Professional Development & Training provides the following checklist to help the user create a course that follows course design best practices and will meet the needs of adult learners.

**Purpose of the Course**
- Why the course exists.
  - Compliance
  - Individual Skills
  - Group Skills
- How does it fit into the larger program (if there is one)?
- Who is the audience?
- How will it benefit the participants?

**Course Description**
- Title of the course
- Facilitator’s name
- Target Audience
- Time Allotted
- Level of Instruction – Beginner, Intermediate, Advanced
- Prerequisites (if any)
- Overall Objectives: statement that identifies what the course is hoping to accomplish
- Learning Outcomes: a list of immediate, measurable and achievable outcomes taken from the training. More specifically, a list of:
  - Knowledge the students will have at the end of the course
  - Skills the students will master by the end of the course
  - Attitudes the students will be able to demonstrate at the end of the course
- Use [Bloom’s taxonomy](#) to help organize the objectives
- Pre- and Post-Class Actions
  - Will there be work prior to class, or post class requirements?
Designing the course

- Class size – best practice 1/25 ratio is max capacity
- Will the course be lecture, PowerPoint/Prezi, discussion or active learning?
  - PowerPoint best practice: 8th grade reading level
  - Limit the number of slides – No death by PowerPoint
  - Limit the graphics & animations
  - Neutral or lighter shades of color as background on slides
  - 4-6 bullet statements per slide – bullets should be talking points for presenter not an explanation.
- Plan for class exercises – Ice breakers, specific skills, team building, etc.
- Use principles of adult learning theory to design exercises that tie to content
- Plan for breaks
- Factor in time for discussion and questions.
- Provide reference material used, especially important are regulations, policies or procedural requirements that are driving the training
- Create a course evaluation to go with the training – post course requirement

Course Facilitation

- Classroom set-up – U-shape, rows, lecture hall, round tables?
- Is the classroom ADA accessible? What needs to be considered for accessibility?
- Are there videos or audio portions that may need to be captioned?
- Are there participants that may need an interpreter?
- Technology requirements – does the classroom have what is needed?
- Potential support materials; white boards, markers, eraser, easels, easel pads, pens, note paper, name tents, i-clickers, etc.
- Attendance - classes which are not offered through PD&T, departments providing training should have a system for maintaining attendance records for all classes provided

Instructor Requirements

- Is the instructor considered an SME (Subject Matter Expert)? Able to speak on the subject and answer questions?
- Are there certifications/licenses that are required of the instructor (Compliance)?
- Will there be more than one instructor? Have the instructors presented together before?