



## **COURSE REDESIGN PLANNING CHECKLIST**

### Curriculum

Have you achieved consensus among all faculty teaching the course about curricular issues including:

- core course outcomes
- topic sequences
- instructional formats
- textbook selection
- a common Web site (e.g., terminology and interactivity)

### Course Organization

Have you included ways for students to be actively engaged with course content? How will they do this?

Have you incorporated mastery learning techniques, including opportunities for practice, feedback, and reinforcement? How will this be accomplished?

Have you incorporated opportunities for student collaboration and team-based learning? How will this be accomplished?

Do you have a plan to automate grading where possible (e.g., low stakes quizzes, homework exercises, and so on)? How will this be accomplished?

Have you thought about how to increase the person-to-person assistance available to students? Who will do this and how?

Have you considered the use of various kinds of personnel to provide needed student assistance and to complete administrative tasks (e.g., undergraduate peer tutors, graduate teaching assistants, course assistants, preceptors, and so on)? Who will do what?

Have you considered what aspects of the course require face-to-face time and what aspects of the course can be conducted online?

Have you considered combining multiple sections of the course into a fewer number? Have you thought about a division of labor among multiple faculty members in order to reduce duplication?

Have you consulted with administrative staff (e.g., registrar, facilities planners, IT staff) about the impact of your redesign on their functions?

### Materials Selection and Adaptation

Have you estimated how much revision of previously developed materials, adaptation of existing materials and development of new materials will be required to meet both faculty and student needs? How much time will these tasks take and when will you accomplish them?

Do you have a plan to deal with course management software changes and updates? How will you do this?

Can the software products you have selected accommodate larger number of students (e.g., 25 vs. 200 and server performance)? How do you know?

### Faculty Development and Training

Do you have a plan to move beyond the initial course designers to enlist other faculty in teaching the redesigned course? How will you do this?

If your course involves teaching assistants, adjunct faculty, undergraduate peer tutors, do you have a plan to orient and train them?

### Student Preparation

Do you have a plan to prepare students (and their parents) for the transition from the traditional format to the new format? How will you do this?

Have you established ways to assess and provide for learner readiness to engage in IT-based courses? How will you do this?

### Infrastructure (Space, Equipment, Support)

Do you have a plan to ensure access to computers and to the network? How will you do this?

Do you have a plan to provide technical support for navigating instructional software, using course-management systems, and so on? Who will do this and how?

If needed, do you have adequate laboratory classroom space and equipment to offer the course in the redesigned format? If not, do you have a strategy such as 1) constructing more labs, 2) adopting wireless solutions where students bring laptops to traditional classrooms, and 3) using lab facilities in campus housing sites that have experienced a decline in demand as more students bring their own PCs to campus.