

Curriculum Design Document

Instructor Name

Part 1: Course Overview

Course number and title

Course description

Delivery method

- Hybrid vs. fully online?
- Completely asynchronous?
- Includes optional synchronous (LIVE) sessions?
- Includes required synchronous (LIVE) sessions?
 - *If the course contains mandatory synchronous sessions*, please describe their utility and structure (e.g., how often meetings will occur and proposed meeting dates & times)

Online/hybrid effectiveness

Explain (briefly) how this course will be effective in an online or hybrid format.

Required textbooks and/or other materials

Are there lower-cost (or free) digital versions available? Consider using [OERs](#).

Student learning outcomes

Upon successful completion of this course, students will be able to:

1. [Outcome 1]
2. [Outcome 2]
3. [Outcome 3...]

Instructional strategies

For examples and descriptions, consult the following resources:

- [UT-Austin Learning Sciences](#)
- [Carnegie Mellon Teaching Excellence & Educational Innovation](#)
- [Illinois Online Network's Instructional Strategies for Online Courses](#)
- [Creating Inclusive Classrooms](#)

Engagement

How will you ensure that students are engaged with course content (and/or their peers)?

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Assessment strategy and grading scheme

Associated course learning outcomes	Assessment	Number/Frequency	Cumulative % of course grade
<i>Ex. 1, 3, 4</i>	<i>Ex. Discussion forums</i>	<i>Ex. Weekly</i>	<i>Ex. 20%</i>

Learner support

- List any resources you will need to provide students to help them complete the activities and assignments listed above (e.g., reading guide, map, data set, glossary, model submission, worksheet, grading rubric, etc.)

Weekly/unit/module topics

- Topic 1:
- Topic 2:
- Topic 3: ...

