

Course Planning Document (CPD)

1. Course Planning

Answer the following questions to the best of your ability (we realize this information may change in the future):

Course Inventory

1. Course title:
2. Semester to be taught online:
3. Have you taught this course online before?
4. Have you taught this course face-to-face before?
5. Anticipated class size:
6. Class composition (e.g. mostly majors or non-majors, undergrad or graduate level, traditional or nontraditional students, etc.):

Anticipated Attitudes

1. What do you expect students' general attitudes towards the course will be? Some elements to consider when answering this question:
 - Is the course a major/minor requirement or an elective?
 - Do you expect students will perceive the course material as practical or abstract and "academic"?
 - Do you expect students will perceive the course material as interesting or dry?
 - Do you expect students will perceive the course as very challenging, easy, or somewhere in between?
 - Does the course have a reputation among students? (e.g. "everyone fails the first exam" or "no one gets below a B")
2. What concerns may your students have about taking an online course?
3. What concerns do *you* have about teaching an online course?
4. How might your answers to the above questions impact how you design and facilitate your online course?

Course Scheduling

****Important Note:** If you have ANY meeting times that require students to be present in person or online synchronously, this must be communicated in advance to the Registrar's Office for appropriate coding and scheduling. [These are the official types of online and hybrid courses](#) accepted by Academic Affairs and the Registrar. **

1. Will any of the activities in your class be in-person or synchronous (e.g. presentations, exams, performances)?
2. If these “live” meetings will be held online, how will you facilitate this synchronous interaction? (e.g. What technology will be used? Will students have options for completing the activity? What if students are out of state or the country?)

2. Community & Communication

Part 1: Brainstorm Community Building Strategies

In the table below, formalize specific strategies to promote a positive learning community in your online course. Consider how these elements relate to teaching, social, and cognitive presence as discussed in the reading for this module.

Community Building Element:	Your Strategies:
Safe and Supportive Learning Environment <i>(within OAKS and amongst one another)</i>	
Communication <i>(with you and with their classmates)</i>	
Collaboration <i>(with you and/or with their classmates)</i>	

Part 2: Brainstorm Your Communication Plan

Please answer the following questions about communication:

Private / Student-To-Instructor Contact

1. How do you want students to contact you about issues that are personal and specific to them?
2. What will be your response turnaround time (days/hours)?

General / Class Contact

1. How do you want students to contact you on issues that are not student-specific and may benefit or apply to the entire class?
2. What will be your response turnaround time (days/hours)?
3. How do you want to communicate important course announcements, updates, or changes to your students? (using multiple methods of communication is best).

Office Hours

1. Will you have routine weekly office hours or by appointment only?
2. Will office hours be synchronous (e.g., web conference) or asynchronous (e.g., discussion board)?
3. How will you “meet” with your students (e.g., OAKS Virtual Classroom, Skype, Google Hangouts, Zoom, OAKS discussion board)?

Part 3: Brainstorm Technology Tools

In the table below, list technology tools that could be used in your online course for student-to-student and student-to-instructor interactions.

Name of technology tool:	Who will use this tool and why?	Do students need an account? Do you or the students have to pay for it?	Provide links to online tutorials that could help students use the tool:

3: Course Design & Learning Outcomes

In the first column below, outline your **Student Learning Outcomes (SLOs)**.

- You may have required departmental and/or school learning outcomes. If so, include those in the table.
- You should also compose learning outcomes for each of your modules. Use your course pathway (which you'll create below) to examine your module content and determine what you want students to accomplish by the end of each unit of instruction. It's possible you may only have one learning outcome for each module; the number of outcomes is completely dependent on the content and goals of each module.
- Make sure you use [active verbs](#) that reflect measurable outcomes, and remember that whatever you list as an outcome, you will need to assess it during your course.
- **IMPORTANT NOTE:** It is likely you will go back and forth between part 1 and part 2 -- your learning outcomes will influence your course pathway and vice versa.

In the second column, outline **assessments and activities**.

Keep the following in mind as you fill in the second column of the table above:

- There should be a direct link between the activities and assessments you're planning and the learning outcomes you've written in the first column. Make sure the assessments provide an opportunity for students to demonstrate their learning in a way you can measure.

- Challenge yourself to identify authentic learning opportunities that ask students to apply the knowledge and skills you want them to develop. Traditional assessments play an important role in learning, but we urge you to also consider creating activities that provide opportunities for formative assessment, not simply summative assessment.
- If you need ideas to begin, refer to the samples posted in the Module 4 *Samples and Examples* submodule in OAKS. Also, consult your mentor and colleagues in the Module 4 discussion board. We also recommend talking with colleagues in your department who have taught online and can therefore provide discipline-specific ideas.

In the third column, outline your **content delivery**

Keep the following in mind as you fill in the third column of the table above:

- What information and knowledge do your students need to complete successfully your designed assessments and achieve your proposed learning outcomes? How will you deliver this information to students?
 - Complete the third column of the Course Design Plan table with the types of materials provided to students. Such materials could include Youtube videos, lectures, tutorials, readings, case studies, slideshows, audio tracks, discussion opportunities, or other ways to deliver content online.

What course and module learning outcomes do you want students to achieve?	How will students demonstrate they have achieved the outcomes? (e.g., assessments & activities)	What information / content will students need to complete the assessments? (e.g., lectures & readings)

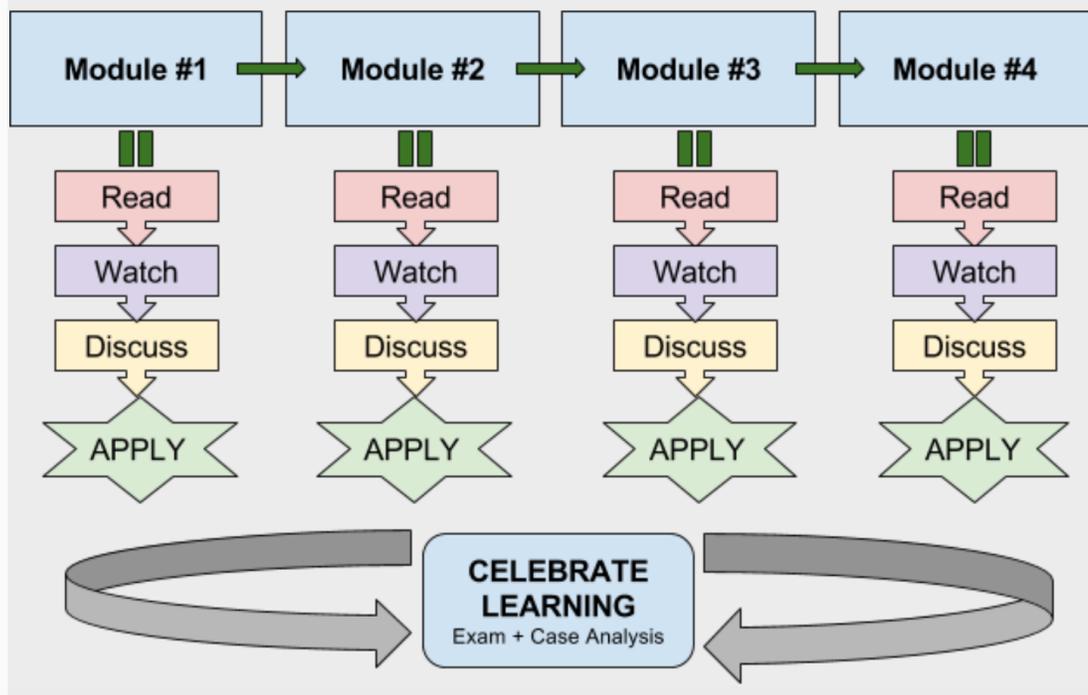
Part 2: Create Your Course Pathway

1. In the space identified below, map your course pathway, including the flow of information and the infrastructure of your modules and submodules.
 - The course pathway that *you* create below will most likely resemble an outline or bulleted list, but these examples will help you to see what the structure could eventually look like in your live course in OAKS.

Ruth-McSwain, Amanda APCP 325 Sample Course Pathway

Each module will consist of four different activities: 1. Read, 2. Watch, 3. Discuss, and 4. Apply. In addition to the module activities, there are two exams and one case analysis project. Deadlines for the "Celebrations of Learning" are below:

- **Exam #1** - Wednesday, September 13
- **Exam #2** - Wednesday, October 10
- **Case Project** - Monday, October 8



2. Consider the following questions while creating your course pathway:
 - How will your course content be segmented and named? For example, some instructors use verbs to name their modules such as Read, Watch, Do. Other instructors use textbook chapters or weeks (e.g., Week 1, Week 2; Chapter 1, Chapter 2).
 - When do you want your content to be available to students (e.g., all at once or released sequentially)?
 - How long will each module be (e.g., one week each, varies by module)?
 - When will each module open (e.g., every Monday)?
 - Will students need to complete certain tasks before they work on subsequent ones? (e.g., they must pass a quiz before they can start the next module)

3. As you outline your course pathway below, make sure you include an Orientation or “Getting Started” module.

Example of Orientation Module:

Syllabus

Instructor welcome message

OAKS student guide and technology tools

Rubrics

Honor code message

Student videos/posts about themselves

Type your Course Pathway in the space below:

Remember that the course pathway you create will most likely resemble an outline or bulleted list.