ACADEMIC TECHNOLOGY SERVICES
Academic Services Bldg., Room 120
562-985-4959 | csulb.edu/ats

Alternative Modes of Instruction (AMI Checklist)

Use these strategies to organize your BeachBoard course shell. Select the "Self-Check" box as you review your course for each action.

After you have completed the checklist, please write a short reflection on how you will use your new knowledge to change your course delivery at the bottom of this document.

This checklist has been adapted for CSULB with permission from the Quality Matters Emergency Remote Instruction (ERI) Checklist. For more information, visit QM Higher Education Rubric™, Sixth Edition.

Recommended Actions	Why?	Examples	Self Check
1. Provide explicit directions and clearly identify where students can find course components and what they should do to get started. (QM SRS 1.1, 1.2)	This will help students new to online learning and/or using BeachBoard.	• Explain how the class will be structured. • Specify if and when there are synchronous sessions and how to log on • Explain where students can find assignments and how they should be submitted.	☐
2. Address communication, interaction, and feedback expectations. (QM SRS: 1.3, 5.3, 5.4)	Since it often isn't obvious to students how to replicate their in-class interactions in the online environment, explain how they should interact with you, the course, and their peers. Be clear about how soon you will have assignments graded to help ease anxiety and uncertainty.	• Decide on a regular pattern of class communication and share that with students. • Explain how students should contact you for help (email, Zoom office hours, Single-Sign On Inbox) • Tell students when they should expect an answer from an emailed question (e.g., within 48 hours, etc.) • Explain which activities are synchronous. • Share any communication expectations or guidelines (e.g., Netiquette). • Tell students how quickly they should expect assignment grades and feedback.	☐
3. Provide instructions on how learners can access their grades. (QM RS: 3.2)	Students may not be used to checking their grades in BeachBoard. Ensure students know how to view their course grade and individual assignment grades.	Share this link in your syllabus or BeachBoard shell: • Student BeachBoard Support	☐

Recommended Actions	Why?	Examples	Self Check
4. Identify any required technology needed for the course and where your students can receive support. (QM SRS: 1.5, 1.6, 7.1)	Students will need to be alerted to the technology required and will need assistance with accessing and using remote technologies. Consider options for students who are not equipped with the necessary technology for remote instruction.	Be clear about what technology is required for your course (e.g., Zoom, Adobe tools, Excel, SPSS). Share the following ATS information in your syllabus or BeachBoard shell: • ATS Resources for Students • ITS Helpdesk Information	☐
5. Provide information on the campus academic or student services support offices and resources. (QM SRS: 7.2, 7.3, 7.4)	Students faced with a changed learning environment may be unprepared for online study and uncertain about how to get assistance. Ensure that students have access to contact information for academic support, and student support offices and resources.	Share the following information in your syllabus or BeachBoard shell: • Student Center • The Learning Center (Academic Coaching) • University Writing Center • Bob Murphy Access Center (BMAC) • University Library • Academic Advising Services • Office of the Dean of Students • Counseling and Psychological Services • Student Health Services	☐
6. Create a sense of community by encouraging and guiding learners to introduce themselves in BeachBoard via their profile and in an online discussion forum. (QM SRS: 1.9, 5.2)	An early "introduction discussion" activity gets students using the BeachBoard discussion tool, which they may need for upcoming assignments. Activities such as these may seem unimportant, but they can be vital in helping students feel connected to you and their peers in ways that build community.	For more information on creating discussion forums, please visit: • Getting Started with Discussions Share the following information in your syllabus or BeachBoard shell: • Discussions in BeachBoard	☐
7. Explain to your students how the learning materials help them complete course activities and course SLOs. (QM SRS: 4.1, 4.2)	A short explanation of what material they'll be interacting with that week/module, any particular areas of importance, and how they'll use the material in upcoming activities or assessments will improve their ability to engage with the material.	Be clear about how students should engage with your course materials. Use language such as: • When you view the video, look for… • As you read the article, think about… • As you read the chapter, jot down….	☐

Recommended Actions	Why?	Examples	Self Check
8. Explain (be specific) how each course, activity, or assignment will be evaluated/graded. (QM SRS: 2.4, 3.3, 5.1)	Students will benefit from clear and detailed information about what to do, how you will evaluate it, and why. Consider creating rubrics so that students are clear about your grading expectations.	For more information on using Rubrics in BeachBoard please visit: • Rubrics in BeachBoard	☐
9. Organize your course so that students can easily follow your learning path which includes multiple opportunities to track their progress. (QM SRS: 3.5, 8.1, 8.5)	Unclear navigation and disorganized materials present a significant barrier for all students, particularly those who have never taken an online course. In the online environment, much of your interaction with students can be through supportive and timely feedback. Additionally, with remote teaching, it is crucial to provide lower-stakes assessments so both you and your students can address any confusion before higher-stakes exams. The use of low stakes activities like quizzes or discussions, can replace some of the planned in- class interaction, and can give you insights into how students are learning.	Always begin a new module with a short overview of what to expect. Remember to decide on a regular module pattern and pacing such as: • Read article, reading quiz, discussion prompt • Read chapter, watch video example, reading quiz, submit short answer response • View video, quiz during video, submit homework assignment • View simulation, answer assignment questions, post additional questions on discussion forum Regularly review these activities to be sure ALL students are learning. Make sure the low stakes activities help students succeed in any higher stakes exams.	☐

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Please use this space to write a short reflection (minimum 500 words) on how you will use your new knowledge to change your course delivery:

Instructor's Name

Date