Course Design Checklist for Canvas

Courses

Course Overview and Introduction: Is Everything Clear?

- ✓ The course provides clear navigation.
  Examples:
  a. Getting Started Module
  b. Using Modules to organize content in Canvas
  c. Canvas Home Page with clear directions on how to get started with the course
  d. 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:
  a. Link to BC Technology Service Desk Link to Technology Service Desk at BC: https://bellevuecollege.teamdynamix.com/TDClient/Home/
  b. Link to Canvas Community 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:
  a. Instructor's Bio page included in the Getting Started module
  b. Discussion Board where students can introduce themselves included in the beginning of the course
  c. Instructor's contact information and office hours provided on the Home Page
  d. Course has clear policy regarding response time

Syllabus

- ✓ Bellevue College Syllabus template is used.
- ✓ Course Syllabus is easy to find. https://www.bellevuecollege.edu/elearningfaculty/create-a-syllabus-using-the-bellevue-college-syllabus-template/
  Examples:
  a. 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.

eLearning Center | Room D140 | eLearning Workshops
Developed by the eLearning Committee
Page 1

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.

eLearning Center | Room D140 | eLearning Workshops
Developed by the eLearning Committee
Page 2

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 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/
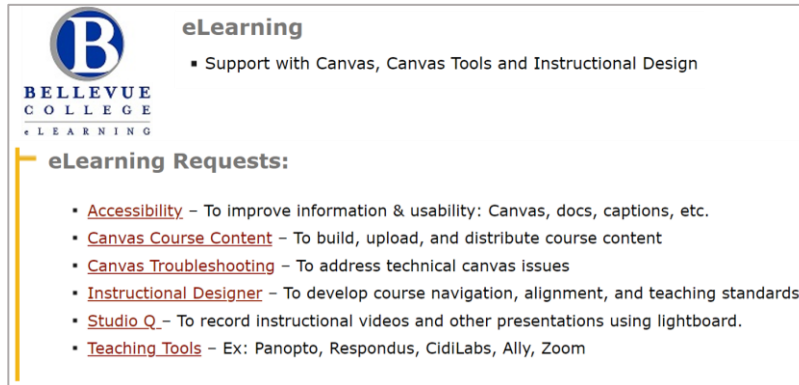
   b. **Technology Support**

   Contact the ITS Service Desk, if you have questions about accessing Canvas at the start of the quarter, adding users to your course, requesting a Canvas shell for an Incomplete.

   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/elearningfaculty/workshops-and-classes/

   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/elearningfaculty/the-canvas-getting-started-module/

   c. **eLearning websites:**

   The eLearning department website provides resources and tips for creating accessible, engaging and effective web-enhanced, hybrid and online courses.
   eLearning website for faculty: https://www.bellevuecollege.edu/elearningfaculty/
   eLearning website for students: https://www.bellevuecollege.edu/elearning/