

GRCC Course Design Self-Assessment Checklist

This checklist guides course developers through a high-level overview of key elements of quality course design for distance learning. The resource is rooted in the [GRCC Distance Learning Standards](#) (DLS), paring down the 44 specific review standards as informed by key resources reflected in GRCCs strategic plan and the Federal regulations for [regular and substantive interaction \(RSI\)](#) in distance learning courses.

Resources

- The updated [Universal Design for Learning guidelines](#) (UDL)
- GRCC Strategic Plan Initiatives under Priority 3: [Good Practices for Inclusive Teaching and Learning](#) (GPITL)

Application of the Distance Learning Standards assumes a continuous process of improvement. To support that process, this checklist is intended as an optional tool and is identified as a resource in the procedures section of policy 7.2: Distance Learning Standards. If you uncover design qualities that you want to consider updating now or in the future, TLDE's instructional designer or faculty liaisons are here to support you or direct you to a resource for additional guidance.

Contact TLDE (TLDE@grcc.edu, 616-234-3205) if you'd like to discuss your self-assessment or have questions about this tool.

Category	Description of Design Qualities	What, if anything, might you want to consider updating?
1. Learner Guidance	Course design provides an overview of the course's purpose, structure, and modality, including clearly stated course policies and expectations (DLS 1.2, 1.3, 1.4, 1.6, 1.7, 5.4, UDL 6.2, 7.2, GPITL).	<i>Enter your notes here.</i>

Category	Description of Design Qualities	What, if anything, might you want to consider updating?
	Resources for student support and success are available and easy to find (DLS 7.1, 7.2, 7.3, 7.4, UDL 6.3, GPITL). Your preferred method of contact as well as email and feedback turnaround times are clearly stated (DLS 5.3, UDL 6.2, GPITL, RSI).	
2. Measurable Outcomes	The course represents current course learning outcomes (CLOs) in Curriculog (DLS 1.3, 1.4, 1.6, 1.7, 5.4). CLOs are written with measurable verbs to describe observable learning or skills (DLS 2.1, UDL 6.1). *For help with this category, contact GRCC's office of Curriculum Support.*	<i>Enter your notes here.</i>
3. Alignment	Materials, activities, and assessments support learners' achievement of CLOs (DLS 3.1, 4.1, 5.1, 6.1, UDL 3.2, 3.4, 6.1, 6.4). Course activities are scaffolded to facilitate progressive attainment of proficiency toward CLOs (DLS 3.4, 3.5).	<i>Enter your notes here.</i>
4. Diversity, Equity & Inclusion	Course design includes representation of diverse perspectives and cultures and welcomes learners to respectfully share diverse identities, applications, examples, and/or resources (DLS 4.5, 5.2, UDL 2.1, 3.3, 3.4, 7.2, 7.3, GPITL). All text, images, media, and activities meet web accessibility standards (DLS 8.3, 8.4, 8.5, UDL, GPITL, and GRCC Policy 15.2: Web Accessibility). *Run the Accessibility Report to help with this design quality.* Examples: • Images have alt text; complex images have long description • Videos are captioned • Heading styles are in correct sequential order	<i>Enter your notes here.</i>

Category	Description of Design Qualities	What, if anything, might you want to consider updating?
5. Learner-Centered Design	Course design facilitates active learning and prompts metacognition (DLS 5.2, 6.2, UDL, GPITL). Learner voice and choice is included and encouraged (DLS 5.4, UDL 7.1, GPITL). Course design is flexible and adaptable for learners on a variety of devices (DLS 8.2, 8.6, UDL 1.1, GPITL). Course structure and page design are consistent, creating ease of navigation throughout the course (DLS 8.1, 8.2, UDL 1.1). Course design provides multiple opportunities for learners to obtain and leverage feedback to track and improve their learning (DLS 3.4, 3.5, UDL 6.4, GPITL, RSI).	<i>Enter your notes here.</i>
6. Belonging and Community	A welcoming professor bio is provided (DLS 1.8, GPITL). Communication expectations (such as email etiquette or discussion board norms) are clearly stated (DLS 1.3, UDL 7.3, GPITL). Learners have the opportunity to introduce themselves to the professor and to one another (DLS 1.9, UDL 8.3, GPITL). Course design incorporates learner-learner, learner-instructor, and learner-content interaction (DLS 5.2, UDL 8.3, 8.4, GPITL).	<i>Enter your notes here.</i>