



Course Design Checklist

This checklist makes *recommendations to improve course design*. If you are developing a new course, use this as a guide for your design process. You can also use this checklist if you are revising a course. If you have a previously completed checklist, use it as a starting point. Instructional Designers are available to review your course and/or help arrange a peer review.

COURSE DEVELOPMENT

REVISION

Course Information				
Instructor Name:				
Course Title:				
Course Number/Credit Hours:				
Reviewed by:				
Date of Review:				
		Instructor	Reviewer	Comments:
I. Welcome				
Instructor welcomes students to the course: <i>Includes contact info, explanation of making contact, required first assignment, expected deadlines, explanation of early withdrawal, prerequisite check.</i> ___ in Welcome Letter ___ in Bb announcement ___ other location:				
Instructor provides clear directions for getting started: <i>Includes course navigation intro and any assignments or resources for the first day of class.</i> ___ in announcement ___ in Welcome Letter ___ Getting Started menu item in Bb ___ other location: _____				
Regularly scheduled office hours are available <i>(by phone, audio conference, web conference, IM, etc.)</i>				



Instructor provides brief biographical information and photo/video to establish instructor presence.			
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II. Syllabus	Instructor	Reviewer	Comments:
Includes description of course: <input type="checkbox"/> course title, number, credits, prerequisites, meeting time <input type="checkbox"/> instructor name, office hours, telephone, e-mail <input type="checkbox"/> course goals <input type="checkbox"/> course description <input type="checkbox"/> description of instructional methods <input type="checkbox"/> complete list of course materials <input type="checkbox"/> pacing expectations <input type="checkbox"/> schedule of class topics and assignments <input type="checkbox"/> checklist/due dates for assessments			
Includes policies: <input type="checkbox"/> student learning outcomes <input type="checkbox"/> instructor response time for emails and student communication <input type="checkbox"/> response time on returning lessons <input type="checkbox"/> instructions on how to check grades <input type="checkbox"/> explanation of grading policy, Incomplete requirements and instructor withdrawal policy <input type="checkbox"/> course policies, including participation, late work <input type="checkbox"/> address plagiarism and academic integrity for course <input type="checkbox"/> proficiencies required for course <input type="checkbox"/> evaluation criteria <input type="checkbox"/> expectations for student participation <input type="checkbox"/> etiquette/netiquette for communication with instructors and peers. <input type="checkbox"/> add/drop date			
Includes student support: <input type="checkbox"/> information on student support services <input type="checkbox"/> information on disability services <input type="checkbox"/> list of technical requirements (e.g., connection speed, hardware, software) and a list of expected technical competencies (e.g., e-mail or word processing). <input type="checkbox"/> A "Plan B" for technology outage with instructions.			
Course calendar or assignment due dates are available in a location in addition to the syllabus: <i>(Ex: in a separate location in Bb or repeated in lesson folders)</i>			Where is this located?

III. Course Content	Instructor	Reviewer	Comments:
An explanation of course navigation and arrangement is available to students.			
Learning outcomes for the course are available and clear.			
Each lesson or module provides: <ul style="list-style-type: none"> ___ learning objectives ___ introduction to the material ___ clear directions ___ learning activities ___ instructor insights (e.g., lecture notes or material) ___ clearly defined assignments 			
Making Contact Assignment (due within the first week)			
First Content Assignment (due within first two weeks prior to add/drop date)			
Lecture materials are sequenced and “chunked” to improve usability.			
All web links are currently functioning.			Date evaluated:
Material has been checked for spelling and grammar.			Date evaluated:
Course materials reviewed for accessibility for students with disabilities when accommodations are requested. <i>Ex: providing material in alternative formats, such as printable text files or video closed captioning</i>			
Course materials reviewed for compliance with copyright and fair use. <i>Ex: permission obtained for video duplication and open online resources used when available.</i>			
Instructor connects course content to the student’s current and/or future context. <i>Ex: Cultural context, career paths.</i>			Give example:
Additional resources are provided for students who want more information.			

IV. Interaction and Collaboration	Instructor	Reviewer	Comments:										
Explanation of how feedback on assignments will be given to students.			What is the channel?										
Identify the collaboration methods used in this course: <table border="1" data-bbox="203 594 849 751"> <tr> <td>Discussion</td> <td>Web Conferencing</td> </tr> <tr> <td>Chat</td> <td>Email</td> </tr> <tr> <td>Student Presentation</td> <td>Blog</td> </tr> <tr> <td>Peer Evaluations</td> <td>Wiki</td> </tr> <tr> <td>Role Playing</td> <td>Other</td> </tr> </table>	Discussion	Web Conferencing	Chat	Email	Student Presentation	Blog	Peer Evaluations	Wiki	Role Playing	Other			If other, please specify:
Discussion	Web Conferencing												
Chat	Email												
Student Presentation	Blog												
Peer Evaluations	Wiki												
Role Playing	Other												
Explicit instructions for using communication tools are provided. <i>Ex: Link to tools help or screen shots.</i>			Where is this located?										
An open collaboration area for students is provided. <i>Ex: Bb Collaborate room, Google Hangout or open discussion board.</i>			What is used?										
Group projects/activities are assigned to students to encourage peer-to-peer interaction and teamwork.													
Students are introduced to the larger professional or learning community in the field.													

V. Assessment	Instructor	Reviewer	Comments:
A mechanism is in place for instructor to provide specific, detailed feedback to students on each assessment.			What is it?
A gradebook is used for students to check their progress.			
Exams correspond with the stated learning objectives for the course. (Not all courses use exams for assessment. If exams will be used, they must match course content and goals.)			
Considerations are given for flexible submission formats. Ex. audio or video instead of written submission.			
Students are given varied opportunities for reflection, such as: <input type="checkbox"/> student's own learning experience <input type="checkbox"/> real-world relevance & application <input type="checkbox"/> meta-reflection on the course itself: learning materials, strategies, and structure			
Cultural and contextual considerations are woven into assignments when appropriate.			Give Examples:
Assignments vary in performance types. Ex. Create, publish, present, etc.			Please explain:
Assignments encourage critical thinking and problem solving (analyze, adapt, apply and evaluate).			
A student self- and/or peer-review is included in graded assessments			
Assessments give students the opportunity to demonstrate real world applications of knowledge and skills. Ex. Role playing, modeling, etc.			
Assignment expectations are clearly communicated including deliverables, due dates, and instructions for submission.			
Expectations are explicit (e.g. rubrics and/or examples provided) to explain assessment & grading criteria			

VI. Technical Support Considerations	Instructor	Reviewer	Comments:
Instructions for technical support are provided to the students. <i>Ex: UAA IT Call Center information, online tutorials etc.</i>			
Required tools such as plug-ins and players are clearly defined and links are provided for acquiring those tools.			Please list:
All technologies to be used in the course are tested with students in the first week to insure that the students have the technology resources to complete the course.			
A technology outage plan or "Plan B" is included with explicit instructions.			What is it?
A mechanism is in place for instructor to identify and contact students who are falling behind. <i>Ex: Bb Performance Dashboard and Retention Center</i>			What is it?

VII. Additional Comments

Step Two: List planned improvements and the schedule for implementing them.

ACTION ITEMS	Instructor	Reviewer
I. High Priority improvements		
What do you want to add/change before next offering? <i>List all items and dates for completion.</i>		
II. Other recommended revisions and enhancements		
What do you want to consider adding/changing in the future?		
III. Follow-up		
What is your follow-up plan? <i>Ideas: Schedule Consultation with Instructional Designer or Peer Reviewer, Schedule review process between course offerings</i>		