

BC Quality Standards for E-Learning Course Design Sign-Off Form

This BC Quality Standards for E-Learning Course Design Sign-Off Form is used to document and ensure that all e-learning courses (asynchronous online, Online Live, and blended), commissioned and non-commissioned, meet all BC Quality Standards. The form also ensures that all e-learning courses have been reviewed and approved by all parties involved. Initials are needed in the designated space next to each General Standard and Specific Review Standard (SRS).

Please note, General Standards in the table below apply to *all* modalities. In some cases, special instructions are provided for Specific Review Standards. These special instructions must be applied to the modalities with which they are aligned. If the special instructions *are not* applicable to the course under review, initials for the row aligned with those instructions *are not* needed. If they *are* applicable, initials for the Senior Instructional Designer (SID), Reviewer, and/or Associate Dean (AD) *are* needed where indicated.

BC Quality Standards for E-Learning Course Design combines and integrates BC Standards with all Quality Matters (QM) Higher Education Rubric Standards, 7th edition, 2023. All e-learning courses must meet all BC and QM standards to be considered complete and ready for delivery.

BC Course ID and Title:	ISM3309C - Agile Product Ownership
Modality:	Asynchronous
Faculty Developer(s):	Ricardo Vargas
Faculty Reviewer(s):	Tom Ayers
Associate Dean (AD):	Mitch McBee
Senior Instructional Designer (SID):	Adam Dupuis
Dean, Online Campus and E-Learning:	Rudy Jean Bart

For Faculty Developer(s)

In alignment with the terms of the UFF-CBA 2019-2020 Course Development/Redesign Agreement, I will incorporate feedback, recommendations, and updates as necessary as part of the iterative process.

Faculty Developer 1 Signature:	Ricardo Vargas	Digitally signed by Ricardo Vargas Date: 2026.10.01 20:18:33 -04'00'
Faculty Developer 2 Signature:		

For Senior Instructional Designer, Faculty Reviewer(s), Associate Dean, and Dean of Online/E-Learning

By signing below, I agree that my individual responsibilities pertaining to this course development have been completed, the course meets all BC Quality Standards as outlined in this document, and the course is ready for delivery per the parties listed below.

Faculty Reviewer Signature:	THOMAS AYERS Digitally signed by THOMAS AYERS Date: 2026.09.30 10:21:39 -04'00'
Senior Instructional Designer Signature:	Adam Dupuis Digitally signed by Adam Dupuis Date: 2026.09.30 10:10:57 -04'00'
Associate Dean Signature:	
Dean, Online Campus and E-Learning Signature:	

General Standard 1: Course Overview and Introduction			
The overall design of the course is made clear to the learner at the beginning of the course. The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the beginning.			
		SID	AD
SRS 1.1	Instructions make clear how to get started and where to find various components. (QM 1.1)	AWD	MM
	<i>Synchronous Online Course Special Instructions:</i> Information is provided in the course guides learners on how and when to connect to synchronous class sessions.	Not applicable	Not applicable
	<i>Blended Course Special Instructions:</i> Instructions in the online course site make it clear to learners that the course is a blended course, with both online and face-to-face components and activities. Instructions specify the format, sequencing, and requirements for both the online and face-to-face portions of the course.	Not applicable	Not applicable
SRS 1.2	Learners are introduced to the purpose and structure of the course. (QM 1.2)	AWD	MM
	<i>Synchronous Online Course Special Instructions:</i> Information is provided to help learners understand what will occur during synchronous class sessions, such as discussions, lectures, etc., and what will be in the asynchronous course site, such as additional assessments, instructional materials, etc. The course schedule or calendar fully covers both the synchronous and asynchronous portions of the course. The course schedule or calendar has a space where the instructor can clearly specify the dates, times, locations, and content of synchronous class meetings.	Not applicable	Not applicable

	<i>Blended Course Special Instructions:</i> The purpose of both the online and face-to-face portions of the course is clearly explained to learners to help them understand how and why both formats are important to the learning process. The course schedule or calendar fully covers both the online and face-to-face portions of the course and clearly specifies the dates, times, locations, and content of face-to-face meetings.	Not applicable	Not applicable
SRS 1.3	Communication guidelines for the course are clearly stated. (QM 1.3)	AWD	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> Information is available in the course site to inform learners if there are unique, additional policies or requirements for real-time communication. Information might include guidance about addressing peers and having respectful spoken discussions, as well as any requirements for being on camera in a synchronous course.	Not applicable	Not applicable
SRS 1.4	Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided. (QM 1.4)	AWD	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> If there are unique, additional policies for real-time class sessions, they are included in the course site.	Not applicable	Not applicable
SRS 1.5	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. (QM 1.5)	AWD	MM
SRS 1.6	Technical skills and digital information literacy skills expected of the learner are clearly stated. (QM 1.6)	AWD	MM
SRS 1.7	Required prior knowledge and/or any specific competencies are clearly stated in the course site. (QM 1.7)	AWD	MM
SRS 1.8	A space for a self-introduction by the instructor is provided to welcome students to the course site. (QM 1.8)	AWD	MM
RS 1.9	Learners have the opportunity to introduce themselves. (QM 1.9)	AWD	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> The opportunity for introductions is available in the course site for future reference, even if learners have introduced themselves in a real-time or face-to-face meeting.	Not applicable	Not applicable

SRS 1.10	Students are required to complete a course orientation with at least a syllabus quiz. (BC)	AWD	MM
SRS 1.11	Course uses the common BC templates and includes all the required components such as a Welcome Letter, Syllabus, Student Toolbox, and Instructor Toolbox. (BC)	AWD	MM

General Standard 2: Learning Objectives (Outcomes/Competencies)

The learning objectives establish a foundation upon which the course is based.

		SID	Reviewer	AD
SRS 2.1	The course-level learning objectives describe outcomes that are measurable. (QM 2.1)	Not applicable	TA	MM
SRS 2.2	The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives. (QM 2.2)	Not applicable	TA	MM
SRS 2.3	Learning objectives are stated clearly, are learner-centered, and are prominently located in the course. (QM 2.3)	AWD	TA	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> In addition to being provided in the face-to-face or virtual classroom, the learning objectives are stated in the course site.	Not applicable	Not applicable	Not applicable
SRS 2.4	The relationship between learning objectives, learning activities, and assessments is made clear. (QM 2.4)	Not applicable	TA	MM
SRS 2.5	The learning objectives are suited to and reflect the level of the course. (QM 2.5)	Not applicable	TA	MM
SRS 2.6	Course includes both the course-level General Learning Outcomes and the module/unit-level Specific Learning Outcomes as stated in the BC course outline. (BC)	AWD	TA	MM

General Standard 3: Assessment and Measurement

Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives. Assessment is implemented in a manner that corresponds to the course learning objectives and not only allows the instructor a broad perspective on the learners' achievement, but also allows learners to track their learning progress throughout the course.

		SID	Reviewer	AD
SRS 3.1	The assessments measure the achievement of the stated learning objectives (QM 3.1)	Not applicable	TA	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> A copy of any assessment delivered in real-time, such as an in-class exam or verbal quiz, is posted on the course site for the purpose of the course review.	Not applicable	Not applicable	Not applicable
SRS 3.2	The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site. (QM 3.2)	AWD	TA	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> A copy of the grading policy is posted in the course site for learners to reference even if it is intended to be shared live during the first class session.	Not applicable	Not applicable	Not applicable
SRS 3.3	Specific and descriptive criteria (such as rubrics) are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. (QM 3.3)	AWD	TA	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> If any work is to be evaluated during a synchronous session, information is included in the course site specifying what work will be evaluated during synchronous sessions and how the work will be evaluated (such as rubrics). Examples include real-time class discussions, group work in web-based breakout rooms, or synchronous polls or quizzes.	Not applicable	Not applicable	Not applicable
SRS 3.4	The course includes multiple types of assessments that are sequenced and suited to the level of the course. (QM 3.4)	Not applicable	TA	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> Copies of or information about assessments completed in real-time are included in the course site.	Not applicable	Not applicable	Not applicable

SRS 3.5	The types and timing of assessments provide learners with multiple opportunities to track their learning progress with timely feedback. (QM 3.5)	AWD	TA	MM
SRS 3.6	The assessments provide guidance to the learner about how to uphold academic integrity.	AWD	TA	MM
SRS 3.7	Grade book is clearly presented and available to students for ongoing feedback. The names of grade book items and graded activities match the names of the graded items in the grade distribution category on the syllabus. (BC)	AWD	TA	MM
SRS 3.8	For high-stakes assessments, every measure should be taken to ensure the integrity of student work, such as student identification, use of proctored tests, and time limits. (BC)	AWD	TA	MM

General Standard 4: Instructional Materials

A variety of contextualized instructional materials enables learners to achieve stated learning objectives. The focus of this Standard is on supporting the course objectives through instructional materials that prepare learners to effectively interact with course topics and ideas, rather than on qualitative judgments about the instructional materials.

		SID	Reviewer	AD
SRS 4.1	The instructional materials contribute to the achievement of the stated learning objectives. (QM 4.1)	Not applicable	TA	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> Copies or descriptions of materials used or delivered live are included in the asynchronous course site.	Not applicable	Not applicable	Not applicable
SRS 4.2	The relationship between the use of instructional materials in the course and completion of learning activities and assessments is clearly explained. (QM 4.2)	Not applicable	TA	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> Instructions make clear which materials are to be used to complete in-person (blended) or live (synchronous) activities and assessments and which are specific to the asynchronous online portion of the course.	Not applicable	Not applicable	Not applicable

SRS 4.3	The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials. (QM 4.3)	AWD	TA	MM
SRS 4.4	The instructional materials represent up-to-date theory and practice in the discipline. (QM 4.4)	Not applicable	TA	MM
SRS 4.5	A variety of instructional materials is used in the course. (QM 4.5)	AWD	TA	MM
SRS 4.6	Most of the content is instructor-created or based on Open Educational Resources (OER), but if publisher content is used, it should reside within BC's learning management system or otherwise seamlessly integrate into the course. (BC)	AWD	TA	MM

General Standard 5: Learning Activities and Learner Interaction

Learning activities facilitate and foster learner interaction and engagement. Course components that promote active learning contribute to the learning process.

		SID	Reviewer	AD
SRS 5.1	The learning activities help learners achieve the stated objectives (QM 5.1)	Not applicable	TA	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> Copies of or information about activities completed live are listed in the course site.	Not applicable	Not applicable	Not applicable
SRS 5.2	Learning activities provide opportunities for interaction that support active learning. (QM 5.2)	Not applicable	TA	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> In courses that use both online and face-to-face settings, the learning activities that occur in these two settings are connected by a common thread or theme and are mutually reinforcing. The connection and reinforcement are made clear to learners. For example, the different parts of a particular activity might be sequenced in an alternating way in online and real-time meetings of the course. The course provides copies of or information about activities to be completed during real-time meetings.	Not applicable	Not applicable	Not applicable

SRS 5.3	The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated. (QM 5.3)	AWD	TA	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> In addition to the application of the Specific Review Standard described above for online courses, the instructor's plan for real-time interaction, such as providing direct instruction and answering questions, is stated in the course site.	Not applicable	Not applicable	Not applicable
SRS 5.4	The requirements for learner interaction are clearly stated. (QM 5.4).	AWD	TA	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> Learner interaction requirements for real-time course sessions are posted in the course site. Look for a clear statement of expectations for live interactions with peers, such as guidelines for in-person group work for blended courses or breakout rooms and other collaborative activities in synchronous courses.	Not applicable	Not applicable	Not applicable
SRS 5.5	Learners are directed to use the course communication tools, such as email, discussion, and/or chat within the BC learning management system for course-related communication whenever possible. (BC)	AWD	TA	MM

General Standard 6: Course Technology

Course technologies support learners' achievement of course objectives. The technologies enabling the various tools used in the course facilitate the learning process.

		SID	AD
SRS 6.1	The tools used in the course support the learning objectives. (QM 6.1)	AWD	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> The course site should include information on what technology is used in real-time and what the technology is used for. Examples include: - Breakout rooms for synchronous discussions - Virtual Reality (VR) software used in the face-to-face portion of a blended course - Augmented Reality (AR) software and hardware used to learn the different parts of a human cadaver, looking at it layer by layer	Not applicable	Not applicable
SRS 6.2	Course tools promote learner engagement and active learning. (QM 6.2)	AWD	MM
	<i>Synchronous Online and Blended Course Special Instructions:</i> The course site includes a statement that describes the technology learners will use to interact in real time. Examples of tools that support learners in real-time interaction include web-conference software, breakout rooms, simulations, virtual reality technology, and others.	Not applicable	Not applicable

SRS 6.3	A variety of technology is used in the course. (QM 6.3)	AWD	MM
SRS 6.4	The course provides learners with information on protecting their data and privacy. (QM 6.4)	AWD	MM

General Standard 7: Learner Support

The course facilitates learner access to institutional support services essential to learner success. It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic support services and resources, and student services and resources.

		SID	AD
SRS 7.1	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. (QM 7.1)	AWD	MM
SRS 7.2	Course instructions articulate or link to the institution's accessibility policies and accommodation services. (QM 7.2)	AWD	MM
SRS 7.3	Course instructions describe or link to the institution's academic support services and resources that can help learners succeed in the course. (QM 7.3)	AWD	MM
SRS 7.4	Course instructions articulate or link to the institution's student services and resources that can help learners succeed. (QM 7.4)	AWD	MM

General Standard 8: Accessibility and Usability

The course design reflects a commitment to accessibility and usability for diverse learners. The course design utilizes principles of accessibility and usability, reflecting a commitment to ensuring diverse learners can access course content and can easily navigate and interact with course components.

		SID	AD
SRS 8.1	Course navigation facilitates ease of use. (QM 8.1)	AWD	MM
SRS 8.2	The course design facilitates readability. (QM 8.2)	AWD	MM
SRS 8.3	Text in the course is accessible. (QM 8.3)	AWD	MM

SRS 8.4	Images in the course are accessible. (QM 8.4)	AWD	MM
SRS 8.5	Video and audio content in the course are accessible.	AWD	MM
SRS 8.6	Multimedia in the course is easy to use.	AWD	MM
SRS 8.7	Vendor accessibility statements are provided for the technologies used in the course.	AWD	MM