[[Course Title Goes in This Field]]

Course Design Document

Dr. First Last, Title

School Name

Prepared by

First Last
Instructional Designer, UC Online
(510) 987 – 1234
first.last@ucop.edu

January 1, 2012

UNIVERSITY
OF
CALIFORNIA **Online**

Table of Contents

UNIVERSITY OF CALIFORNIA **Online**

Course Overview

[[Provide a brief summary of course in this field; most likely you'll be able to copy-paste from a Phase 0 scoping document.]]

Following is a course summary:

Course Title	
Faculty Name	
Course Code	
Host Campus	
Term Start	
Term End	
Term Duration	

Pre-Requisites and Entrance Requirements

[[Describe any pre-requisites that must students meet before enrolling in the class. This could include successful completion of related course(s) and/or demonstrated competency via an entrance exam. If there are no pre-requisites, state that explicitly in this section.]]

Learning Outcomes

Learning outcomes specify the skills, competencies, and knowledge that students can demonstrate upon successful completion of the course. Outcomes are necessarily specific, measureable, and achievable, and student success against these outcomes is evaluated through individual performance on course assignments and assessments.

[[If the course author's campus and/or department has a particular policy regarding course learning outcomes, update the preceding paragraph so it's mentioned in the introduction to this section.]]

Upon successful completion of this course, students will be able to:
- [[List only one outcome per line]]
- [[Begin each outcome with an action verb]]
- [[Specify outcomes that are SMART (i.e., specific, measurable, achievable, realistic, time-bound)]]

Course Outline

[[Explain how the course is organized. Most likely you can simply use whatever structure the course author already uses, but you may need to establish one for new courses or major revisions. Describe how it's organized – both in terms of content and structure – in a couple of sentences:

e.g., Introduction to Latin American History *is a three-week course that will cover 500 years of history. It is divided into nine content modules, each with a video lecture, various readings and videos, and assignments.*]]

[[Use the field below to present the course's content outline. The final layout of the table is highly variable and should reflect a course's unique organizing structure. An existing course syllabus would be a good starting point but it will require more than a simple copy-paste.]]

Course Title

UNIVERSITY
OF
CALIFORNIA **Online**

Course Title	
Course Front Matter	
Introduction	• Welcome message • Orientation to course tools and platforms • Etc.
Theme #1: Title	
Module 1 Title	<u>Learning Objective</u>: [[Provide at least one learning objective per module; focus on the behavior(s) that students will be able to demonstrate upon completion of the module.]] • Lecture 1 title • Lecture 2 title • Quiz subject area / title • Etc.
Module 2 Title	
Theme #2: Title	

Instructional Strategy

A course's instructional strategy establishes how specific tools, platforms, and methodologies will be implemented to enable students to achieve stated learning outcomes.

[[Build out the table with all that apply to your course; this includes (but is not limited to) blogging, Zaption, Piazza, group / individual activities, projects, peer reviews, lectures, documents / e-texts, library access, office hours, Google hang-outs, portfolios, etc.]]

Instructional Element	Intended Learning Experience
[[Methodology or name of tool / platform]]	[[Describe how the element will shape the learning environment, including: • How students and faculty will engage with a particular element • How often the element will be used in the course • How progress / engagement / performance will be evaluated / monitored • The pedagogical rationale that drives the selection of this element]]
	•

Assessment Strategy

A course's assessment strategy identifies the activities and assignments that students will complete for evaluation by instructors against defined expectations. It also establishes the weight(s) assigned to particular activities and/or activity categories.

Assessment Activities

The following table explains how each component of the assessment strategy impacts a student's over all course grade.

[[If it is not possible to set weights for each component, simply put a "TBD" in the corresponding percentage cell of the table and amend the preceding paragraph to explain that weights will be calculated later in the design process.]]

Component	Description	Percentage

UNIVERSITY OF CALIFORNIA Online

Component	Description	Percentage
[[Name of Assessment Component]]	• [[Create a new row in this table for each activity or assignment that will be evaluated and included in the student's final grade.]] • [[Describe the role(s) that the component will play in a student's evaluation (e.g., track participation in weekly chats, comprehensive examination of units 2-4).]] • [[Indicate the frequency and/or quantity (e.g., 1 per unit, every Monday).]]	
	Total:	100%

Testing Procedure
[[Use this section to describe the policy for examinations (e.g., unit exams, mid-terms, final). Must it be proctored online or in-person? If so, explain those requirements here. If the course has no exam that requires proctoring (or none at all), be explicit in that lack of applicability but do not delete this section.]]

Communication of Evaluation Criteria to Students
Students are most likely to meet expectations when they know in advance what their work will be evaluated against. To ensure that students consistently have this information prior to starting an assignment, expectations will be communicated in the following manner(s).

[[Items 1 and 2, below, should be positioned as best practices in online instruction and necessary elements in courses designed in partnership with UC Online. However, in some situations it is difficult or impossible to make rubrics an effective part of grading; in such situations the ID should replace item 2 with an alternate approach that still manages to set expectations with students.]]

1. *Each assignment will be mapped to a module-level learning objective.*
   [[Rationale for this approach goes here.]]

2. *A grading rubric will be included with each activity and assignment.*
   [[Role of grading rubric goes here.]]

3. *[[List continues with additional / alternate approaches.]]*
   [[Describe role of each in a similar manner.]]

The Course Grade Book
[[Explain how instructors will track grades: Will they use the Canvas Gradebook? A proprietary tool? Third-party application?]]

Grading Scheme
[[Adjust table as appropriate; if faculty calculates final grade on a curve, remove this table and its front matter and replace with a brief paragraph describing the approach.]]

The course grading scheme establishes the correlation between a letter grade and the corresponding percentage range.

Letter Grade	Percentage Range
A	
A-	

UNIVERSITY OF CALIFORNIA **Online**

B+	
B	
B-	
C+	
C	
C-	
D+	
D-	

Course Delivery: The Role of Faculty, Instructors, and TAs

Effective online instruction requires a tight choreography of roles and responsibilities. This section outlines how faculty, instructors, and TAs will engage with students and enable learning

Faculty Presence

[[Explain the role that faculty will play during the term. In a separate paragraph, be explicit in how faculty will establish and maintain presence throughout the course.]]

Role of the Instructor

[[Explain the role that instructors will play during the term: Will they engage synchronously with students? If so, what does that look like? Who will monitor chat rooms and messages? Who will be responsible for evaluating student work?]]

Role of TAs

[[Explain what TAs will be responsible for during the term. Be specific in how this will differ from instructor responsibilities.]]

Build and Release Schedule

[[Will all course content be built, tested, and added to the LMS prior to course release? If so, state that expectation here. If not, describe the proposed schedule for building, testing, and adding course assets during the term.]]

[[This section of the document should explain the release strategy for various course components. For example, will students have access to all modules throughout the term, or will modules "open" at a specific date or time? What activities and assignments will students have limited time to complete?]]

Student Feedback

[[What formal feedback mechanism(s) will be built into the course? Does the host campus or course author have a survey requirement already in place? If so, is there a way to integrate additional questions related to online learning with that survey? If not, can an online-specific survey be built and sent to students at a predetermined moment during the term?]]