

## Appendix D

### Course Outline Self-Evaluation Checklist

Use the following checklist for self-assessing your course outlines to ensure they meet established Mohawk College policies, procedures, and requirements. As you go through your course outline, indicate if each component:

- meets the listed criteria,
- just needs a bit of tweaking to meet the criteria,
- partially meets the criteria; requires some further enhancements,
- needs a lot more work in order to meet the criteria.

Please note: Mohawk College policies, procedures, and requirements with regard to course outlines are based on criteria established by the Ministry Colleges, and Universities (MCU) and the Ontario College Quality Assurance Service (OCQAS) as part of the College Quality Assurance Audit Process (CQAAP).

|  | Meets Guideline | Just Needs Tweaking | Partially Meets | Needs a lot of Work |
|--|-----------------|---------------------|-----------------|---------------------|
| <b>Overall Course Outline</b>  |                 |                     |                 |                     |
| <b>My course outline:</b>  |                 |                     |                 |                     |
| 1. Is developed and approved in COMMS, accessible to students within the LMS course shell. |                 |                     |                 |                     |
| a. the master course outline is approved by my associate dean;                             |                 |                     |                 |                     |

|  |  |  |  |  |
|--|--|--|--|--|
| b. resources have been input and then attached to each program to which the course is delivered;   |  |  |  |  |
| c.   |  |  |  |  |
| 2. Is written in plain jargon-free language that students and prospective students can understand. |  |  |  |  |
| 3. Contributes to attainment of larger program learning outcomes (vocational/external standards).  |  |  |  |  |
| 4. Is realistic and achievable within given time frame.  |  |  |  |  |
| 5. Has been reviewed with others who teach the course, stakeholders and/or peers.                  |  |  |  |  |

**Course Descriptions**

**The course description in my course is written using:**

|  |  |  |  |  |
|--|--|--|--|--|
| 1. The present tense.                            |  |  |  |  |
| 2. Brief, outcomes-based, descriptive phrases.   |  |  |  |  |
| 3. Action verbs at the beginning of each phrase. |  |  |  |  |
| 4. No acronyms or industry jargon.               |  |  |  |  |

**In addition, it:**

|  |  |  |  |  |
|--|--|--|--|--|
| 5. Details significant learning experiences and benefits students can expect.  |  |  |  |  |
| 6. Creates interest and answers the student's question, "What's in it for me." |  |  |  |  |

## Resources

### Course resources:

|   |  |  |  |  |
|---|--|--|--|--|
| 1. Are accurate and complete, listing all textbooks, open educational resources, courseware, supplies, and online resources.  |  |  |  |  |
| 2. Match the bookstore order form for textbooks.  |  |  |  |  |
| 3. List only <b>ISBNs</b> that have been <b>confirmed</b> with publisher's representative and/or the bookstore.   |  |  |  |  |
| 4. Include <b>all</b> supplies/equipment/components a student requires in order to be successful in the course (i.e. elements of a departmental or program kit used in the course should be specified). |  |  |  |  |
| 5. Reflect online resources that are required, or may be helpful, for students to access.   |  |  |  |  |
| 6. Have been attached to <b>each</b> program in which the course is offered.  |  |  |  |  |

## Course Learning Outcomes and Elements

### The course learning outcomes and elements in my course outline:

|  |  |  |  |  |
|--|--|--|--|--|
| 1. Describe <b>one</b> of the required skill proficiencies for the course.                           |  |  |  |  |
| 2. Capture a performance that a competent person would use <b>outside</b> the context of the course. |  |  |  |  |

|   |  |  |  |  |
|---|--|--|--|--|
| 3. Begin with an <b>action verb</b> (Bloom's) that describes what the learner will be able to do upon completion of the course.                                       |  |  |  |  |
| 4. Specify an <b>integrated performance</b> , instead of multiple performances.   |  |  |  |  |
| 5. Describe a performance that is observable and can be <b>assessed</b> .   |  |  |  |  |
| 6. Require <b>application of skill</b> , knowledge, or attitude/value.  |  |  |  |  |
| 7. Present a clear, concise and <b>precise statement</b> describing the required action.  |  |  |  |  |
| 8. Describe learner performance, <b>not</b> the instructor's activities, learning plans, or instructional strategies.   |  |  |  |  |
| 9. Establish expected <b>level of performance</b> in the appropriate (i.e. cognitive, affective, or psychomotor) domains (i.e. at application or above in cognitive). |  |  |  |  |
| 10. Represent <b>high levels of thinking</b> , rather than trivial tasks or rote memorization (application level +).  |  |  |  |  |
| 11. Represent a <b>progressive range</b> of thinking skills (i.e. elements build to outcome).   |  |  |  |  |
| 12. Are relatively <b>broad</b> and reflect the <b>most important aspects</b> of the course.  |  |  |  |  |
| 13. Will be taught or reinforced, <b>and</b> assessed.  |  |  |  |  |

|   |  |  |  |  |
|---|--|--|--|--|
| 14. Fall within the 3 to 5 course learning outcome guidelines (for a 42-hour course). |  |  |  |  |
| 15. Fall within the 2 to 8 learning elements per outcome guidelines.                  |  |  |  |  |

**Course Assessments**

**Assessments in this course:**

|   |  |  |  |  |
|---|--|--|--|--|
| 1. Accurately reflect current approved assessment methods.  |  |  |  |  |
| 2. Are consistent across all delivery modalities and locations.   |  |  |  |  |
| 3. Are appropriate and authentic methods to measure course learning outcomes (i.e. domain/level of Bloom's).        |  |  |  |  |
| 4. Provide for a variety of assessment methods across the course.   |  |  |  |  |
| 5. Provide for a number of assessment opportunities for students with timely feedback to support skill development. |  |  |  |  |
| 6. Allow a measure of flexibility in assessment across all faculty who teach the course.                            |  |  |  |  |
| 7. Are mapped to all applicable course learning outcomes.   |  |  |  |  |
| 8. Are weighted appropriately across course learning outcomes.  |  |  |  |  |