Class Design Checklist

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 you 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?
    - Power Point best practice: 8th grade reading level
    - Limit the number of slides – No death by Power Point
    - 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 into content
  - Plan for breaks if needed.
  - 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?
  - Are you using screenshots or doing any sort of live demo?
    - If yes, make sure that any protected data is masked or taken out. If you must show protected data during the course, contact the Data Steward of the system you are demonstrating prior to utilizing the materials. Refer to the Information Security Procedures for a list of Data Stewards.
  - Technology requirements – does the classroom have what you need?
  - Needed Support materials; white boards, markers, eraser, easels, easel pads, pens, note paper, name tents, i-clickers, etc.

- **Instructor Requirements**
  - Is the instructor considered an SME? 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?
  - Ensure attendance records are maintained.
  - Maintain course materials in the event of an audit or other compliance review.