MASTER COURSE DESIGN CHECKLIST

Use this list to apply effective practices in designing and developing your master course.

**GETTING STARTED CONTENT**

☐ Create an Announcement that directs students on how to get started in your course.
☐ Include a Start Here Module which contains placeholders for:
  - Welcome Page (welcomes students to course, gives course overview, and any other important information)
  - Accessible Syllabus (includes course schedule table),
  - Course Schedule widget (optional),
  - KSU Student & Academic Policies, ADA, Privacy, & Technical Help
  - Instructor Introduction (Video (w/captions) or Document),
  - Course Tour (Video (w/captions) or Document)
  - Student Introduction Discussion
  - A Q & A Discussion Forum where students can ask the instructor and other students questions about the course.
☐ Build the rest of your course structure (Module or Weekly format).
☐ Create a Syllabus Quiz to ensure that students have read and understand the syllabus and to help students familiarize themselves with the technology and testing environment.

**LEARNING OBJECTIVES**

☐ Describe the objectives in each module.
☐ Write objectives from students’ perspective in a student-friendly language.
☐ Write objectives that are observable and measurable (Verb Wheel).
☐ Develop module objectives that are consistent with the course level objectives.
☐ Place objectives prominently in the beginning of each module.
☐ Create a course alignment table to demonstrate how course and module level objectives are aligned with one another.
☐ Create transparency between objectives, assessments, and content – explain to students how objectives will be measured (assessments) and what content is imperative to achieve these objectives (to be able to do what is learned).
☐ Begin the module with an introduction explaining what will be covered in that module.
☐ Conclude the module with a summary of the module and a preview of what to expect in the next module.

**COURSE CONTENT AND INSTRUCTIONAL MATERIAL**

☐ Course content must contribute to stated learning objectives and prepare students for assessments.
☐ Explain the purpose of the instructional material so students understand why and how they can use the material.
☐ Sequence instructional material in an obvious, consistent pattern to avoid confusion.
☐ Provide appropriate citations for all resources used and follow copyright laws.
☐ Ensure that instructional material is current and up to date. If the content is historical, ensure that only seminal work is included.
☐ Ensure that instructional material offers diverse perspectives.
☐ Provide instructional material in multiple formats to provide students with choices: (read/watch/listen/explore).
☐ Create a flexible design so other instructors can easily tailor it to their needs.
☐ Clearly mark optional material.
☐ Review all content using the AWA Course Accessibility Checklist.

**ASSESSMENTS**

☐ Connect assessments to associated learning outcomes and encourage engagement with the content.
☐ Use Blooms Taxonomy to create assessments that are measurable, aligned to module and course objectives, and use appropriate thinking order skills.
☐ Communicate assessment descriptions and state the learning objectives and assignment parameters.
☐ Include rubrics or specific grading criteria for all graded assessments.
☐ Design assessments for diverse learners and perspectives.
☐ Provide examples to ensure that students understand the task.
☐ Use a variety of assessment methods throughout the course that allow students to demonstrate learning in multiple modalities (write/present/video/audio/images etc.).
☐ Create practice tests/knowledge checks to determine the students’ understanding of the course content.
☐ Provide formative self-tests to promote engagement and to check for student understanding of the course materials.
☐ Communicate due dates clearly and consistently throughout the course.
☐ Ensure that submission/completion requirements are clearly stated, including required learning technologies, word count, and other criteria.

**ALIGNMENT**

☐ Ensure that module objectives align with course objectives.
☐ Ensure that module objectives align with module and course assignments/assessments.
☐ Ensure that instructional material aligns with course and module objectives.
☐ Ensure that instructional material aligns with the course assessments/quizzes/final exams.
☐ Ensure that instructional activities (discussions/homework/projects, etc.) align with course and module objectives.
☐ Use numbering to check for alignment (For example: Course Level Objective 1 aligns with Module Objectives 1.1 and 1.3; Course Level Objective 2 aligns with Module objective 1.2, 2.1 2.2 and 2.3 etc.)

**ONLINE INSTRUCTOR PRESENCE AND STUDENT ENGAGEMENT**

☐ Include opportunities for students to interact with instructor and course material through active learning activities.
☐ Provide opportunities for students to interact with each other (Discussions, Group Projects, etc.).
☐ Provide students with options to communicate on emails, during virtual hours, during synchronous meetings/lectures, during office hours by appointment etc.
☐ Provide feedback for all assignments, test, quizzes, and discussions and provide a timeline for the feedback.
Provide students with opportunities to engage and solve real world problems (through projects and real artifacts that get built or designed during the class through group-based projects/group work).

**TIPS FOR SUCCESS**

- Use the Student Preview Option to ensure your students are seeing what you intend them to see.
- Check in frequently with weekly reminders or frequent discussion board contributions.
- Ensure students have time to obtain required resources such as readings, software, and other course requirements prior to the course start date.
- Offer regular opportunities for student feedback and schedule an optional synchronous session if needed.
- Preparation is key! Have the course ready to go so students can see the structure, timelines, expectations, and any other important information at their first login.
- Send weekly summaries that connect to course learning outcomes and include reflective questions and reminders to help keep students on track (hint: put reminders into your calendar to keep yourself organized).
- Send any Announcements also as emails to ensure your message is received by the students. **Note:** If using D2L email, students can only respond using their D2L email.
- Include a detailed instructor’s guide, indicating everything that needs to be changed/customized, and create a copy of your course for disaster recovery.

**HAVE QUESTIONS?**

Contact the Digital Learning Innovations department at dli@kennesaw.edu.


**RESOURCES**


https://taylorinstitute.ucalgary.ca/resources/online-course-design-checklist is licensed under CC BY ND 2.0

![Digital Learning Innovations](https://kennesawstate.edu/)

**DIGITAL LEARNING INNOVATIONS**

A UNIT OF THE OFFICE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT