**COURSE MAP**

Course Code, Course Name, and Credit Hours:

Course Description and Prerequisites/Corequisites (If the current catalog description is correct, enter “See catalog”):

**Section 1: Program-to-Course Outcomes**

### **Program**-Level Learning Outcomes

For each program-level learning outcome that relates to this course, enter one outcome per row. This information can come directly from your Program Assessment Report. Add extra rows as needed.

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| # | Program-Level Outcome(s) Related to this Course |
| 1 |  |
| 2 |  |

### Course-Level Learning Outcomes

Use Bloom’s Classification System below in planning the course-level learning outcomes below. To demonstrate increasing levels of rigor, learning outcomes for lower-division courses should draw primarily from levels 1-3, while upper-division and graduate courses will draw primarily from levels 3-6. On the Course-Level Outcomes Table, using a level-appropriate verb, write one course outcome per row, noting its Bloom’s Level #, and the Program Outcome # to which the course outcome relates. Each outcome should complete the stem, “Upon completion of this course, the student will be able to …”. Add and number rows as needed.

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| **Bloom’s Classification System for Learning Outcomes** |
| Level # | Level Name | Description | Typical Level-Appropriate Verbs |
| 1 | Knowledge | Obtaining and declaring foundational/factual information (i.e., who, what, where, when) | Define, identify, list, select, match, recognize, name, state, select, locate, quote, recite, duplicate |
| 2 | Understand | Explaining and demonstrating comprehension and understanding (i.e., why) | Explain, describe, discuss, summarize, compare, estimate, classify, paraphrase, summarize, distinguish  |
| 3 | Apply | Applying existing knowledge in new and practical ways (i.e., how) | Apply, use, demonstrate, show, construct, modify, illustrate, calculate, interpret, administer, chart, produce |
| 4 | Analyze | Breaking down material into its component parts to determine relationships, themes and conclusions | Analyze, correlate, diagram, estimate, prioritize, infer, categorize, prioritize, organize, survey, deduce, diagram |
| 5 | Evaluate | Making value judgements based on knowledge and experience | Evaluate, critique, appraise, defend, judge, debate, reframe, rate, justify, test, persuade, choose, peer review |
| 6 | Create | Generate new/original knowledge | Create, design, develop, compose, formulate, compile, plan, invent, hypothesize, simulate, role-play, integrate |

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| **Course-Level Learning Outcomes Table** |
| # | Course Outcome | Bloom’sLevel # | ProgramOutcome # |
| 1 |  |  |  |
| 2 |  |  |  |

### Guidance

Give guidance for any emphasis you want for the course. This might include your vision for assignments, assessments, individual or group/collaborative projects, research, reflections, exams/tests/quizzes, case studies, programming, strategic planning, field-based experiences, student videos/performance, etc.

### Required Materials

List materials required for this course (e.g., specific versions of software, hardware, tools, instruments, required text/readings, etc.) ***NOTE: All 3rd party vendor content to be used for this course must undergo the evaluation process as required by the “Policy for Adoption of Vendor Materials for LMS Delivery” prior to beginning the development or redevelopment of the course.***

### Instructor Qualifications

List the minimum qualifications for instructors teaching this course, per SACSCOC Guidelines (<http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf>)

Section 1 Program-to-Course Map Completion Date:

Section 1 Program-to-Course Map Completed By:

**Section 2: Module/Weekly Lessons**

Using a measurable verb, write one lesson objective per row in the tables below. Each objective should complete the stem, “Upon completion of this lesson, the student will be able to … ”. Second, use the Course-Level Learning Outcomes table above to identify the Course-Level Outcome(s) that each objective supports. Third, describe the Supporting Learning Content, such as textbook reading, written lectures, video/audio content, practice exercises, etc. Fourth, list the Means of Assessment for each objective. Repeat this process for each of the lesson tables below. Add and number rows as needed.

Here is an example:

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| **Lesson 1 – Introduction to …** |
| # | Objectives | CourseOutcome# | Supporting Learning Content | Means of Assessment**F2F**: On-Campus Course / **ONL**: Online Course**BTH**: Both F2F & Online Course |
| 1 | Discuss the significance of … | 1, 2 | Textbook readingLecture on …Videos | F2F: Class discussion & reflection paper on …ONL: Online discussion forum… |
| 2 | Identify the theories of … | 1, 3 | Lecture on …Practice activity | BTH: Project outline on … |
| 3 | Categorize terms associated with … | 2 | Journal articles | BTH: Quiz |

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| **Lesson 1 – [Enter lesson title here]** |
| # | Objectives | CourseOutcome# | Supporting Learning Content | Means of Assessment**F2F**: On-Campus Course / **ONL**: Online Course**BTH**: Both F2F & Online Course |
| 1.1 |  |  |  |  |
| 1.2 |  |  |  |  |

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| **Lesson 2 – [Enter lesson title here]** |
| # | Objectives | CourseOutcome# | Supporting Learning Content | Means of Assessment**F2F**: On-Campus Course / **ONL**: Online Course**BTH**: Both F2F & Online Course |
| 2.1 |  |  |  |  |
| 2.2 |  |  |  |  |

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| **Lesson 3 – [Enter lesson title here]** |
| # | Objectives | CourseOutcome# | Supporting Learning Content | Means of Assessment**F2F**: On-Campus Course / **ONL**: Online Course**BTH**: Both F2F & Online Course |
| 3.1 |  |  |  |  |
| 3.2 |  |  |  |  |

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| **Lesson 4 – [Enter lesson title here]** |
| # | Objectives | CourseOutcome# | Supporting Learning Content | Means of Assessment**F2F**: On-Campus Course / **ONL**: Online Course**BTH**: Both F2F & Online Course |
| 4.1 |  |  |  |  |
| 4.2 |  |  |  |  |

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| **Lesson 5 – [Enter lesson title here]** |
| # | Objectives | CourseOutcome# | Supporting Learning Content | Means of Assessment**F2F**: On-Campus Course / **ONL**: Online Course**BTH**: Both F2F & Online Course |
| 5.1 |  |  |  |  |
| 5.2 |  |  |  |  |

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| **Lesson 6 – [Enter lesson title here]** |
| # | Objectives | CourseOutcome# | Supporting Learning Content | Means of Assessment**F2F**: On-Campus Course / **ONL**: Online Course**BTH**: Both F2F & Online Course |
| 6.1 |  |  |  |  |
| 6.2 |  |  |  |  |

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| **Lesson 7 – [Enter lesson title here]** |
| # | Objectives | CourseOutcome# | Supporting Learning Content | Means of Assessment**F2F**: On-Campus Course / **ONL**: Online Course**BTH**: Both F2F & Online Course |
| 7.1 |  |  |  |  |
| 7.2 |  |  |  |  |

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| **Lesson 8 – [Enter lesson title here]** |
| # | Objectives | CourseOutcome# | Supporting Learning Content | Means of Assessment**F2F**: On-Campus Course / **ONL**: Online Course**BTH**: Both F2F & Online Course |
| 8.1 |  |  |  |  |
| 8.2 |  |  |  |  |

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| **Lesson 9 – [Enter lesson title here]** |
| # | Objectives | CourseOutcome# | Supporting Learning Content | Means of Assessment**F2F**: On-Campus Course / **ONL**: Online Course**BTH**: Both F2F & Online Course |
| 9.1 |  |  |  |  |
| 9.2 |  |  |  |  |

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| **Lesson 10 – [Enter lesson title here]** |
| # | Objectives | CourseOutcome# | Supporting Learning Content | Means of Assessment**F2F**: On-Campus Course / **ONL**: Online Course**BTH**: Both F2F & Online Course |
| 10.1 |  |  |  |  |
| 10.2 |  |  |  |  |

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| **Lesson 11 – Finals** |
| # | Objectives | CourseOutcome# | Supporting Learning Content | Means of Assessment**F2F**: On-Campus Course / **ONL**: Online Course**BTH**: Both F2F & Online Course |
| 11.1 |  |  |  |  |
| 11.2 |  |  |  |  |

### Grading Criteria

Enter assignment categories and their relative weights in terms of percentages. The assignment categories normally correspond to the means of assessment in the lesson tables.

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| **Assignment Category – On-Campus Course** | **Percent** |
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| Total | 100% |

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| **Assignment Category – Online Course** | **Percent** |
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|  |  |
|  |  |
|  |  |
| Total | 100% |

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### Assignment Descriptions

Provide a description for each assignment category above. Emphasize the importance of the assignments and what they are intended to teach as well as to gauge. The categories listed below are some of the most common, but they may or may not be in your course.

**Written Assignments/Papers**

**Project**

**Quizzes**

**Discussions**

**Midterm Exam**

**Final Exam**

Course Map Completion Date: Course Map Completed By: