

Course Development Checklist

The following should be considered as guidelines only. Not all the items may be applicable to every course.

1. Course Information

The Syllabus / Course Overview and schedule documents contain all necessary information in a format that is easily accessible to students.

	Done
1.1 Syllabus / Course Overview contains clear instructions on how to get started and where to find various course components.	
1.2 Overview contains a description of the course and its structure	
1.3 Prerequisite knowledge in the discipline or any required competences are clearly stated	
1.4 Course objectives/goals are clearly defined	
1.5 Required textbook(s) is listed. Course readings are entered into the Library Reserve System.	
1.6 Syllabus / Course Overview includes statements on reasonable expectations for instructor response time.	
1.7 Expectations regarding student logins per week and required interaction are clearly articulated, as well as netiquette regarding discussions, email and other forms of communication.	
1.8 Course assignments are clearly described, grading/evaluation, definition of "attendance," etc.	

* Before writing about course policies, academic honesty, and accessibility, please check the information provided in the "Student Resources" section in every course.

2. Learning Objectives

Course Goals and weekly learning objectives apply to different learning styles, go across different domains of learning activity, and move from lower-order to higher-order objectives

2.1 The course goals describe outcomes that are measurable.	
2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course level objectives.	
2.3 All learning objectives are stated clearly and written directly to students,	

e.g. “You will be able to...”	
2.4 The learning objectives are appropriately designed for the level of course*.	

* For help with writing learning objectives, consult [Bloom’s taxonomy](#).

3. Course Content / Instructional Materials

The course provides weekly modules or units, which may include a topic overview, learning objectives, activities, assignments, and a resource list.

3.1 Content is provided in a progressive manner that consists of separate, clearly identified and manageable weekly units or modules.	
3.2 Content format is consistent from module to module.	
3.3 How students progress through course and modules is apparent through design and/or instructions.	
3.4 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	
3.5 The instructional materials are current.	
3.6 All resources and materials used in the course are appropriately cited and references.	
3.7. The distinction between required and optional materials is clearly explained.	

4. Active Student-Centered Learning

Course design facilitates active or student-centered learning.

4.1 Students are given opportunities for practice, reflection, and engagement with the course content.	
4.2 Pedagogy is focused both on content and the learning process.	
4.3 Teaching practices allow for experiential applications from students’ lives (as appropriate) and with consideration of student confidentiality.	
4.4 Teaching strategies are in accordance with course and module-level learning objectives.	
4.5 The course uses creative approaches to delivering content.	

5. Interactions and Participation

Mechanisms are in place to create a sense of community among learners.

5.1 A sense of connection and course continuity is encouraged by appropriate use of course components such as Discussion Forums or collaborative tools.	
5.2 Expectations regarding student interaction in the Discussion Forums or other places in the course are clearly defined in the syllabus or in a separate document.	
5.3 Appropriate discussions and topics have been established in the Forums that enhance analysis of course materials.	
5.4 Evaluation scheme includes discussion or other interactive participation (as appropriate).	
5.5 Opportunities are or can be provided for students to engage in collaborative learning activities.	

6. Evaluation/Assessments and Assignments

Evaluation/Assessments and assignments are congruent with stated learning objectives.

6.1 Assignments and assessments measure the stated learning objectives and are consistent with course activities and resources.	
6.2 Assignments or quizzes are clearly described with directions for how to submit or access materials.	
6.3 Specific requirements are listed in assignment descriptions with due dates set.	
6.4 Assignments and projects are accompanied by rubrics or sample assignments. Information such as the draft review process and detailed list of expectations and standards are listed.	
6.5 Assessments or quizzes are in line with learning objectives and activities to support student achievement.	
6.6 Varied assessment techniques exist to address differences in learning styles and abilities.	
6.7 Overall evaluation scheme encourages academic integrity through distribution of course points across several assignments with ongoing feedback to students.	

7. Feedback Methods

A variety of feedback methods are incorporated to guide learners.

7.1 If quizzes are used, questions contain automated feedback (e.g., “Review Module 2, the section on the history of early childhood”).	
7.2 On the course page, assignment descriptions include how the instructor will be providing feedback.	
7.3 Grade items and points match assignments listed in Syllabus / Course Overview, and in other parts of the course site.	

8. Diversity

The course is welcoming to students with diverse backgrounds and abilities.

8.1 The course is appropriate for university level learners, free from cultural bias and makes minimal use of idioms.	
8.2 Where visuals are used, they are diverse in nature and not restricted to any single cultural group, unless warranted by specific content.	
8.3 The course contains alternatives to visual and auditory content.	
8.4 Instructions and guidance on how to obtain accommodations are clearly stated in the course.	
8.5 Course instructions articulate or link to the institution’s accessibility policies and services.	
8.6 The course design facilitates readability and minimizes distractions.	
8.7 All video and audio material is accompanied by captions and transcripts where possible.	

9. Intellectual Property

The course material reflects adherence to copyright and intellectual property considerations.

9.1 All material used in the course have no apparent violations of copyright law or university policy.	
9.2 The course informs students of appropriate uses of publisher, instructor, and student-written material in keeping with the copyright law*.	

* Visit [UBC Copyright Office](#) for more information on copyright.

10. Learner Support

Learner Support is provided on different levels to help students succeed in the course.

10.1 The course includes information on the types and the ways to access technical support.	
10.2 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.	

11. Learning Technology

Technology used in the course assists learners in achieving their goals. Its main purpose is to enable teaching and learning.

11.1 The tools and media support the course learning objectives.	
11.2 The tools used in the course are identified in the Course Overview and there are clear instructions on how to use them or where to find assistance.	
11.3 Course tools and media support student engagement and guide the student to become an active learner.	
11.4 Navigation throughout the online components of the course is logical, consistent and efficient.	
11.5 Students can readily access the technologies required in the course.	
11.6 The course technologies are current.	
11.7 The course is designed to be delivered in an asynchronous format, but synchronous tools are also used where appropriate.	