

#	Name	Description	OLC - Online Learning Consortium	OSCQR - V3	QM - V6 - Quality Matters	BYU V1
Aligned						
1	Aligned with BYU's Mission*	Course (approach, content, etc.) reflects the Aims of a BYU Education.	IS-5			N/A
2	Aligned with Course Outcomes	The course defines measurable outcomes that align with department standards; unit and assignment-level outcomes align with course outcomes; activities, content, and technologies support completion of learning outcomes. There are about 2-5 outcomes per lesson.	CDID-4	9	2.1, 2.2, 3.1, 4.1, 5.1	4.5, 5.1-5.3
3	Measured	Frequent assessments and a variety of assessments facilitate both self-assessment and instructor assessment of learning mastery.		45, 47	3.4, 3.5	7.1, 7.3
Learner-Centered						
4	Clear Expectations	Assignments, assessments, and interactions have due dates. Instructions, expectations, and criteria are clear and concise for all assignments and technologies. Graded items include rubrics.	CS-3; CS-8	30, 19, 11, 39, 46	1.1, 1.3, 5.4	4.7, 3.5, 6.1, 7.2, 1.8
5	Engaging	The course employs a variety of engaging resources, materials, and technologies to facilitate communication and collaboration, deliver content, and support student learning and engagement.	CDID-9	29	4.5, 6.3	4.1
6	Transparent	The course includes a "GETTING STARTED" or similar module; a complete syllabus; instructor information; lesson introductions; instructional notes; and links to institutional and privacy policies. Course and prerequisite requirements are transparent to students. Learning objectives are stated, and the relationship between learning objectives and learning activities/assessments is clearly expressed.	CDID-1; CDID-8; CS-1	1-3, 7, 10, 14, 44	1.1, 1.2, 1.4, 1.6, 1.8, 2.3-2.4, 3.2, 4.2, 6.4	1.1-1.6; 1.9, 2.4
7	Intuitively Structured	The course is organized into 14 - 15 units of instructional material with 1 week for finals (Fall/Winter) or 7 units of instructional material with 1 week for finals (Spring/Summer).				3.11
8	Easy to Navigate	The course has a logical, consistent, uncluttered layout and is easy to navigate.		16	8.1, 8.5	2.1, 3.1
9	Cognitively Manageable	Large blocks of information are divided into manageable sections.		17		3.4
10	Visually Appealing	The course is visually appealing to the student.				3.9
11	Cost-Effective	Low-cost and/or open educational resources are used where possible to reduce both production cost and student cost.		32		4.8
12	Supported	The course clearly states how students and faculty can access both technical and other course-related support.	IS-6; CS-4	5, 11	7.1-7.4	4.9, 3.5
13	Technologically Accessible	Frequently-used technologies and online resources are reliable, stable, and can be easily accessed by students using multiple devices and operating systems; Technology supports learning objectives and is eliminated where superfluous.	IS-2; CS-2, CS-5; CDID-2; CDID-10; CS-2	6, 8, 11	1.5, 6.1	2.1, 4.8, 2.2, 2.6
14	Current	Technologies and content used in the course are current.	CDID-10		4.4	2.3

Interactive						
14	Designed for instructor presence	Instructor presence and feedback expectations are transparent and embedded into the course.	TL-5, FS-5; TL-2	40, 10, 38	5.3, 1.8, 3.3	3.3
15	Includes High-Quality Weekly Interaction	Students have the opportunity to participate in weekly, meaningful interactions with the instructor and other students. Interactions build a sense of community, foster collaboration, support open communication, and establish trust.	TL-1, SSE-1; CS-7	41-43	1.9	6.2-6.4
Compliant						
16	Web Accessible	The course meets WCAG 2.0 guidelines.	CDID-11; CS-6	15, 18, 21, 22, 24-26, 34-37	8.2-8.4	3.6-3.7, 4.10
17	Copyright- Compliant	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.	IS-3; CDID-5	33	4.3	4.9
Evaluable						
18	Embeds Evaluation Data	The course embeds data sources for evaluation purposes, including mid-course and end-of-course student evaluation surveys, other learning analytics, etc.	EA-11	50		1.7, 3.8, 7.5
* See Institutional Mission Standards on Tab						
		Other Checklist Items:				
		Welcome from the instructor, introducing themselves and what to expect in the class - video is preferred				
		Inclusive Textbook Info needs its own page in an introductory module and in the syllabus; standard textbook info can be located only in the syllabus if preferred				
		In the syllabus, under Course Description - explain how the blended or online course will work				
		Exam instructions should include # and types of questions, time limit, allowed materials				
		Grading scale in LMS matches grading scale in syllabus				
		Assignments have correct weights, if using weighted categories				
		Ideally there is at least one assignment during the first week of class for Financial Aid purposes				
		Each week should estimate the amount of time for readings, videos, group work and assignments, etc.; or these should be estimated on each page				
		Turnitin is offered to faculty as an option				
		Tagging learning outcomes is offered to faculty as an option				
		Videos contain inline quiz questions or future assignments refer back to info in the videos for accountability				
		Instructor/TA Notes are included with special notes or details for them to do before or during each semester				
		Admin notes - % online, course copy details, integrated textbook details, etc.				
		Only essential navigation items are visible to students - definitely hide Files, and any other unnecessary links				
		Checkmark requirements on pages - Not a requirement				
		Check course using mobile app - encourage students to download the app?				
		Robust quiz banks				

#	Name	Description	OLC	OSCQR	QM	BYUO Current
Spiritually Strengthening						
1	Gospel Light	Course content is "bathed in the light and color of the Restored Gospel."	IS-5			
2	Faithful Questions	Intellectual topics and questions are framed in faithful ways that invite students to "articulate honestly and thoughtfully their commitments to Christ and His Church."	IS-5			
Intellectually Enlarging						
3	Sound Thinking	Learning activities support students' ability to engage successfully in higher-order thinking skills, such as logical reasoning, critical analysis, moral discrimination, creative imagination, and independent thought, consistent with course outcomes.		30		4.2
4	Effective Communication	The course supports students' ability to communicate effectively using media, methods, and languages that are relevant to the field of study.		29	1.3	
5	Authentic Competence	Course outcomes lead to relevant, authentic competence in the essential skills and knowledge of the subject matter, enabling students to be "capable of competing with the best students in their field."		31		4.3, 4.5
6	Integrated Learning	The course integrates academic skills with abstract theories, real-world applications, and gospel perspectives.	N/A	31	N/A	4.3, 4.4
Character Building						
7	Christlike Attributes	The course invites students to develop Christlike attributes.	IS-5			
8	Ethical Standards	The course clearly delineates ethical standards relevant to the field of study and general academic integrity.				
Lifelong Learning & Service						
9	Habit of Learning	Course and assignment structure emphasizes personal responsibility and active learning, and helps students gain the knowledge, skills, dispositions, and habits necessary for lifelong learning.			5.2, 6.2	3.2