

DESIGN DOCUMENT

Any course, regardless of delivery format, is strengthened by clear, thorough planning. This document is provided to faculty to help articulate not only the learning goals for online and hybrid courses, but how students will be offered the pedagogical framework to achieve them.

Before you begin building your online or hybrid course, complete all of the sections below and submit a copy of it to your sub-division/discipline's Online Course Review Team. You can then review it together and discuss any additional changes that need to be made. Once your design document has been approved, you can begin building your course.

This document can be completed on your own or with the assistance of an instructional designer from the Office of Learning Technologies.

| General Course Information | |
|----------------------------|---|
| Course Author | |
| Course Title | |
| Course Division | |
| Course Number | |
| Credit Hours | |
| Course Overview | |
| Course Description | <i>[Provide a brief description of what will be covered in this course. Broadly speaking, what topics, issues, and problems will it address?]</i> |
| Course Goals | <i>[What goals should students have achieved by the end of the course? These describe knowledge, skills, and competencies in general terms, and are long-term in scope. Example: Students will learn to compare a variety of schools of thought in modern psychology.]</i> |
| Learning Objectives | <i>[What objectives should students have achieved by the end of each unit? These should be more specific statements about what exactly you want your students to be able to do/demonstrate/master/explain/etc., and should align with your course goals. That is, for each learning goal, there should be multiple learning objectives associated with it. Example: Students will be able to recognize and articulate the</i> |

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| | <i>foundational assumptions, central ideas, and dominant criticisms of the psychoanalytic, Gestalt, behaviorist, and humanist approaches to psychology.]</i> |
| Audience/Learner Analysis | <i>[Who will be taking this course? What will your spectrum of learners look like?]</i> |
| Communication | <i>[What channels will be made available to students to communicate with each other and with the instructor? What are the expectations for student-student and student-instructor communication.]</i> |
| Accessibility | <i>[What measures will be taken to ensure that course content will be made accessible to all students, including those with disabilities? Refer to http://www.w3.org/WAI/intro/accessibility.php for more information.]</i> |
| Structure of the Course | <i>[How will this course's units be organized?]</i> |
| Unit 1 | |
| Unit Objectives | <i>[What specific learning objectives are being addressed in this unit?]</i> |
| # Days of Unit | <i>[What is the duration of this unit?]</i> |
| Media/Resources | <i>[Since this is an online course, media will be an important instructional component. Which readings, websites, videos, etc., will you be using with your students? You should provide the actual links and titles of what you intend to use, including those you intend to create yourself.]</i> |
| Unit Sequence | <i>[How will the resources, activities, and assessments be structured in this unit?]</i> |
| Instructional Strategies | <i>[What learning materials, activities, and resources will you be using with your students to help them achieve the goals and objectives?]</i> |
| Interactivity | <i>[How will students be expected to interact both with each other and with the instructor? What activities will be provided to them to facilitate interaction?]</i> |
| Assessment of Learning | <i>[What formative and summative assessments will you use to make sure that they have achieved the goals and objectives for the course? Formative assessments are low-stakes, ongoing checks of student progress; summative assessments are high-stakes evaluative instruments that focus on the larger learning objectives.]</i> |

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| Unit 2 | |
|--------------------------|--|
| Unit Objectives | |
| # Days of Unit | |
| Media/Resources | |
| Unit Sequence | |
| Instructional Strategies | |
| Interactivity | |
| Assessment of Learning | |
| Unit 3 | |
| Unit Objectives | |
| # Days of Unit | |
| Media/Resources | |
| Unit Sequence | |
| Instructional Strategies | |
| Interactivity | |
| Assessment of Learning | |
| Unit 4 | |
| Unit Objectives | |
| # Days of Unit | |
| Media/Resources | |
| Unit Sequence | |
| Instructional Strategies | |
| Interactivity | |

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| Assessment of Learning | |
| Unit 5 | |
| Unit Objectives | |
| # Days of Unit | |
| Media/Resources | |
| Unit Sequence | |
| Instructional Strategies | |
| Interactivity | |
| Assessment of Learning | |
| Unit 6 | |
| Unit Objectives | |
| # Days of Unit | |
| Media/Resources | |
| Unit Sequence | |
| Instructional Strategies | |
| Interactivity | |
| Assessment of Learning | |
| Unit 7 | |
| Unit Objectives | |
| # Days of Unit | |
| Media/Resources | |
| Unit Sequence | |
| Instructional Strategies | |

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|--------------------------|--|
| Interactivity | |
| Assessment of Learning | |
| Unit 8 | |
| Unit Objectives | |
| # Days of Unit | |
| Media/Resources | |
| Unit Sequence | |
| Instructional Strategies | |
| Interactivity | |
| Assessment of Learning | |

(ADD UNITS AS NEEDED)