**Evaluating Your Course Design Checklist**

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|  | **Criteria** | **Notes** |
| **Course Outcomes** |
| [ ]  | Does each course outcome use an active verb consistent with levels in Bloom’s taxonomy (see https://tinyurl.com/bloomsverbs) that can be measured with at least one scored assessment?  |  |
| [ ]  | Is each of the course outcomes adequate in terms of articulating expectations of student learning in the course? [ ]  Represents a fundamental result (student learning) of the course[ ]  Are at the appropriate level for the course/university[ ]  Reasonable given the time constraints of the course [ ]  Aligns with other courses in a sequence, if applicable |  |
| [ ]  | Are students likely to understand each learning outcome? |  |
| **Student Assessments** |
| [ ]  | Is each assessment clearly aligned with at least one course learning outcome?  |  |
| [ ]  | Are the assessment methods valid? (i.e., does each assessment **effectively** assess the intended course learning outcome(s)?) |  |
|  | Do the assessments emphasize (check all that apply)[ ]  foundational understanding?[ ]  critical thinking?[ ]  applying theories and concepts?[ ]  innovation?  |  |
| [ ]  | Do the assessment weightings reflect the degree of work required and the importance of the work? |  |
| [ ]  | Can the assignments be reasonably completed within the given time frame? |  |
| **Teaching and Learning Activities** |
| [ ]  | Does your course include a variety of teaching and learning activities (e.g., lecture, discussion, case study, group work, projects, presentations, etc.)? |  |
| [ ]  | Do the teaching and learning activities support student learning of the course outcomes? (e.g., if you want students to apply concepts, do they have opportunities to practice prior to a graded assignment?) |  |
| **Mental Health and Wellness** |
| [ ]  | Approximately how many hours/week are students expected to work on the course? [ ]  Is this reasonable? |  |
| [ ]  | Is the course free from “high-stakes” assessments (i.e., one item weighted 40% or more towards final grade)? |  |
| [ ]  | Do course policies support wellness rather than being punitive?­­­­ |  |