

Course Design & Organization

Design & Organization	Description & Guidelines	Suggested Moodle Tools	✓
1.1 Course Information	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"> • Label • Book • Page • File/URL • Calendar 	
	➤ Syllabus is easily located		
	➤ Syllabus is available in an accessible format (pdf, rtf, Google Doc, etc.)		
	➤ Clearly state course Student Learning Outcomes		
	➤ Clearly state course grading policy and align policy with course gradebook setup		
	➤ Clearly present Academic Honesty policy		
	➤ An orientation for the course is offered, (online/on campus)		
➤ Provide students with information about BCC resources (Tutorial Center, Library, Computer Labs, etc.)			
1.2 Course Resources and Instructor Contact Information	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"> • Label • Book • Page • File/URL 	
	➤ Prominently display instructor contact and office hours (online/in-person) information		
	➤ Prominently list required and supplemental textbooks, reading lists and course materials		
	➤ Clearly state an interaction plan that includes both instructor & student interaction expectations		
1.3 Organization	Content is structured and explained for easy task navigation and supports student learning. Consistent structure is present throughout.	<ul style="list-style-type: none"> • Label • Sections • Course Format • Folder • Calendar 	

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

Course Delivery & Interaction

Delivery & Interaction	Description & Guidelines	Suggested Moodle Tools	✓
2.1 Interaction Requirements & Expectations	Course clearly states the expectations of frequency, depth, and means of interactions with the instructor and other students.	<ul style="list-style-type: none"> • Quickmail • Label • [Advanced] Forum • Course Announcements 	
	➤ 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.		
2.2 Opportunities for Student-Instructor Interaction	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"> • Quickmail • [Advanced] Forum • Feedback/Joule Grader • Announcements • Chat • VoiceThread 	
	➤ 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		
2.3 Opportunities for Student-Content Interaction	Course provides structured opportunities for students to interact with content in an academic manner.	<ul style="list-style-type: none"> • Assignment • [Advanced] Forum • Folder • File • URL • Label 	

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

Assessment

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

	<ul style="list-style-type: none"> ➤ Provide all grades and feedback through Moodle, not BCC email ➤ Whenever possible, reference assignment/forum rubric when providing feedback 	
3.4 Forum Assessment	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"> • [Advanced] Forum • Rubric • Joule Grader
	<ul style="list-style-type: none"> ➤ Provide students with discussion/participation rubric ahead of time 	
	<ul style="list-style-type: none"> ➤ Give students examples of exemplary discussion posts 	
	<ul style="list-style-type: none"> ➤ Participate in forums and ask students to elaborate if posts are not adequate 	
	<ul style="list-style-type: none"> ➤ Provide instructions for forum postings in forum description 	
3.5 Student Self Assessment & Formative Assessment	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"> • Survey • Quiz • Assignment • [Advanced] Forum
	<ul style="list-style-type: none"> ➤ Provide formative assessments to help students track their learning progress & provide feedback on course structure 	
	<ul style="list-style-type: none"> ➤ Share results of formative assessments with students and make changes whenever possible 	
	<ul style="list-style-type: none"> ➤ Incorporate reflective activities into course 	
3.6 Preventing Academic Dishonesty	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"> • Turnitin • Quiz • Question Bank • Resources
	<ul style="list-style-type: none"> ➤ Provide students with resources to help them avoid unintentional academic dishonesty 	
	<ul style="list-style-type: none"> ➤ Use anti-plagiarism software (Turnitin) for written assignments 	
	<ul style="list-style-type: none"> ➤ Place time limitations on exams 	
	<ul style="list-style-type: none"> ➤ Create quizzes for students that shuffle possible answers, draw different questions from question bank, etc. 	

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)

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

