

**Course Title:**

**Course ID:**



**Part 1: Course Details**

**Program Description**

*Three to four lines that provide an overview of the course, used for marketing the class. Use action words and strong descriptive language. Consider the audience. What will capture their interest?*

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<b>Format</b>	
In-person	
Blended	
Online	

<b>Schedule and Location</b>
<i>List days of the week, dates, times, and location.</i>

<b>Instructor Info</b>	
Name:	
Title:	
Cell Phone:	
Phone ( home or office):	
Email:	
Address (should match W-9):	

<b>Certificate Information</b> <i>For courses that count towards the WSP certificate or are eligible for continuing education credit or other certification, indicate the number of hours.</i>	<b>Hours:</b>
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<b>Fees &amp; Supply Costs</b>	
Instructor fee	
Supply costs (indicate total or per student)	
Notes:	

**Supplies**

*What will students need to participate? If the class will be held outdoors, include clothing and footwear recommendations here.*

Students will provide:

Instructor will provide:

Arboretum will provide:

**Marketing and Promotion**

*Consider the audience(s) for the course. Suggest specific avenues for promoting the class. For example, a pruning class might be of interest to arborists, who can be reached through the Community Trees newsletter.*

*If you have photos we can use for promotion, please add them to the Course Materials Folder in Google Drive or email them to your Program Manager (Brooke or Megan).*

Go on to Part 2 on the next page.

## Part 2: Course Content

### Key Message(s)

What is the big idea or overarching concept you want students to walk away with? Keep this key message in mind as you develop objectives and activities for your course.

### Objectives

What will students be able to **know, understand, and do** as a result of this class? Write course objectives to describe knowledge, beliefs, actions, or behaviors that students will acquire by the end of the course. Start each objective with strong, precise action words (Examples: identify, classify, compare, contrast, describe, explain, choose, evaluate, compose, create, design, produce, collect, use, apply, select, distinguish, trace, define, demonstrate, express).

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### Overview of Activities (For Blended Classes only)

Click [here](#) to see suggestions for Class Activities.

#### In-Person Activities

(eg, woodland walk, tool-use practice, cell structure lab)

#### Online Components

(eg, learning module on plant parts, quiz, articles, discussion board)

### Useful References

Print resource style: *Title*, author (year).

Digital resource style: Title of website, author, (date published). URL.

Go on to Part 3 on the next page.

### Part 3: Schedule

What will you and the students will do during your session(s)? As you plan, keep your objectives in mind. Click [here](#) to see suggestions for Class Activities.

For in-person sessions, please include an approximate schedule. For example:

- 8:30-8:45am: Introductions and set goals for the day;
- 8:45-9:30am: Slide presentation and lecture on identifying wildlife in winter
- 9:30-11:30am: Walk to Lake Marmo to practice locating and identifying signs of wildlife. Return to classroom.
- 11:30-noon: Q&A and course evaluations

For online sessions, please include a detailed list of activities. For example:

- View module on Ecological Restoration
- Read “SER International primer on Ecological Restoration”
- Answer discussion questions

Please allow time for an introduction to your course.

- Review the background and interests of instructor and ask participants to introduce themselves and share a little about why they are taking the course.
- Go over the course objectives, schedule and what students should expect during the course.

#### Session 1

<b>Online or In-Person?</b>
<b>Objectives</b> <i>What will students <b>know, understand, and be able to do</b> at the end of the session?</i>
<b>Instruction and Activities</b> <i>What will students <b>do</b> to achieve the objectives? For in-person classes, include a rough timeline.</i>

#### Session 2

<b>Online or In-Person?</b>
<b>Objectives</b> <i>What will students <b>know, understand, and be able to do</b> at the end of the session?</i>

<b>Instruction and Activities</b> <i>What will students <b>do</b> to achieve the objectives? For in-person classes, include a rough timeline.</i>

### Session 3

<b>Online or In-Person?</b>
<b>Objectives</b> <i>What will students <b>know, understand, and be able to do</b> at the end of the session?</i>
<b>Instruction and Activities</b> <i>What will students <b>do</b> to achieve the objectives? For in-person classes, include a rough timeline.</i>

### Session 4

<b>Online or In-Person?</b>
<b>Objectives</b> <i>What will students <b>know, understand, and be able to do</b> at the end of the session?</i>
<b>Instruction and Activities</b> <i>What will students <b>do</b> to achieve the objectives? For in-person classes, include a rough timeline.</i>

