Quality Course Outline Checklist

Program Name:
Course Name:
Credential: ☐ certificate   ☐ diploma   ☐ advanced diploma   ☐ grad certificate (GC) ☐ degree
Completed by:

Use the following checklist to ensure that you have addressed all the expectations for each section of the course outline.

Course Outline Section	Criteria	Comments
Overall Presentation	Overall presentation is clear, well organized, and formatted for accessibility. Course outline is accurate and free of spelling and grammatical errors. Course outline meets all Durham College Academic Policies and Procedures.	
Course Description	Captures the key course learning outcomes and aligns with the Evaluation Criteria and Learning Plan.	
PLAR	PLAR identifies requirements and criteria, if applicable, and aligns to the course learning and essential employability outcomes.	
Course Learning Outcomes	Are measurable and performance-based. Reflect culminating demonstrations of learning by referring to the integrated skills, knowledge, and attitudes a student is expected to demonstrate at the end of the course. Align to Program Learning Outcomes.	
Essential Employability Skills (EES) Outcomes	The EES are relevant and either partially or fully evaluated within the course.	

Course Outline Section	Criteria	Comments
Evaluation	In the **Evaluation Criteria section**, the evaluation criteria totals 100% or is P/F. Each Evaluation Description is brief and clear. The **timing and weighting of each evaluation criteria** meet academic guidelines. **Evaluation notes** section contains essential information to support the student's understanding of the evaluation process. The **Evaluation Criteria in the Learning Plan** is consistent with the wording of the Evaluation Criteria Section and totals 100% or is P/F.	
Required and Recommended Text(s) and Supplies	Text(s) are clearly identified using MLA or APA formatting. Other necessary supplies are identified, if appropriate. Recommended resources and supplies are identified, if appropriate.	
Policies and Expectations for the Learning Environment	Relevant and necessary course specific policies are listed. All statements are consistent with School and Program policies and expectations.	
Universal Design for Learning (UDL)	Learning outcomes are clear, and aligned to the Evaluation Criteria and the Learning Plan. The evaluation criteria allows for alternative methods of demonstration of learning, when appropriate. The evaluation notes and course policies are sufficiently detailed, provide sufficient guidance for students, easy to follow, and inclusive of diverse learners. Learning Plan includes sufficient detail to indicate to students learning objectives, activities, and evaluation due dates.	

Course Outline Section	Criteria	Comments
	The learning activities are varied and reflect different learning needs, preferences, and styles. The learning activities will facilitate engagement with the course content through the use of a variety of active learning strategies.	
Learning Plan	Weeks, Delivery Mode, and Hours are accurate, clear, and appropriate for the course. The Intended Learning Objectives provides sufficient detail (e.g., 3-5 objectives) and clearly answers the student's question, "What can I expect to learn?" The learning activities identified are designed to actively engage students with the course content, address a variety of learning styles, provide formative feedback, and support the achievement of the course learning and essential employability outcomes. The resource list provides clarity to students about the resources required for class.	