COURSE DESIGN PLAN TEMPLATE

Course Code: ……………………………

Course Name: ………………………….

Course Credit Value: ….……………

# Part 1 – Analysis and Initial Design Results

## The Defined Need

Describe the results of the needs analysis, requirements analysis or other factors that supports the creation and delivery of this course.

## Learner Profile

Provide a brief description of the (potential) learner who will be completing this course. In this context, highlight the attributes that can impact the learners’ capacity to be successful in this course or can cause the learners to fail the course.

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| --- | --- |
| **Learning Characteristics** | **Impact on Course Design** |
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## Media and Technology Selection

Describe the media and types of technologies that will be used to deliver the course.

## Pedagogical Profile

Describe the pedagogical approach/model that will be used to guide the creation of the course content and activities (i.e. the behaviourist, cognitive or constructivist instructional strategies you will use to guide the course design and delivery).

## Entry Level Skills, Knowledge and Attitudes

List the capabilities that learners are expected to have acquired prior to beginning the study of this course. Normally these skills, knowledge and attitudes are gained through work experience, personal experiences, individual practice, church participation, hobbies, volunteer work or other competency building/attitude building experiences.

## Course Prerequisites

List the prerequisite formal assessments (like Language Aptitude Tests), courses or programmes that the learners must successfully complete before being allowed to enrol in this course.

# Part 2 – Proposed Course Structure

## Course Learning Outcomes

The Course Writer ensures that these are broad objectives and that they represent intended outcomes of the course as a whole. The Course Writer must also ensure that the objectives are adequately sequence.

## Proposed Course Sequence

Complete a content analysis to identify the topics that must be included in the course. These topics should be organized into study units and proposed lessons. A suggested sequence should be provided as an output to the content analysis.

### Course

Unit 1 Title

Lesson Title

Lesson Title

Unit 2 Title

Lesson Title

Lesson Title

Lesson Title

Etc.

## Course Instructional Strategies and Methods

Describe the proposed instructional strategies that will be employed during the design and delivery of the course. This should be unit specific strategies.

## Required Course Readings

It is recognized that many of the readings will be identified as the Course Developer creates the content and activities of the course. But in this section, the Course Developer should identify a list of the foundation literature/textbooks and/or research articles that will support the delivery of the course content and activities.

This should be an initial list of required readings based on the course learning outcomes. Unit level readings will be further identified as the Developer expands the unit and lesson outlines.

## Part 3- Unit Details

Note: For each unit proposed in the course sequence, the Course Writer should provide a more detailed breakdown of the unit objectives, lessons, lesson content and proposed activities. Proposed lesson objectives, readings and activities should be included in this course plan, but should be considered flexible and can be modified during the creation of the course script based on this approved plan and in discussion with the Project Coordinator and other members of the Curriculum Design Team.

## Unit 1 – Title (Note: Title is same one used in Course Sequencing Section).

### Overview

The Course Developer provides an overview of the content of the Unit, based on the objectives and the main topic areas. This overview should be in two parts. One part should provide a broad description of the Unit in no more than half a letter-size page. In the other part, the Developer identifies the main concepts, topics, themes, skill sets of the Unit – ideally, these may be arranged in a manner that shows the intended relationships among them.

### Unit 1 - Objectives

The Course Developer must ensure that the unit objectives represent the intended outcomes of the Unit as a whole. The Course Writer must also ensure that the objectives are adequately sequenced both within the individual unit and across all units.

### Unit 1 - Instructional Strategies

The Course Writer may want to add to the description of the instructional strategies and methods offered earlier, especially if the approach is unique to this unit of instruction.

### Unit 1 - Readings

At this stage of the course design process, the Course Developer may want to describe readings that are unique to the unit content and objectives. This could include links to web pages, OERs that may be used as part of the unit design, journal articles, etc. The ideal approach is to provide electronic references, links, etc. Open Campus hopes to create courses that do not require the creation and distribution of a paper-based reading package.

### Unit 1 – Assignments/Discussions

The Developer should provide details of the unit assignments described in the assessment strategies. This section should also describe the discussions or other activities that may be completed by the learners as they complete the unit content.

### Lesson Objectives

**Lesson 1.1** - Title (Note: Title is same used in sequencing description)

Objectives: Upon completion of this lesson you will be able to:

1. Xxxxx
2. Xxxxx
3. Xxxxx

**Lesson 1.2** – Title

Objectives: Upon completion of this lesson you will be able to:

1. Xxxxx
2. Xxxxx
3. Xxxxx

NOTE: REPEAT UNTIL ALL PROPOSED UNITS AND LESSON OBJECTIVES DESCRIBED.

## Suggested Course Schedule

Based on the number of weeks available to deliver the course, the course developers should provide a suggested course schedule and major milestones broken down into weekly segments.

# Part 4 – Assessment Plan

## Assessment Strategies

The Course Developer provides a detailed description of:

1. The final course assignment/project.
2. Proposed unit assignments/activities/discussions and how they relate to the final course assignment/project.
3. The rubrics that will be developed to assess each graded assignment/ activity/ discussion.
4. The breakdown of grades based on the proposed assignments/activities/graded discussions.