



## Course Development Plan Template

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*\*May come straight from current syllabus or governance documents*

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## Purpose

The purpose of this **Course Development Plan (CDP)** is to allow you a space to compile the most important foundational elements of your course in one place. It is intended not only as an assessment platform for our professional development curriculum, but also as a planning document for anyone who is developing a course.

- If you are currently in one of our **professional development courses** (e.g. 1.5-day in-person workshop, six-week online course), then you may not have a specific course in mind for development yet. If that's the case, then we suggest that you select a course that you *are likely to teach*, or perhaps *would like to teach* within the context of your department, and use that same hypothetical course as you proceed through the professional development process. If you are in one of these PD courses and *do* have a specific course in mind...that's great!
- If you are currently in our **course development cohort**, then you must fill out this document with information related to the specific course you are currently developing as part of that process. However, you are welcome to make a copy of this template and use it to help you plan the major components of any other course you may be developing as well.

**To use this document**, simply fill in each section, one at a time. *You are encouraged to copy/paste information from existing documents* (syllabi, Canvas sites, etc.) wherever possible. Just remember that this is a living document, and we may ask you to make changes to certain elements as you progress if they don't exemplify the concepts we need you to apply.

- If you are currently in one of our **professional development courses** (e.g. 1.5-day in-person workshop, six-week online course), then this document will serve as a sequenced assessment that you'll work on throughout the course. Please feel free to turn in the entire document each time, even if most of it is blank (as may be the case early on). As you progress, it will help us to see how later sections build off the earlier ones, so turning in the entire thing each time helps us get a good sense of where you stand.
- If you are currently in our **course development cohort**, this CDP will help your assigned Instructional Designer keep up with where you are and what type of support you may need. So please keep it up to date, even though your eventual Canvas site is what will actually undergo quality review at the end.



## Part I: Teacher and Learner Analysis

Before you can be reasonably expected to build an online or distance course, it's important to think about *who you are as a teacher*, and *who your students are*. What types of activities do you like to do in a "normal" classroom? What challenges might this present in the type of course you intend to deliver? Are your students predominantly in-major Sophomores, located in Blacksburg? Or are they perhaps from a wide variety of majors and geographically distributed around the world?

You need to know the answers to questions like this (or at least have an idea) in order to develop a course that allows you to accomplish what you want, and meets the unique needs of your students.

### Who are you as a teacher?

Where do you fit in relation to Grasha's Teaching Styles? If you're not sure, you can take this [interactive questionnaire](#) to figure it out!

### What excites and/or worries you the most about developing a distance/online course?

#### Who are your students?

##### Personal characteristics

- Level (e.g. Freshman, 2000-level, Masters' students)
- Part-time/Full-time
  - Working professionals?
- Location(s) and/or geographic breadth

##### Motivation

- Required course?
- Elective? Why might they choose it?

##### Foundational Knowledge/perceptions

- What do they need to know before they start?
- What do you think their attitude is toward the course content and/or delivery mode?

## Part II: General Course Information

Use the table below to indicate general information about the course to be developed. If this course has already gone through governance, and is being redesigned for a new delivery modality, you may use the same information from governance documents or existing syllabus.

|                      |  |
|----------------------|--|
| <b>Course Title</b>  |  |
| <b>Course Number</b> |  |
| <b>Course Goals</b>  | <b>G1:</b><br><b>G2:</b><br><b>G3:</b> |

**Sample Course Title:** *Family Relationships*

**Sample Course Number:** *HD 2304*

**Course Goal Guidance:** *A goal is a state of being, typically something important you want students to truly take with them from this course. These do NOT need to be measurable or directly assessable.*

### Part III: Course Objectives and Related Assessments

Use the table below to indicate your initial Course Level Objectives (CLO's) and how you intend to assess them. You may use CLO's taken straight from governance documents, **but** note that many CLO's from these documents are not written in a measurable fashion, and may need to be adapted slightly for that reason.

| Course Level Objective (CLO)<br>"By the end of this course, students should be able to..."<br>(one CLO per row) | Related Assessment(s)<br>How do you intend to assess the achievement of the objective at left?<br>(indicate ALL assessment types that may be connected to each CLO at left) |
|---|---|
| CLO 1:  |   |
| CLO 2:  |   |
| CLO 3:  |   |
| CLO 4:  |   |
| CLO 5:  |   |
| CLO 6:  |   |
| CLO 7:  |   |
| CLO 8:  |   |
| CLO 9:  |   |
| CLO 10:   |   |
| CLO (n):  |   |

#### Sample CLOs:

- Identify common industry open source design and development tools
  - Could be assessed by M/C quiz, written artifact, etc.
- Create pivot tables using Microsoft Excel
  - Could be assessed by student using Excel to create pivot tables and submitting an .xls file in Canvas.
- Construct and articulate your position on Eminent Domain issues in the United States, based upon current and/or recent Supreme Court cases





## Part V: Content Delivery

|                                   |  |
|-----------------------------------|--|
| Course Delivery Mode              |  |
| Primary Sources of Content        |  |
| Primary Forms of Content Delivery |  |

### *Delivery Mode Options: (Select one)*

- *Asynchronous Online*: 100% online, student accesses only when s/he wants
- *Synchronous Online*: 100% online, but may include “live” online sessions, e.g. via Zoom or other webinar technologies
- *Synchronous, classroom-based*: Students primarily attend in a physical classroom space, whether locally or at a distance. May also be referred to as “connected classroom.”
- *Blended/Flipped*: Student accesses content primarily online on his/her own time, but comes to live class sessions for active learning/application.
- *Hybrid*: Mixture of online and seat-based.
  - For example: in a MWF class, students will come to classroom on Monday and Friday, but Wednesday’s content is always delivered asynchronously online.

### *Sources of Content: (select all that apply)*

- Self-created
- Textbook (hard copy or digital)
- Journal articles

### *Primary Forms of Content Delivery: (Select all you intend to use regularly)*

- Presentations: PPT, Keynote
- Videos: Self-created (e.g. narrated PPT, screen capture)
- Videos: Created by others (e.g. YouTube, Ted Talks)
- Audio: e.g. podcasts, voice-overs
- Textual content created in Canvas
- Images: Diagrams, equations
- Other? (please describe)

### Part VI: Interaction Plan

In an online environment, it is crucial that you are mindful of the various types of interaction, and do what you can to promote each of them to the extent you can. We commonly recognize three types of interaction - below, please indicate how you intend to promote each type of interaction in your course.

|                           |   |
|---------------------------|---|
| <b>Learner-Instructor</b> | ● |
| <b>Learner-Learner</b>    | ● |
| <b>Learner-Content</b>    | ● |

It is equally important to recognize that students need to be able to access the content effectively in order to learn. Below, please indicate how you intend to meet the needs of a broad variety of learners in your course.

|  |   |
|--|---|
| <b>Students with aural/visual impairments</b>                | ● |
| <b>Students with learning disabilities</b>                   | ● |
| <b>Students for whom English is not their first language</b> | ● |

## Part VII: Lesson Plan

Use the information below to think through the instructional strategies (activities), and content you will use for achieving the lesson level objectives.

| Lesson/Topic 1                    |   |
|-----------------------------------|---|
| Lesson / Topic Name               |   |
| Lesson Level Objectives (LLO)     | ● |
| CLO(s) Assessed                   | ● |
| Materials and Technology Required | ● |

### Preparing for Learning

Provide an introduction and overview that really GRABs their attention! Relate it to prior knowledge and experience, get students set to learn

### Delivery and Practice of New Material

Describe the content, learning activities, how you will conduct the activities, any practice including reflection that will allow students to apply what they've learned, and formative assessments you'll use to be sure students are progressing

#### Content 1

- Content to be presented
- Practice Application
- Feedback

#### Content 2

- Content to be presented
- Practice Application
- Feedback

#### Content (n)

- Content to be presented
- Practice Application

- Feedback

**Master Evaluation and Wrap Up**

Describe how you will summarize the lesson, mention upcoming assessments [i.e., homework, quiz, discussion, group project], and connect to CLOs