, with or without the instructor.
- Off-campus students could still successfully complete this course (but may be dissuaded from enrolling if the face-to-face meetings become a substantial element of the learning environment).

## ABOUT YOUR COURSE

---

*Orientation, Introduction, Syllabus. Is it easily accessible to students?*

The course includes:

- | Yes                      | No                       | N/A                      |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A link to the orientation to learning online.<br>(link to <a href="http://www.byui.edu/onlinelearning/orientation">http://www.byui.edu/onlinelearning/orientation</a> ) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A list of course characteristics<br>(see 'course characteristics' section)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A course introduction and overview  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A list of course objectives   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A list of required textbooks and/or other required materials  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Information about how to access any required resources<br>(i.e. testing center, tutors, special plug-ins or software, etc)  |

The course includes:

- | Yes                      | No                       | N/A                      |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strategies and hints for being a successful online learner.<br>(link to, or gather ideas from <a href="http://www.byui.edu/onlinelearning/learner/">http://www.byui.edu/onlinelearning/learner/</a> ) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A link to online learning frequently asked questions<br>(link to <a href="http://www.byui.edu/insttech/faqs.htm">http://www.byui.edu/insttech/faqs.htm</a> )  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Links or access to course-specific frequently asked questions   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instructor introductory (i.e. biographical) information<br>(i.e. <a href="http://www.byui.edu/onlinelearning/guide/examples/bio.htm">http://www.byui.edu/onlinelearning/guide/examples/bio.htm</a> )  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instructor contact information and availability times, both on-line<br>and in-office.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A link to available technical and administrative help resources<br>(link to <a href="http://www.byui.edu/onlinelearning/help/">http://www.byui.edu/onlinelearning/help/</a> )                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A course calendar showing due dates   |

The Syllabus contains:

Yes	No	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course title & term/semester offered
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course author and/or instructor's name
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course description
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course prerequisites
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Expected course outcomes, goals and/or objectives
<hr/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Required books and/or materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Description of learning activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assignments (requirements, expectations, file formats, how to submit, etc.)
<hr/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grading policies and grading scale
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Schedule of Learning Activities (Course Calendar)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Expectations for participation and interaction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructor availability, contact information, contact protocol (when and how to contact, e-mail rules, etc.)
<hr/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Honor code information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Information regarding services for students with a disability
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disclaimers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Orientation to the various components of the course (content areas, communication areas, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Syllabus, or a link to the Syllabus, is prominent and visible from the initial page of the course

## COURSE OUTCOMES & ASSESSMENT

---

*What will the students learn, and how will you and they know they have learned it?*

- | Yes                      | No                       | N/A                      |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Course is based on University and Department approved learning outcomes.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Course objectives are aligned with outcomes.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Course assessment activities are aligned with course objectives.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learners are informed in advance how objectives will be assessed.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The instructor or the interactive course materials provide timely assessment results.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learners have access to regularly-updated information regarding their progress or grade-to-date.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learners have access to instructor-generated or computer-generated feedback.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Grading criteria or rubrics used for grading assessments are made available to students.  |
| <hr/>                    |                          |                          |   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Each proctored exam is password protected, and the password has been shared with the testing center.<br>(For help setting up passwords, call 496-1200)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | For proctored exams, a link is provided for testing center information and off-campus proctor information (if necessary).<br><i>Testing Center:</i> <a href="http://www.byui.edu/testingcenter">http://www.byui.edu/testingcenter</a><br><i>Proctor info:</i> <a href="http://www.byui.edu/onlinetesting/proctorform.htm">http://www.byui.edu/onlinetesting/proctorform.htm</a> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assessments (exams, papers, etc.) are aligned with the course objectives.<br><i>Example:</i> Learners are not prepared in one way (i.e. project-based learning), and assessed in a different way (i.e. multiple-choice test).   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learners can check their progress at any point in the course.   |

## COURSE CONTENT AND MEDIA TYPES

*What is the course about, and how is the content portrayed?*

- | Yes                      | No                       | N/A                      |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The BYU-Idaho online course template is used (in Blackboard) (Template is available at <a href="http://www.byui.edu/onlinelearning/template/">http://www.byui.edu/onlinelearning/template/</a> ) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A welcome message and reference to the course syllabus are provided on the initial course page.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Course content and activities are subdivided into meaningful units.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | To improve online readability, text is divided into logical paragraphs, and into chunks of 600 words or less per page.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interaction forums (discussion board, wiki, blog, chat, etc.) are organized to correspond with related course materials (both in sequence and content).  |

- | Yes                      | No                       | N/A                      |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Copyright clearance has been obtained for copyrighted materials.<br><i>Note:</i> Educational Fair Use guidelines generally allow online courses to use the same materials used in classroom courses, if they are only made available, by login, to those that are enrolled in the class. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | All sources are cited.   |

- | Yes                      | No                       | N/A                      |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learners can easily navigate to any section of the course.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A course map is provided.<br>(The map is automatically generated in the course management system - i.e. <a href="http://www.byui.edu/onlinelearning/guide/examples/coursemap.htm">http://www.byui.edu/onlinelearning/guide/examples/coursemap.htm</a> ) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Hyperlinks to external websites are current.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Large media files are made available on CD, DVD or are streamed over the Internet, avoiding lengthy download times for users connecting by modem.<br>(For information on streaming media, call 496-1200)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Course readings and resources are regularly updated to reflect current knowledge in the field.  |
| Yes                      | No                       | N/A                      |   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Required texts are updated to the current version.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Online references to the text are also updated to correspond to the current version of the text.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assessment items are updated to correspond with the current version of the text.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course includes links to plug-ins or other non-standard tools required by course activities.<br>(Standard tools include: Web browser, Microsoft Word, Excel, Media Player, Flash Player, PowerPoint, Acrobat Reader)                                |

## **INTERACTION**

---

*Who do the students interact with, and how do they do it?*

### **Interaction : Asynchronous**

- | Yes                      | No                       | N/A                      |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course includes an updated announcements area.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course provides contact information for students to contact each other (if necessary).  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learners have opportunities to collaborate with the instructor and other students on a regular basis.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Students receive a response to e-mail or phone messages within 1 business day (even if it is an “I’ll get back to you” message).  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interaction forums (discussion boards, wiki, blog, chat, etc.) are organized to provide all learners an opportunity to make a meaningful contribution (larger courses may need to divide into sub-groups).  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interaction forums include beginning and ending dates.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interaction forums are graded according to a rubric.<br>(i.e. <a href="http://www.byui.edu/onlinelearning/guide/discussion_rubric.htm">http://www.byui.edu/onlinelearning/guide/discussion_rubric.htm</a> ) |

### Interaction : Synchronous

Yes    No    N/A

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Virtual office hours are provided.<br><i>Example:</i> Virtual office hours are a set time when students can “talk” live to the instructor via the phone or chat software (within Blackboard or other instant message software). |
|--------------------------|--------------------------|--------------------------|---|

Identify other synchronous communication options that are utilized within the class:

Yes    No    N/A

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instant messenger  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Class chat (all participate)   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Two-way audio, together with web resource supplements and text-based interaction                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | One-way audio (from the instructor), together with web resource supplements and text-based interaction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Two-way video  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | One-way video (from instructor) with text-based interaction  |

## STRATEGIES FOR LEARNING

---

*How do students go about meeting course outcomes? [See BYU-Idaho Learning Model]*

- | Yes                      | No                       | N/A                      |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instructor (and/or built-in course mechanisms) provide timely feedback on student work (within 48 hours recommended).  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course provides opportunities for learners to practice and receive feedback without penalty (i.e. no affect on their grade).   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Course provides opportunities for students to present what they have learned, or are striving to learn.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Course provides opportunities for students to teach each other.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Course provides opportunities for peer feedback and evaluation.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Students are given or create authentic content-related problems or cases.  |
| Yes                      | No                       | N/A                      |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Printed readings and online readings prepare students to meet course objectives.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Collaboration activities (discussion boards, blog, wiki, chat, etc.) contribute toward students' ability to meet course objectives.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learners receive opportunities to practice and/or review prior to participating in graded activities.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learners receive feedback on a regular basis. Feedback is either built into the online materials, or generated by the instructor or peers (e-mail, chat, disc board, phone, office, etc.). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course provides opportunities for students to connect new principles to their prior learning.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course gives students opportunities to enhance retention and transfer.   |
| Yes                      | No                       | N/A                      |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Includes graphics to help illustrate concepts.   |

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Includes simulations, video clips, or audio clips to help illustrate concepts.                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Includes examples/analogies/etc. to help illustrate concepts.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Includes examples (and appropriately identified non-examples) of quality work.                       |
| Yes                      | No                       | N/A                      |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides opportunities for learners to act and create.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides multiple instructional strategies in alignment with the BYU-Idaho learning model.           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Course provides opportunities for learners to “think-aloud” (write or present) and synthesize ideas. |

**Strategies : “Seven principles of good practice in undergraduate education”**

*[Source: A.W. Chickering and Z.F. Gamson, “Seven Principles for Good Practice in Undergraduate Education.” AAHE Bulletin, March 1987, p. 3. Available online at <http://www.csueastbay.edu/wasc/pdfs/End%20Note.pdf>. See also “Implementing the Seven Principles: Technology as Lever <http://www.tltgroup.org/programs/seven.html>]*

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| Yes                      | No                       | N/A                      |   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course encourages contact between students and faculty.             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course develops reciprocity and cooperation among students.         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course encourages active learning.                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course materials and/or instructor gives prompt feedback.           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course and instructor emphasize time on task.                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course and instructor communicate high expectations.                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course and instructor respect diverse talents and ways of learning. |

## IMPLEMENTATION

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*What needs to be ready on the first day of the semester? What administrative items need to be checked during the semester?*

- | Yes                      | No                       | N/A                      |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | All content, assignments, quizzes, exams, etc. are available, or are set to be made available to the students at the appropriate time. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The syllabus has been updated for the current semester and posted online.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Outdated announcements have been removed.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unused course management (Blackboard) tools or content areas are removed.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | As necessary, dates have been reset on quizzes and assignments.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | New passwords are set for proctored tests and assignments  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | For proctored exams, the testing center has been notified and been given the test passwords.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Hyperlinks to external resources have been updated.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course CD or DVD, the textbook, and/or other off-line media resources are available for purchase.                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The course evaluation is made available to students at an appropriate time in the semester.  |

## EVALUATION

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*How do I know if my course is succeeding?*

- | Yes                      | No                       | N/A                      |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | An official BYU-Idaho student course evaluation is conducted each time the course is taught.       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The evaluation instrument measures student progress toward the stated course goals and objectives. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Course specific evaluation questions are added to the BYU-Idaho course evaluation.                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Course evaluation results are reviewed and necessary changes are made to the course.               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A course maintenance and update schedule has been created.   |