MSU Online Course Beta Test Report v18-1

Center for Extended Learning, Office of Instructional Technology

The beta test process looks for Higher Learning Commission, C-RAC, online course best practices, ADA compliance, and minimum engagement standards in electronically delivered courses developed for use at Minot State University. The following terms and definitions are used in the beta test to provide feedback to online instructors and course designers.

- **NA**: no changes are necessary or does not apply
- **Department Determination:** the department must determine the category's quality, sufficiency, and fit with applicable standards
- **Recommendation**: Change is recommended to be in line with Higher Learning Commission, C-RAC, best practices, and minimum engagement standards
- **Informational**: the faculty member and department need to be aware of certain problems or issues, but changes or modifications are not necessary
- **Required**: changes required to be compliant with Section 508 (Web Accessibility), American with Disabilities Act, as amended 2010

Course Number and Course Name:	
Course shell used for beta test:	
Course Developed by:	
Reason for Review:	
Dates of Review:	
Reviewer:	

Home Page /Dashboard

Best Practice or Standard	Analysis	Feedback
Does the course menu contain a link to a dedicated course home page?		
Does the course home page use an approved MSU Logo?		
Are instructions provided on how to get started and where to find various components?		
Does the course home page also include a copyright statement, syllabus, instructor bio, course schedule / plan, and student help and resources		
Does the course menu contain a link to a dedicated course dashboard?		
Do the course dashboard and home page include the course name and number in their title?		
Are dividers used to separate content areas and tools in the course menu?		

Syllabus

Best Practice or Standard	Analysis	Feedback
Does the course syllabus include the following information: 1. Course name 2. Course number 3. Instructor name 4. Instructor or department phone number 5. Course description		

6. Textbook and supplemental information 7. General Education (If applicable)		
Are prerequisites outlined?		
Minimal technology skills and equipment listed?		
Is academic-honesty defined?		
Is appropriate netiquette defined?		
Are standards established in regard to appropriate response time for students and the instructor?		
Are the responsibilities for student interaction (student-to-student) clearly articulated?		
Are course learning outcomes identified?		
Does the syllabus contain necessary instructions on the format and software to be used in submitting assignments and papers? (MS Word, etc.)		
Is the grading policy clearly outlined so students understand how their final grade is earned?		
Are students informed of the areas of assessment via a list of activities, tests, quizzes, assignments, papers, etc.?		
Late and missing work policy		

Are instructions given as to how assessment will take place? (Timed, closed or open book testing, multiple choice, essay, true or false questions, case studies, etc.).		
Are proctors or proctor technology used? Are the appropriate forms and information provided on procedures?		

Assessment and Engagement

Best Practice or Standard	Analysis	Feedback
Which mode of communication is being used in the course (Bb Mail, External)? Is the link visible to students?		
Are students given access to My Grades?		
Are discussions in a logical sequence?		
Are there opportunities built into the course for the instructor to participate in discussion or chat activities?		
Are assessment methods incorporated into the content area path?		
Are students asked to introduce themselves using the Discussion tool? Is the intro request in a logical location? Were any FERPA violations noted?		
Do some of the learning modules use an ungraded reinforcement activity?	It is the department's responsibility to determine if this type of exercise would benefit the student in this online course	Department's Determination

Do most of the learning modules have a minimum of one graded assessment?		
Do learning modules include additional resources to assist students in mastery of department and course learning objectives?		
Is multimedia used as part of content in most modules (PDFs, videos, photos)?		
Does the course contain a minimum of one major engagement activity?		

Course Tools and Technology

Best Practice or Standard	Analysis	Feedback

At a minimum, are the following tools available for students?
1. Announcements
2. Course Mail (Messages)
3. Discussion
4. Calendar
5. My Grades
6. Student Help and Resources
   a. Bb Tutorials
   b. Bb Collaborate Ultra
   c. Tutoring
   d. Web Links		

Navigation across the course is logical, consistent, and efficient?		
Are course tools separated from other sections of the course in the Course Menu by a Divider or Sub-header?		
Are tools named appropriately?		

Are course tools NOT in use turned off or hidden in the Course Menu?		

Content

Best Practice or Standard	Analysis	Feedback
Are unit learning objectives clearly identified in each content area/module of the course?		
Are content areas built in such a manner as to preclude excessive scrolling by the student?		
Does the course content include evidence of instructor expertise?	It is the department's responsibility to determine if the content in this course is quality and sufficient	Department Determination
Is the expertise presented in pedagogically sound manner?	It is the department's responsibility to determine if the content in this course is presented in a pedagogically sound manner	Department Determination
Is instructor expertise chunked in sizes appropriate for e-Learning?		
Does the content take into account different learning styles?		
Does the course contain excessive amounts of typographical or grammatical errors?		
Are text-based instructional materials in HTML or true PDF format?		
Has the instructor used an audio alternative for text-based content?	Optional and available upon request by the instructor	Informational

Does course material meet copyright / fair use guidelines?		
Does the course content utilize terminology associated with the current LMS version?		
Is the distinction between required and optional materials clearly defined?		
Are Mashups still linked and operational?		
Is Publisher Content still linked and operational?		
Is the current *Last Page of Course* included at the end of the Course Content path?	Meets Standard	

Supplemental Technologies

Best Practice or Standard	Analysis	Feedback
Are the technologies and software required to successfully complete the course outlined in the syllabus?		
Are students provided with instructions as to how to access plug-ins needed to view third-party course materials?		
Is Collaborate Ultra used in the course? Are students advised of the need to have a device equipped with a webcam and microphone?		
If Collaborate Ultra is a date and time-based tool within the course, are students provided with a		

tentative schedule for planned meetings?		
If YuJa is used to create student recordings, are students advised on the need to have a headset with microphone?		
Is YuJa Remote Proctoring used in the course? Are students advised of the software and requirements for a web camera and identification procedures?		
Is Respondus Lockdown Browser used in the course and are students provided the appropriate use and download instructions?		
Are sufficient instructions provided for access and help options to third-party vendors?		

ADA / Accessibility Compliance

Best Practice or Standard	Analysis	Feedback
Is the approved MSU ADA Accommodation statement on the course syllabus? Does include the CC support statement?		
Are all hyperlinks operational?		
Are appropriate color used and image backgrounds limited?		
Are all links labeled as the website name and not by the URL?		

Are font styles and sizes consistent across the course?		
Are lists created as true lists, numbered or bulleted for screen readers?		
Is color coding used to signify importance, order, or category?		
Is excessive bolding or italics used?		
Is underlining used for other than identifying hyperlinks?		
Do the tables read from left to right? Does each column have a title? Is the table named?		
Are images and graphics meaningful and related to content?		
Do images have alt or null tags?		
The course uses ADA compliant, equivalent alternatives for audio, video, and visual content?		
If mashups are used, do they provide academic quality transcripts or closed captions?		
Are PowerPoint presentations used in the accessible?		
The course design facilitates readability and minimizes distraction?		

The course design accommodates the use of assistive technologies?		
Are there animated images? Do they meet the ADA flash rate?		

Other Comments and Findings: