# [Note: I usually put as much as I could into the draft blueprint before the first planning meeting (eg course description from EPC) and then we work together as a team to fill in as much as we could, at the planning meeting and in the weeks after (using Skype or Elluminate/Blackboard Collaborate or phonecalls or emails). The main SME completes the draft blueprint by a certain date and sends it to the consultant and me for final review and comments]

# Blueprint for [course code and title]

# Scope

## [describe work to be done eg create new course, major revision]

# Course Description

## [from EPC or existing course]

## Prerequisites

## [OL tries not to have prerequisites unless absolutely necessary. Students should be allowed to take OL courses for general interest]

## Target Audience

## [describe all possible groups of students who may take this course]

## Modality

## [Online paced, Web, Print]

## Learning Outcomes

After successfully completing the course, you will be able to:

## [list 5- 9 main knowledge, skills and attitudes students should master at end of course...aim for highest order possible. You can number the outcomes and refer to the numbers later on. See section on writing learning outcomes at blog for course developers at http://olcourseblog.tru.ca/idg/]

## Course Outline

[describe how course will be organized. Consider chunking course into weeks. What content will students have to cover and what will they have to do each week? Hint: Think of what student is doing, not what the instructor is doing.]

## Course Materials

[Consider Open Educational Resources (OERs), resources available at TRU library, custom publications for any part of text that goes over copyright limit, free Web resources etc. Overall cost of resources to students is an important factor to take into account.]

### Required Textbooks

[consider Canadian content and currency of text(s). Is there a study guide, accompanying CD-ROM or website, instructor’s resources etc?]

### Other Materials or Media Possibilities

[ eg video, flashcards, chemistry kit, screen capture etc – the media team can help with creating some of this, if needed]

**Assessments**

[First make a list of the various types of assessments for the course and give a short description of what they will be like. Then match learning outcomes to assessments. The same outcome(s) can be assessed several times eg in an assignment or quiz or online discussion and again in a final exam or project. Not necessary to put details about assessments in this table...simply ensure that all learning outcomes will be assessed by the time the course is completed. Where possible, include both individual assessments and different types of group assessments.]

* Assignments
* Quizzes
* Discussions
* Major Project
* Final Exam

|  |  |  |
| --- | --- | --- |
| **Assessments**  | **Weight (%)** | **Learning Outcomes** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Course Schedule, Learning Activities and Assessments

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Topic or chapter or case or content or main focus**  | **Learning Outcomes** | **Assessments (graded eg. Quizzes, assignments, exams, major projects, discussions, e-portfolio, blog, )** | **Activities (ungraded eg. any activity to help students be successful at the graded assessments eg readings, peer review, conduct surveys, watch video, research, complete tutorial or self quiz or practice exam )** | **Resources including media** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |