

## The Blueprint Checklist

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This checklist is designed for use with the blueprint template you were provided with by your course team. Before submitting your course for review by the course team, the curriculum committee and/or the program advisory committee, have you included:

**Course Code | Title**

**Credit Value**

**UVic Calendar Description**

### **Course Overview /Introduction**

builds from the UVic calendar description

instructional plan is briefly outlined (e.g. order of topics, types of assignments)

is written in a learner-friendly way

### **Course Goals**

clarify the knowledge and skills learner will take away upon successful completion of the course

are written in a student-friendly way

### **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 program

are clearly identified as to which resources are required and which are optional

## Assignment Descriptions / Instructions

- clearly indicate due date/s
- due dates don't conflict with other assignments or activities in the course (or with major assignments in other concurrent courses)
- uses clear language to describe the purpose of the assignment
- clearly indicate if online group work is expected  
(Note: if learning partners or group work is required, the centrally-located instructions must explain how the partners/groups will be set up and what your expectations are for how the partners/group should work together)
- clearly explain sequence of activities and/or deliverables and deadlines for various parts of the assignment, if applicable
- tests understanding of key course concepts
- clearly outline how you will assess the assignment (Grading Criteria) and is specific about your expectations (e.g. types of sources, style, scope, etc.)
- follow the Assignment format you have discussed with your DE consultant

## Course Unit No. and Titles

### 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 as a whole and 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
- gives indications of how long the learner should spend on the unit material so that learners can pace themselves
- prefaces the learning outcomes statements

## Learning Outcome Statements

- speak directly to learners (e.g. “By the end of this unit, **you** will be able to...”)
- are clear and specific (e.g. “By the end of this unit, you will be able to **describe at least three ways learning objectives can help distance education students**”)
- use active verbs (e.g. interpret, generalize, assess) to let learners know how they will demonstrate what they have learned (e.g. “By the end of this unit, you will be able to **describe** at least three ways learning objectives can help distance education students”)
- match the course assessment requirements
- are consistent with the goals of the course and the program

## Readings & Resources (Required)

- clear instructions are provided about what is to be read and in what order
- clear directions as to where the reading can be found (e.g. E-Reserve/Course Reserve)

## Readings & Resources (Optional)

- clear directions as to where the reading can be found (e.g. E-Reserve/Course Reserve)

## Activities & Assignments

For each activity description, indicate:

- the unit outcome(s) and/or course goal(s) supported by the activity
- the type of activity: Discussion activity? Group-based activity? Self-paced/offline activity?
- the grade: Does this contribute to overall participation grade? Is this required but ungraded?
- length: ### words
- posting instructions (e.g. to which forum)
- due date
- description

For assignments associated with the unit, indicate:

- what – if any – assignment work students need to do or submit during this unit
- where to find assignment details; don’t recreate details that were provided in the assignments section