**Course Scoping Document**

**Project overview:**

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| **Client:** | Name of the client |
| **Working title:** | Working title of the course |
| **Project sponsor:** | The individual at the client site responsible for overseeing the project |
| **Course format:** | Whether it’s an e-module, ezine, live course, etc. |
| **Scope:** | Number of minutes AND a word-count translation |

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| **Client:** | United Therapeutics |
| **Working title:** | Understanding GBI Tools and Support Services |
| **Project sponsor:** | Jinky Rosselli - Senior Director, GBI & Customer Insights |
| **Course format:** | Self-paced elearning tutorial (compatible with PC-based laptops and iPads) |
| **Scope:** | 15 minutes (1875 transcript words) |

**Project objectives:**

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| **Business objective:** | Describe the factors that are causing the organization to believe it needs training by articulating the following things in this rough order:   1. The things happening outside the company (e.g. a new competitor, new regulations, new customer segment, etc.) or inside the company (e.g. new product, new processes, new strategy, a mandate from leadership) that are requiring the organization to learn new things. 2. The things that the organization is doing to respond to the driving factors expressed in item “a”. 3. The outcomes the organization hopes to achieve by doing the activities described in item “b” and how they will be measured. 4. How items “a” and “b” will affect the target audience and what they must do differently as a result in order to help the organization accomplish item “c”. |
| **Behavioral objective:** | Define the overall, singular behavioral objective that learners must exhibit in formal terms in order for the organization to be successful. The behavioral objective must:   * Name the audience (as opposed to simply referring to them as “learners”) * Express the situations in which the behavior is expected to occur * Express a behavior that could be observed if someone were watching \* * Express a workplace behavior as opposed to a classroom behavior   \* If the course is purely knowledge-level, the objective should still be stated as observable behaviors but can be expressed as classroom behaviors (e.g. “Given examples of health clinics, the learner will be able to determine whether or not they are operating as an Accountable Care Organization”). |
| **Learning domain:** |  Declarative   Procedural   Concept   Principle   Systems   Affective |
| **Sub objectives** | Add three to ten pre-requisite objectives that learners must master in order to master the overall behavioral objective. This is about breaking the behavioral objective down into its pre-requisite parts.  NOTE: Many times, the project sponsor will not know these things, thus, articulating these items may require waiting until a subject matter expert interview or document review can occur. |
| **Target audience:** | **---** |
| Job title | Add the job titles of the target audience |
| Responsibilities | Describe their *primary* job responsibilities and any other relevant data related to their jobs (for example, what specific sorts of physicians the reps call on, what other products they sell, etc.) |
| Quantity | How many members of our target audience are there? |
| Metrics | How is their success evaluated and measured? |
| Experience | How many years has the average person been doing this job? |
| Education level | Mostly bachelor’s level? Masters level? Ph.D.? M.D.? |
| Age range | How much experience does the average audience member have? |
| Motivation | Why will learners take this course? Will it be mandated? |
| Current problems | Why are learners currently *not* exhibiting the primary behavioral objective? |
| Expected challenges | What are expected to be the biggest challenges for the audience in trying to learn and put into practice our desired skills? |