

The following template was created for corporations to use at the course and/or unit level. The template was created with a broad scope in mind and so may be used to accommodate a fully traditional classroom, 100% virtual classroom, or a blended learning format.

- The first page of the template will help you think through the overall course including course goal, learning objectives, timeline and course introduction.
- The following pages (unit templates) breakdown the course by unit.
- The unit templates provide opportunities to think through facilitation strategies and resources that may be leveraged before writing out the description.
- Each unit template includes an assessment section. Depending on the length of each unit, you may do an assessment at the conclusion of each unit, after every few units or you may choose to only doing an assessment at the end of the course.
- The unit templates also provide space at the end to list any additional resources that may be referenced. Such as web addresses or publications.
- Both the overall course template and progressive unit templates provide space to identify key skills and competencies developed. Considering these skills and competencies throughout the course design may help create focus for the course work as well as assessment.
- The final page of this template is meant to guide you in mapping out a meaningful conclusion to the course. This section does not need to be elaborate, but should recap or review key learning points.
- Keeping the end goal in mind, some may choose to complete the introduction *and* conclusion templates before beginning the unit templates.

Course Name: _____

Date: _____

Overall Goal of Course:

Skills/Competencies Developed:

Learning objective(s):

Corresponding Unit(s):

LO1:

LO2:

LO3:

LO4:

Delivery Method:

Virtual

Classroom

Blended

Other

Learning Timeline:

-
-
-

Introduction:

Introductions/Icebreaker activity:

Purpose Statement:

- What is the overall all goal of this course? Why is it relevant?

Review Course Objectives and Agenda:

- Review course agenda and pre-view when objectives will be covered and which competencies/skills will be developed.

Set Class Expectations:

- Discuss learning etiquette, participation expectations, logistics and technology or resources that will be used to add in learning, etc.

Note: If there is any pre-work that ties into this course, review this at some point during the introductions when it makes sense. Typically this will work well when intermingled with the purpose statement or Course Objectives.

Course Name: _____

Unit: _____

Date: _____

Learning objective(s):

Skills/competencies developed:

Timing: (when will training occur)

- Virtual
- Traditional Classroom
- In-field training
- Self Study

Facilitation Strategies:

- Ice breakers
- Socratic Method
- Brainstorming
- Small group activity
- Role-playing
- Story-telling
- Mind-mapping
- Case study
- Other _____

Instruction Channel:

- Instructor Led Classroom
- Virtual Instructor Led Training
- WebEx
- Video
- Online research
- Audio (i.e. Podcast)
- Learning Module (i.e. Articulate)
- individual coaching/mentoring
- Participant Resource Guide
- PowerPoint
- Supporting PDFs
- Other _____

Description:

Assessment:

- Survey
- Open-ended evaluation
- Pre- and post testing
- Oral exam
- Class participation
- Observed
- Skill demonstration
- Simulation
- Other _____

Additional Resources:

Course Name: _____

Unit: _____

Date: _____

Learning objective(s):

Skills/competencies developed:

Timing: (when will training occur)

- Virtual
- Traditional Classroom
- In-field training
- Self Study

Facilitation Strategies:

- Ice breakers
- Socratic Method
- Brainstorming
- Small group activity
- Role-playing
- Story-telling
- Mind-mapping
- Case study
- Other _____

Instruction Channel:

- Instructor Led Classroom
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Description:

Assessment:

- Survey
- Open-ended evaluation
- Pre- and post testing
- Oral exam
- Class participation
- Observed
- Skill demonstration
- Simulation
- Other _____

Additional Resources:

Course Name:

Date:

Conclusion:

Review Course Objectives and Agenda:

- Review course key learning points and competencies/skills developed.

Set expectations for follow up:

- Discuss and gain commitment for any action items or follow-up

Assessment:

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Oral exam | <input type="checkbox"/> Skill demonstration |
| <input type="checkbox"/> Open-ended evaluation | <input type="checkbox"/> Class participation | <input type="checkbox"/> Simulation |
| <input type="checkbox"/> Pre- and post testing | <input type="checkbox"/> Observed | <input type="checkbox"/> Other _____ |