**Course Development Checkpoints**

As you develop your online class in a process guided by the Course Development Handbook and the Course Development Inventory, we ask that you keep us updated on your progress. The following are major checkpoints in the course development process. As you reach each one, please let us know, share your work to that point, and arrange for a discussion either in person, on the phone, or online. This way, we keep up to date on your progress and can better manage our services to meet your needs.

Course name and number:_____

Course developer:_____

Target date for course completion:_____

RU Online designer:_____

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**I. Determine Course Goals in the Context of Academic Program and College**

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    A. Knowledge outcomes
    B. Application/demonstration outcomes
    C. Experiential outcomes
    D. Actions
        1. Create learning objectives
        2. Use performance-based, authentic learning goals if possible
        3. Create activities based on objectives; eliminate instructional activities that do not contribute directly to learning goals
        4. Consider the course purpose, its fit within the academic program and its mission and goals, and its fit within the broader institutional mission and goals and discuss with your program chair

Target Date for Learning Objectives:_____

Meeting with:_____

## II.  Decide How to Help Students Achieve Learning Outcomes

A.  Select an approach or approaches to course organization
1.  Knowledge-based
2.  Application-oriented
3.  Problem-based

B.  Choose the most appropriate instructional design for the learning objectives
1.  Inquisitory presentation—questioning strategies
2.  Collaborative learning—peer engagement in learning activities
3.  Expository presentation—lecture or "telling" strategy
4.  Generative learning—mental manipulation of material for personal understanding
5.  Anchored instruction—role playing while investigating a problem
6.  Problem-based learning—study based in real world problems, e.g., case study analysis

C.  Actions and delivery structure
1.  Match instructional strategies with learning objectives and appropriate technologies. (Consider student accessibility.)
2.  Keep technology mix simple and consistent.
3.  Consider potential technological learning barriers.

Target date for outline of learning strategies and technologies:_____

Discussion of strategies and appropriate technologies with:_____

## III.  Determine Course Organization and Materials

A.  Consider 12-week course format.

B.  Estimate time needed to cover course content *in an online environment.*
1.  Use classroom experience as a benchmark.
2.  Don't include unnecessary content or technology.
3.  Separate and clearly define required and supplemental material, especially web links.
4.  Work within the Blackboard course format.

C.  Action: Use a modular format for course development.
1.  Use the course purpose and learning objectives to outline modules. (One module per semester hour of credit is a good benchmark.)

2. Include all course elements and make them appropriate for the online environment
    a. Basic skills, content, and competencies
    b. Content activities, notes, visuals, links, handouts, study questions
    c. Formative and summative assessments
3. Consider layout
    a. "Portioned" material
    b. Course fluidity
    c. Visual appeal
    d. Storyboard or flowchart to conceptualize course organization
    e. Generate a course syllabus

Target date for storyboard/flowchart/full course outline:_____

Review syllabus with:_____

## IV. Focus on Course Interactivity

A. Faculty role
1. Teacher as facilitator
2. Teacher as model of interactivity

B. Learner-centered instruction

C. Reasons for interactivity
1. Engagement with course content, program, institution
2. Completion and retention

D. Interaction dyads
1. Student-to-student
2. Student-to-faculty
3. Student-to-content
4. Student-to-broader academic field

E. Implementation strategies
1. Supply appropriate content for student interaction
2. Consider interaction format
    a. Synchronous versus asynchronous
    b. Visual presentation
    c. Auditory presentations
    d. CMS options for discussion, group space, virtual spaces

F. Actions
   1. Consider technological sophistication of the audience
   2. Develop instructions appropriate to the audience.
   3. Present clear guidelines and requirements regarding participation; make the learning objectives clear.
   4. Consider your workload and your role as an active course participant.
   5. Consider variables impacting successful course interactions
      a. Instructional
      b. Social: Community-building is the heart of successful online programming and teaching.
         i. On the course site
         ii. Through email
         iii. On the telephone


Target date to discuss planned interactivity:_____

Discussion with:_____


## V. Determine Appropriate Assessment Measures

A. Use both formative and summative assessment.

B. Consider assessment measures in the online environment.
   1. Use multiple data sources such as frequency of participation, leadership, timeliness, quality of work, etc.  (The online grade book can be helpful.)
   2. If appropriate, design a pre-course assessment to assess student's placement and to familiarize students with online assessment measures.
   3. Prefer assessments that promote the use of critical thinking.
   4. Design ways to share assignments with the class.
   5. Make students aware of assessment criteria at the beginning of the course. (Rubrics work well here.)
   6. Do not rely solely on summative evaluation measures in an online class.
   7. Consider the need for proctors, mailing paper-and-pencil exams, time needed to automate exams.

C. Actions
   1. Consider assessment options, their strengths and weaknesses
      a. Graded and ungraded quizzes
      b. Individual projects
      c. Group projects

2. Select assessment measures appropriate to the learning objectives
3. Allow time for student feedback
4. Write directions as clearly as possible and provide students with channels through which they can clarify assessment concepts


Target date for assessment plan:_____

Discussion of assessment plan with:_____