

Course Design Checklist for Hybrid and Online Courses

Course Overview and Introduction: Is Everything Clear?

- ✓ The course provides clear navigation.

Examples:

- Getting Started Module
- Using Modules to organize content in Canvas
- Canvas Home Page with clear directions on how to get started with the course
- Video that provides a general course overview

Hybrid Course: The purpose of both online and face-to-face components of the course is clearly explained.

- ✓ Course indicates minimum technology requirements and provides links to support services.

Examples:

- Link to [BC Technology Service Desk](https://bellevuecollege.teamdynamix.com/TDClient/Home/) Link to Technology Service Desk at BC:
<https://bellevuecollege.teamdynamix.com/TDClient/Home/>
- Link to [Canvas Community](https://community.canvaslms.com/community/answers/guides) Link to Canvas Guides: <https://community.canvaslms.com/community/answers/guides>

- ✓ The course includes an instructor introduction and information on how to communicate with the instructor.

Examples:

- Instructor's Bio page included in the Getting Started module
- Discussion Board where students can introduce themselves included in the beginning of the course
- Instructor's contact information and office hours provided on the Home Page
- Course has clear policy regarding response time

Syllabus

- ✓ Bellevue College Syllabus template is used.
- ✓ [Course Syllabus](https://www.bellevuecollege.edu/bconnect/create-a-syllabus-using-the-bellevue-college-syllabus-template/) is easy to find.
<https://www.bellevuecollege.edu/bconnect/create-a-syllabus-using-the-bellevue-college-syllabus-template/>

Examples:

- Syllabus is available via the syllabus tab in Canvas and also posted in the Getting Started Module.

- ✓ Grading policy is clearly stated in the Syllabus.
- ✓ The course syllabus can be downloaded.

Learning Objectives

- ✓ Course learning objectives are posted in the syllabus.
Examples:
 - a. Course objectives posted in the outcomes tab in Canvas, as well as in the course Syllabus.
- ✓ The module learning objectives describe outcomes that are measurable. They are consistent with the course level outcomes.

Clear and Measurable Assessments

- ✓ The types of assessment selected measure the stated learning outcomes and are consistent with course activities.
- ✓ The grading policy is clearly stated. It is suggested for each assignment to have a rubric, outlining the requirements.
- ✓ Assessments are varied and accurately measure stated learning objectives.

Instructional Materials

- ✓ The instructional materials support the learning outcomes and are sufficient for the student to learn the subject.
- ✓ The purpose of all instructional materials (book, publications, videos, multimedia, software, interactive elements, etc.) is clear.

Hybrid Course: Clear instructions that specify which materials are to be used in the face-to-face classroom and which are specific to the online portion of the course are provided.

- ✓ The instructional materials are current. The instructional materials represent up-to-date thinking and practice in the discipline.
- ✓ A variety of instructional materials are used in the course.
Examples:
 - a. Open Educational Resources (OER), textbooks, other publications, instructor-created resources, websites, or multimedia

Course Activities and Learner Interaction

- ✓ Learning activities foster interaction and support active learning.
Hybrid Course: Online and face-to-face activities are connected by a common theme. The connection is explained clearly.
- ✓ The instructor's plan for response time and feedback is clearly stated.
- ✓ Activities should promote achievement of stated learning outcomes.
- ✓ Course provides multiple activities that help students develop critical thinking and problem-solving skills.

Course Technology

- ✓ Tools and media support learning outcomes.
Examples of tools and media:
 - a. Apps and software
 - b. Media such as videos, animations, etc.
- ✓ Tools and media are appropriately chosen to enhance student engagement with course content.
- ✓ Technologies used are user-friendly, and clear instructions on how to use the tools are provided.
- ✓ Tools and media are accessible to all learners.

Learner Support

- ✓ Links are provided to technical support services, academic support, student support, library resources, DRC, etc.
Examples: These links can be included in the Getting Stated Module, as well as in the course Syllabus.

Accessibility

- ✓ Getting started materials include information regarding accessibility and link to the Disability Resource Center (DRC).
- ✓ Course navigation is easy to use, and course materials are organized in modules in Canvas.
- ✓ Videos are captioned.
- ✓ Text transcript is included for the audio content.
- ✓ Images, graphs, and tables are described via alt-tags and descriptions.
- ✓ Tables are set up with headings for columns and rows.
- ✓ Styles are applied for Word documents and Canvas pages.
- ✓ PDFs do not contain text that is merely image scans.
- ✓ Colors alone are not used to convey important meaning. The meaning is also conveyed in another way that does not require perceiving different colors.

Division-Level Guidelines

Specific division-level guidelines can be included in this section.

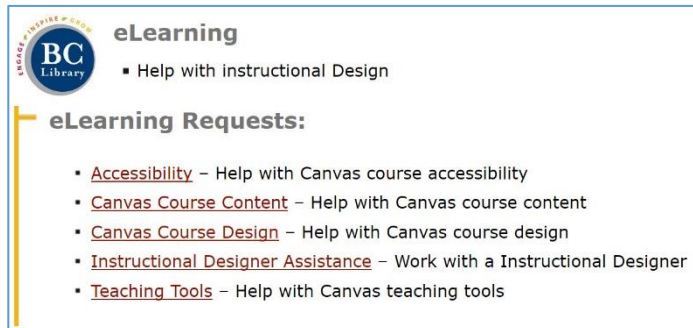
Appendix: Resources and Instructional Support

1. Instructional Support for Faculty:

a. Instructional Design Support

If you have questions about online/hybrid course design, eLearning Instructional Designers are available for consultations. To schedule an appointment please stop by the eLearning and Multimedia Center located in D140 or Call us at 425-564-4210 or send a [Request Center](#) ticket under the **eLearning** category with all the details.

Link to Request Center: <https://www.bellevuecollege.edu/requestcenter/>



b. Technology Support

If you have questions about accessing Canvas at the start of the quarter, create a ticket at the [ITS Service Desk](#) with all the details.

Link to the ITS Service Desk: <https://bellevuecollege.teamdynamix.com/TDClient/Home/>

2. Resources:

a. UDL/Instructional tools/Accessibility Training

View the [workshop calendar for eLearning](#). Instructional Designers are also available to provide small-group trainings for your program and division.

Link to the eLearning training calendar:

<https://www.bellevuecollege.edu/bcconnect/workshops/>

b. Canvas Getting Started Module

The Getting Started Module helps students figure out how to engage with a course and serves as an entry point for students in the course– whether hybrid or online.

✓ The module is available in Canvas Commons when you login to Canvas

✓ This module is also available on the eLearning website

Directions on how to download [the Canvas Getting Started Module](#):

<https://www.bellevuecollege.edu/bcconnect/2015/03/27/the-getting-started-module/>

c. BC-Connect Website

The eLearning department website, provides resources and tips for creating accessible, engaging and effective web-enhanced, hybrid and online courses. Please click on the link below to access [BC-Connect](#): <http://www.bellevuecollege.edu/bcconnect/>