

### Course Design & Organization

Design & Organization	Description & Guidelines	Suggested Moodle Tools	✓
<b>1.1 Course Information</b>	Course provides students with an online syllabus and important information including student learning outcomes, course requirements, and academic integrity. Often contained within an initial "Getting Started" module.	<ul style="list-style-type: none"> <li>• Label</li> <li>• Book</li> <li>• Page</li> <li>• File/URL</li> <li>• Calendar</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Syllabus is easily located</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Syllabus is available in an accessible format (pdf, rtf, Google Doc, etc.)</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Clearly state course Student Learning Outcomes</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Clearly state course grading policy and align policy with course gradebook setup</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Clearly present Academic Honesty policy</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ An orientation for the course is offered, (online/on campus)</li> <li>➤ Provide students with information about BCC resources (Tutorial Center, Library, Computer Labs, etc.)</li> </ul>		
<b>1.2 Course Resources and Instructor Contact Information</b>	Course provides contact information for the instructor along with a clearly stated interaction plan. Course-specific resources such as library database, publisher and OER sources are included and integrated into lessons and assessments.	<ul style="list-style-type: none"> <li>• Label</li> <li>• Book</li> <li>• Page</li> <li>• File/URL</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Prominently display instructor contact and office hours (online/in-person) information</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Prominently list required and supplemental textbooks, reading lists and course materials</li> <li>➤ Clearly state an interaction plan that includes both instructor &amp; student interaction expectations</li> </ul>		
<b>1.3 Organization</b>	Content is structured and explained for easy task navigation and supports student learning. Consistent structure is present throughout.	<ul style="list-style-type: none"> <li>• Label</li> <li>• Sections</li> <li>• Course Format</li> <li>• Folder</li> <li>• Calendar</li> </ul>	

	<ul style="list-style-type: none"> <li>➤ Course is well-organized and easy to navigate (consistent headings &amp; sections, use labels to organize content within sections, etc.)</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Course structure is clear and intuitive; consider creating a “How to Navigate this Course” video or resource</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Make content available to students in manageable segments or “chunks” (e.g. organized by weeks, units, chapters)</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Clearly present due dates for all assignments</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Course schedule (calendar) is summarized in one place and clearly identifies overall plan for the course</li> </ul>	
<p><b>1.4 Aesthetic Design &amp; Consistency</b></p>	<p>Course uses consistent aesthetic to engage students and communicate course content. Includes logical and easily accessible arrangement of materials that provides a predictable and clear pattern to follow.</p>	<ul style="list-style-type: none"> <li>• Label</li> <li>• Sections</li> <li>• Course Format</li> <li>• Activities</li> <li>• Resources</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Ensure essential course information is easily located (usually in the top section of the course)</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Text color, font size, and type are consistent throughout the course with proper headings and formats</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Use images in course design to support course content</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Use consistent, easy-to-understand naming conventions for all Activities and Resources</li> </ul>	
<p><b>1.5 Accessibility</b></p>	<p>Course follows basic web guidelines for providing accessible digital content, including alt-text for images and captioned videos.</p>	<ul style="list-style-type: none"> <li>• Label</li> <li>• Resources</li> <li>• Text Editor</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Whenever possible, provide multiple opportunities for students to demonstrate learning (varied assessment)</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Write meaningful link text</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Provide alternate text description for all images</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Caption video</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Transcribe audio</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Use sufficient color contrast</li> </ul>	

### Course Delivery & Interaction

Delivery & Interaction	Description & Guidelines	Suggested Moodle Tools	✓
<b>2.1 Interaction Requirements &amp; Expectations</b>	Course clearly states the expectations of frequency, depth, and means of interactions with the instructor and other students.	<ul style="list-style-type: none"> <li>• Quickmail</li> <li>• Label</li> <li>• [Advanced] Forum</li> <li>• Course Announcements</li> </ul>	
	➤ Create a customized “netiquette” document outlining basic communication expectations		
	➤ Provide students with a rubric or grading guide for how you will evaluate participation & communication (usually in forum discussions)		
	➤ Use multiple means of communication (BCC email, Course Announcements, main course page, etc.)		
	➤ Give students examples that demonstrate exemplary communication in the course		
	➤ Create instructor presence by using a profile image and modeling timely, active participation.		
<b>2.2 Opportunities for Student-Instructor Interaction</b>	Course provides frequent and structured opportunities for students to interact with the instructor, both individually and as a group.	<ul style="list-style-type: none"> <li>• Quickmail</li> <li>• [Advanced] Forum</li> <li>• Feedback/Joule Grader</li> <li>• Announcements</li> <li>• Chat</li> <li>• VoiceThread</li> </ul>	
	➤ Give clear instructions for contacting the instructor		
	➤ Send frequent emails and make course announcements that reference current course content & activity		
	➤ Give timely and substantial feedback on all student work		
<b>2.3 Opportunities for Student-Content Interaction</b>	Course provides structured opportunities for students to interact with content in an academic manner.	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• [Advanced] Forum</li> <li>• Folder</li> <li>• File</li> <li>• URL</li> <li>• Label</li> </ul>	

	<ul style="list-style-type: none"> <li>➤ Present course materials using appropriate formats compatible across computer platforms (pdf, rtf, mp3, etc.)</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Introduce and contextualize all presentations/screencasts</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Check that all links to external websites are up-to-date and active</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Configure URL settings so that external websites open in a new tab</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Use consistent file naming conventions</li> </ul>	
<b>1.4 Opportunities for Student-Student Interaction</b>	<p>Course provides structured opportunities for students to interact with each other and course content. Use of collaborative tools is encouraged.</p>	<ul style="list-style-type: none"> <li>• [Advanced] Forum</li> <li>• Wiki</li> <li>• Groups</li> <li>• VoiceThread</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Promote active discussion which encourages students to substantially reply to each other</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Provide extensive and open-ended forum discussion prompts with examples if needed</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Provide regular feedback about student participation</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Use small groups to create a more personalized experience for students</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Create structured opportunities for peer review of written work</li> </ul>	
<b>1.5 Universal Design for Learning</b>	<p>Materials and activities are designed with Universal Design for Learning (UDL) principles. Materials and activities are accessible to all students, including students with disabilities.</p>	<ul style="list-style-type: none"> <li>• Label</li> <li>• Resources</li> <li>• Text Editor</li> <li>• [Advanced] Forum</li> <li>• Assignment</li> <li>• Quiz</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Provide opportunities for students to communicate their learning needs to instructor (pre-course survey)</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Use ungraded surveys to gauge student learning</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Whenever possible, allow for student autonomy and choice</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Use multiple activity modes, including visual, textual, kinesthetic and/or auditory (when appropriate) in activities to enhance student learning &amp; accessibility</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Clearly communicate expectations</li> </ul>	

## Assessment

Assessment	Description & Guidelines	Suggested Moodle Tools	✓
<b>3.1 Articulation of Assessment Criteria</b>	Assignment instructions and expectations are clear and can be found in more than one place throughout the course. A gradebook is set up and visible to students.	<ul style="list-style-type: none"> <li>• Gradebook</li> <li>• Assignment</li> <li>• Turnitin</li> <li>• VoiceThread</li> <li>• Quiz</li> <li>• Rubric</li> <li>• Joule Grader</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Provide detailed instructions and tips for completing assignments</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Provide sample assignments to illustrate instructor expectations</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Provide clear instructions and guidelines for completing quizzes (timing, # of attempts, etc.)</li> <li>➤ Give students rubrics and/or grading guides ahead of time, so expectations are clear</li> </ul>		
<b>3.2 Variety of Assessment Tools</b>	Students are assessed with both summative methods and formative methods. Assessment methods are varied (e.g. writing, quizzes/tests, projects, presentation, forum participation).	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Question Bank</li> <li>• Assignment</li> <li>• Turnitin</li> <li>• VoiceThread</li> <li>• Survey</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Use a variety of assessments throughout the course (e.g. not just one final exam)</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Align assessments with student learning outcomes</li> <li>➤ Include low-stakes (usually at beginning of course) assessments for students to practice using Moodle and producing work for the course.</li> </ul>		
<b>3.3 Instructor Response and Availability</b>	Students receive grades in a timely manner and, whenever appropriate, with feedback on their work.	<ul style="list-style-type: none"> <li>• Joule Grader</li> <li>• Rubric</li> <li>• Gradebook</li> <li>• Assignment</li> <li>• Turnitin</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Give timely, thorough feedback in addition to grade</li> </ul>		

	<ul style="list-style-type: none"> <li>➤ Provide all grades and feedback through Moodle, not BCC email</li> <li>➤ Whenever possible, reference assignment/forum rubric when providing feedback</li> </ul>	
<b>3.4 Forum Assessment</b>	Forums are assessed through a set of specific criteria, which might include both quantity and quality of postings, clear deadlines (date and time), and grading method (rubric, marking guide, or checklist).	<ul style="list-style-type: none"> <li>• [Advanced] Forum</li> <li>• Rubric</li> <li>• Joule Grader</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Provide students with discussion/participation rubric ahead of time</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Give students examples of exemplary discussion posts</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Participate in forums and ask students to elaborate if posts are not adequate</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Provide instructions for forum postings in forum description</li> </ul>	
<b>3.5 Student Self Assessment &amp; Formative Assessment</b>	Students complete reflection and/or self-assessment activities throughout the course, enabling learners to assess their own progress, identify areas for review and reestablish learning goals.	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Quiz</li> <li>• Assignment</li> <li>• [Advanced] Forum</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Provide formative assessments to help students track their learning progress &amp; provide feedback on course structure</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Share results of formative assessments with students and make changes whenever possible</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Incorporate reflective activities into course</li> </ul>	
<b>3.6 Preventing Academic Dishonesty</b>	Openly discuss academic honesty in your online or hybrid course and give students resources to help prevent inadvertent plagiarism. Structure assignments and assessments to discourage plagiarism and cheating.	<ul style="list-style-type: none"> <li>• Turnitin</li> <li>• Quiz</li> <li>• Question Bank</li> <li>• Resources</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Provide students with resources to help them avoid unintentional academic dishonesty</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Use anti-plagiarism software (Turnitin) for written assignments</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Place time limitations on exams</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Create quizzes for students that shuffle possible answers, draw different questions from question bank, etc.</li> </ul>	

**References Consulted**

Online Course Design Rubric and Guidelines, developed by faculty and staff at Holyoke Community College and shared with a CC: By license

Online Course Best Practices Checklist, developed by Palomar College

Extensive input from BCC's Academic Technology Advisory Committee (ATACOM)

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