

Checklist – Objectives

Instructional design literature and numerous course development rubrics point to the importance of systematically designing and aligning course elements (click here to see a brief overview of [systematic alignment guides](#) as well as a [course rubric comparison table](#)). A central part of these considerations are the objectives that you develop for your course. The following checklist is therefore intended to help guide you in the development of course and module/unit level objectives. Of course, there are many resources that are available to guide you in these endeavors in far greater detail. As a result, the following are merely beginning areas to think about as you design and develop your objectives. Hence, please adapt this checklist to fit with your own needs.

GENERAL CHARACTERISTICS & GUIDELINES:

- Objectives directly and comprehensively address the course content/skills that are the focus of the course
- Objectives describe observable and measurable behaviors
- Objectives are clearly stated and easily understandable by learners, particularly for non-native language speakers
- Objectives are easily locatable at relevant places throughout the course (e.g., for each activity, assessment, module/unit, etc.)

ADDITIONAL SYSTEMATIC ALIGNMENT CONSIDERATIONS:

- Objectives are clearly and directly aligned with course activities, assessments, teaching and learning theories, content and materials, tools and technologies, contextual analyses, and instructional/evidence-based design methods (click here to see a brief overview of [systematic alignment guides](#)):
 - Objectives are achievable via the selected course pedagogies, strategies, and activities – click here to see guidelines for choosing [pedagogies, strategies, and activities](#)
 - Objectives may be measured and evaluated via the selected assessments – click here to see guidelines for developing [assessments](#)
 - Objectives are congruent with the levels of deep learning specified by the teaching and learning theories – click here to see guidelines for considering [teaching and learning theories](#)

- Objectives are achievable via the selected content, tools, and technologies – click here to see guidelines for choosing [content, tools, and technologies](#)
- Objectives are appropriate for each learners’ abilities, diversities, and background and align with the contextual analysis that has been conducted as well as the instructional design methods being utilized – click here to see guidelines for considering [contextual analysis and instructional design methods](#)
- Objectives are compliant with accessibility considerations as well as privacy policies that are relevant for the course – click here to see guidelines for these in the [course organization](#) checklist
- All course level objectives are attainable by persons with diverse learning modes and styles
- All course level objectives are attainable by persons from diverse culture and experiential backgrounds
- All course objectives are achievable by persons with hearing and visual differences/ impairments
- Objectives are aligned with institutional and discipline-specific levels (e.g., institutional student learning goals, objectives set by one’s program/department, goals articulated in one’s discipline, etc.)
 - The objectives reflect the values of the institution and are directly related to it. At CSM, for instance, the [mission](#) of the university as well as the [student learning outcomes](#) are sources that speak to these institutional values as do the Sisters of Mercy [Critical Concerns](#).
- Objectives are aligned across course, module/unit, and lesson/topic levels such that lower level objectives collectively and comprehensively address higher level objectives (e.g., taken together the module/unit level objectives cover all of the stated course level objectives)

For more information and to see the references used to develop this template, click here to view the [Course Design & Development Guidelines](#).