



ACE Resource

Course Development Checklist

When and how to use the course development checklist

Use the Course Development Checklist as a guide when developing a new course and when updating an existing course if the checklist was not completed previously.

- Test the course content and structure under the conditions in which it will actually be used
- Test the course design in real world conditions
- Determine the length of time it takes a participant to complete the course being tested
- Determine the suitability/ utility/clarity of the course content and structure
- Help the course provider assign an accurate number of continuing education credits based on the number of hours required to complete the course

COURSE CONTENT AND STRUCTURE

Effectiveness of the presentation

- Course design and structure (instructional design) are appropriate for the intended audience
 - The course design is effective in real-world conditions
 - The course structure is effective in presenting the course material
 - Operational aspects of the course are used effectively in presenting the course
 - Interactive aspects of the course are effective
 - The course content and structure are suitable, useful and clear
- Course technology
 - The course technology supports participant learning
 - The technology is user-friendly
 - The technology is responsive to participants (if applicable)
- Course content
 - The content is presented at an appropriate level for the course target audience
 - The course content must focus on one or more of the following social work educational areas
 - Theories and concepts of human behavior in the social environment
 - Social work practice, knowledge and skills
 - Social work ethics
 - Diversity and social justice
 - Social work clinical practice
 - Social work generalist practice
 - Development, evaluation and/or implementation of social policy
 - Social work agency management or administration
 - Social work research, programs or practice evaluations
 - Other (describe)

- Educational learning outcomes
 - Are the educational outcomes written so they communicate
 - Information or a skill the participant will be able to demonstrate after completing the course
 - Relate to the course content
 - Measurable and/or observable behavior

- Course level: course materials are typically developed at a specific level
 - Beginning
 - Intermediate
 - Advanced

- Difficulty and effectiveness of the post-test questions
 - Review ACE Resources Posttest Questions and Distance learning
 - Present posttest to pilot testers
 - Questions must reflect course content
 - Questions must reflect course learning outcomes
 - Questions must be appropriate for the course level

- Assigning continuing education credits to the course
 - How long does it take 5-7 pilot testers to complete the course?
 - Discard outliers and determine the average
 - Establish the number of words to be read, if applicable

- Other factors related to effectiveness of the presentation and assigning credit
 - Complexity and level of the subject matter
 - Volume of the subject matter
 - Input from social workers involved in the development process

Supporting materials (references and/or bibliography)

Instructor effectiveness (if applicable)

Effectiveness of participant evaluation

- Present evaluation to pilot testers for feedback

Accommodations for disability (ADA in US)

- Issues identified during pilot testing
- How the identified issues were (or will be) addressed

PILOT TESTING

ASWB ACE PILOT TESTING REQUIREMENTS

1. A pilot test must be completed for every new course (and existing courses when updated, if not completed previously) in the following formats:
 - Distance learning
 - Home study: enduring materials, self-paced; content may be printed or online text or recorded material or event
 - Webinar: Recorded webinars must be pilot tested

HOW TO USE THIS CHECKLIST FOR PILOT TESTING A COURSE

1. CE provider identifies a pilot group of participants from the course's target audience
2. The CE provider gives the pilot test checklist to the pilot group
3. CE provider presents the course in its entirety to the pilot test group
4. The pilot test group completes the checklist after completing the course
5. CE provider collects the checklists
6. CE provider collates, summarizes and analyzes information gathered from the checklists
7. CE provider makes adjustments to the course content and/or course structure based on the results

INSTRUCTIONS TO THE CE PROVIDER

1. Use this checklist as a guide for the pilot test. Feel free to adapt the checklist below for use by your organization
2. Identify a group of individuals who will serve as pilot testers (prefer 5-7 individuals of varying professions including social work and other mental health fields)
3. Each pilot tester completes the course and notes their comments in the checklist
4. The checklists containing all comments are summarized (prefer by the social worker consultant)
5. The CE Provider adds comments to the checklist, indicating areas of concern or areas needing changes
6. The summary and copies of checklists for the piloted course are submitted along with the application (new, renewal, or additional course delivery format) to ACE.

INSTRUCTIONS TO THE PILOT TEST GROUP

1. Take the course which is being pilot tested.
2. After completing the course, read each question below and write your answer in the column to the right of the question.
3. If you want to add comments extending beyond the space available, simply hit the "enter" key at the end of a line and the space for that line will increase.

COURSE DEVELOPMENT CHECKLIST (Feel free to adapt the checklist below for use by your organization)	
Name of CE provider	
ACE Provider #	
Date	
Pilot tester professional qualifications:	
Pilot tester educational background:	
	PILOT TESTER

	COMMENTS
1. Course title	
2. Course delivery format	
3. Define this course delivery format	
4. How many CE credits are assigned to the course or activity?	
5. How long it took me to complete the course or activity	
6. The number of continuing education credits assigned to this course is accurate.	
Feedback from the pilot testers (written and/or oral) was taken into account in determining CE hours.	
Input from social workers involved in the development process was taken into account in determining CE hours.	
The volume of the subject matter was a factor in determining CE hours.	
The complexity of the subject matter was a factor in determining CE hours.	
The course level was a factor in determining CE hours.	
The difficulty of the post-test questions was a factor in determining CE hours.	
7. The course content is focused on one or more of the following social work educational areas (indicate which one(s):	
Theories and concepts of human behavior in the social environment	
Social work practice, knowledge and skills	
Social work research, programs or practice evaluations	
Social work agency management or administration	
Development, evaluation and/or implementation of social policy	
Social work generalist practice	
Social work clinical practice	
Diversity and social justice	
Social work ethics	
Other/please specify:	
8. Course content/instructional design:	
The course target audience identifies the professional practice levels of individuals who should attend the course	
Beginning (introductory material)	
Intermediate (adds to knowledge of practitioners with some experience)	
Advanced (addresses complex issues for experienced professionals working in an area)	

Effectiveness of the educational learning outcomes The learning outcomes are measurable and/or observable The learning outcomes are behavioral The learning outcomes describe a skill or knowledge the participant will be able to demonstrate after completing the course	
The learning outcomes relate to the course content	
Effectiveness of the presentation (instructional design)	
The course structure is effective in presenting the course material	
Operational aspects of the course are used effectively in presenting the course	
Interactive aspects of the course	
Describe interactive aspects of the course in the spaces below:	
The interactive aspects of the course structure are used effectively in the presentation of the course.	
The subject matter is presented clearly	
9. Instructor effectiveness (if applicable)	
The instructor is knowledgeable	
The instructor's delivery is clear	
The instructor is responsive to participants	
The instructor uses course-appropriate technology to support participant learning	
10. Supporting materials (references and/or bibliography)	
Are accurate	
Support the level of course material (beginning, intermediate, advanced)	
Extend the learning	
11. Effectiveness of participant evaluation	
a. Learning outcomes (each learning outcome must be listed and rated individually in the evaluation)	
b. The course was appropriate for my education, experience and/or licensure level	
c. The presentation was effective	
d. The presentation was relevant to my professional practice	
e. Information in the presentation was current	
f. The instructional materials were useful and suited the topic	
I was given instructions for requesting accommodations for a disability*	

Administration of the program was smooth and customer-friendly	
Author or course effectiveness, presentation, and clarity of subject matter	
<i>The technology was appropriate to support participant learning</i>	
<i>For online courses: User-friendliness of course technology</i>	
<i>For online courses: The technology was responsive to participants</i>	
<i>For online courses: Rate the course technology overall</i>	
My questions and/or problems were addressed effectively and in a timely manner? (Accessibility for all distance learning consultation)	
I was informed about how to discuss a concern or make a complaint	
12. Effectiveness of pre and/or post testing	
The post test questions relate to the course content	
The post test questions relate to the learning outcomes	
To answer the post test questions, I had to complete the course	
The post test questions are appropriately difficult for the identified course level	
The number of post test questions is adequate for the length of the course	
The structure of post test questions was varied	
Recommendations for post test development	
13. Recommendations for additional content development	
14. This course effectively addresses the issues presented	
15. Course technology	
The course technology supports participant learning	
The technology is user-friendly	
The technology is responsive to participants	
Overall rating of the course technology: (0=lowest 5=highest)	
Explain your answer.	
16. Accommodations for disability (ADA in US)	
The following issues relating to disability were identified:	
The identified issues were addressed in the following manner:	
17. Other recommendations	

Needs assessments	
Pilot Tester Recommendations:	
CE Provider Comments:	