Course Blueprint Checklist

The course blueprint is the design document that details the structure and content of a course. Components of the course blueprint will be incorporated into the Curriculum Committee proposal. Before submitting your course for review by the course team, the Curriculum Committee and/or the program advisory board, check that have you included:

## Course Code/Title

## Credit Value

## RRU Calendar Description

## Course Overview/Introduction

* Introduces students to the purpose and structure of the course
* Instructional plan is briefly outlined (e.g. order of topics, types of assignments)
* Describes how course aligns with the [RRU Learning, Teaching, and Research Model](http://ctet.royalroads.ca/learning-teaching-research-model)
* Built from the approved RRU course description
* Is written in a learner-friendly way (using second person, i.e. you)

## Learning Outcome Statements

* Clarify the knowledge, skills, and depth of learning that learners are expected to achieve at the end of the course
* Are clear, specific and measurable (e.g. “By the end of this unit, you should be able to **describe at least three ways learning objectives can help online learners**”)
* Align with course activities, readings, and assessments
* Require student to engage in progressively higher order cognitive processes

## Course Schedule

* Dates are accurate
* Content is chunked and logically sequenced
* Assignments and activities are reasonably distributed throughout the course

## Course Unit Introduction

* Identifies unit themes and provides an overview of what is to come in the unit
* Explains the relevance of the unit topic to the course
* Stimulates learner interest in the material
* Helps learners make connections between what they may know of the topic and what they are expected to learn
* Points out links with other course units (and other courses, where appropriate)
* Provides some indication of the relationship of the unit subject matter to the course goals and the unit learning objectives
* Provides some indication of how long the learner should spend on the unit material so that learners can pace themselves
* Prefaces the learning outcomes statements

## Readings & Resources Approved by the Copyright Office

* Readings are relevant /aligned to course/unit content
* Required reading is reasonable and doable within the allocated time
* Clear instructions are provided about what is the to be read and in what order
* Clear directions as to where the readings can be found (e.g. E-Reserve/Course Reserve)

## Course Resources/Media

* Are contemporary and reflect current thinking and recent references
* Are appropriate both to intended course outcomes of the program and the course
* Take into account the weekly time commitment suggested by the program
* Are clearly identified as to which resources are required and which are optional
* Tools and media support the course learning outcomes
* Course tools and media support learner engagement and guide the learner to become an active learner

## Assignment Descriptions/Instructions

* Clearly indicate due dates
* Due dates do not conflict with other assignments or activities in the course
* Uses clear language to describe the purpose of the assignment
* Clearly indicates if online group work is expected (if group work is required, the instructions must explain how the teams/groups will be set up and what your expectations are for how the teams should work together)
* Clearly explain the sequence of activities/and or deliverables and deadlines for various parts of the assignment, if applicable
* Test understanding of key concepts
* Clearly outline how you will assess the assignment (grading criteria) and is specific about your expectations (e.g. types of sources, style, scope)
* All assignment details are in one place
* Actively involve and engage the learner

## Activities and Assignments

For each activity description, indicate:

* Alignment between the learning outcome(s), assessment and/or goals supported by the activity
* Clear, concise, and comprehensive description of the assignment requirements
* The type of activity- team, individual
* The mark allocation – does this contribute to overall contribution mark? Is the assignment required but not graded?
* Length- # of words
* Posting instructions
* Due date

## Assessment

* Aligns with the stated learning outcome(s) and is consistent with course activities and resources
* Identifies where each learning outcome will be assessed
* Provides opportunities for learners to receive frequent feedback
* Includes formative and summative evaluation
* Describes the evidence that learners have achieved specific learning outcomes
* Specific and descriptive criteria are provided for the evaluation of students and are tied to the course grading policy

Modified from UVIC – The Blueprint Checklist