**Program to Course Map**

### Course Code, Course Name, and Credit Hours

HSS 225 Community Education, 4 credit hours

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

This course introduces students to the assessment of community education needs and the development, promotion, implementation and evaluation of community education programs. Prerequisites: None

### **Program** Outcomes

Enter one program outcome per row, along with its primary assessment method. This information comes directly from your Program Assessment Report. To add auto-numbered rows, click in the margin to the left of the last row, and then press Ctrl+C (copy), Ctrl+V (paste).

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| **Program Outcomes Table** | | |
| Program Outcome# | Program Outcome | Primary Assessment Method |
|  | Oversee development and implementation of health services programs | Develop a community education training program plan |

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| **Bloom’s Classification System for Learning Outcomes** | | | |
| Level# | Level | Description | Typical Level-Appropriate Verbs |
| 1 | Knowledge | Obtaining and declaring foundational/factual information (i.e. who, what, where, when) | Define, identify, list, select, match, read |
| 2 | Understand | Explaining and demonstrating comprehension and understanding (i.e. why) | Explain, describe, discuss, summarize, compare, classify |
| 3 | Apply | Applying existing knowledge in new and practical ways  (i.e. how) | Apply, use, demonstrate, show, construct, modify |
| 4 | Analyze | Breaking down material into its component parts to determine relationships, themes and conclusions | Analyze, correlate, diagram, estimate, prioritize, infer |
| 5 | Evaluate | Making value judgements based on knowledge and experience | Evaluate, critique, appraise, defend, judge, debate |
| 6 | Create | Generate new/original knowledge | Create, design, develop, compose, formulate, compile |

### Course Outcomes

Use Bloom’s Classification System above in planning the course outcomes below. Generally, lower division courses feature the lower levels, while upper division, graduate and doctoral courses feature the higher levels. Using a level-appropriate verb, write one course outcome per row, noting its Level#, Assessment Method, and the Program Outcome# to which the course outcome links. Each outcome should complete the stem, “Upon completion of this course, the student will be able to … .” To add auto-numbered rows, click in the margin to the left of the last row, and then press Ctrl+C (copy), Ctrl+V (paste).

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| **Course Outcomes Table** | | | | |
| Course Outcome# | Course Outcome | Level# | Assessment Methods() | Program Outcome# |
| 1 | Define community education and list examples of community education programs | 1 | Written assignment | 1 |
| 2 | Assess community education needs | 4 | Written needs assessment | 1 |
| 3 | Formulate community education program objectives and assessments | 3 | List of objectives and assessment examples | 1 |
| 4 | Develop program content and materials | 3 | Program outlines, PowerPoint presentations, handouts | 1 |
| 5 | Design program evaluation instruments | 5 | Survey or other evaluation instrument | 1 |
| 6 | Plan for facilities and onsite logistics | 3 | Facilities and logistics plan | 1 |
| 7 | Plan for program publicity and promotion | 3 | Publicity and promotion plan | 1 |
| 8 | Synthesize materials into a training plan | 3 | Training plan document | 1 |

### 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.

**Students should be creating training materials and plans for an actual community education project, rather than taking tests on factual knowledge. If possible, the project should be for an actual client or agency. If possible, the project should be related in some way to a community health issue.**

### Required Materials

List materials required for this course (e.g. specific versions of software, hardware, tools, instruments, required text/readings, etc.)

**Microsoft Office (particularly MS Word and MS PowerPoint).**

### Instructor Qualifications

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

**Instructors should have a minimum of a master’s degree in public or community health, education, or a related discipline.**

Program to Course Map Completion Date: 12/01/17

Program to Course Map Completed By: A. Piña

**Course to Week Map**

### Weekly Objectives

Using a clear, measurable verb, write one weekly objective per row in the weekly tables below. Each objective should complete the stem, “Upon completion of this week of learning, the student will be able to … .” Next, identify the Course Outcome(s) (from the Course Outcomes Table above) that each weekly objective supports. Then, describe the Supporting Learning Content, such as textbook reading, written lectures, video content, audio recordings, practice exercises, etc. Finally, list the Means of Assessment for each objective. Repeat this process for each of the 11 weekly tables. To add auto-numbered rows, click in the margin to the left of the last row, and then press Ctrl+C (copy), Ctrl+V (paste).

Here is an example:

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| Week 1 – Introduction to … | | | | | |
| Weekly Objective#1 | | Week 1 Objective | Course Outcome# | Supporting Learning Content | Means of Assessment |
| 1. |  | Explain the significance of … | 1, 2 | Textbook reading  Lecture on …  Videos | Paper on …  Discussion of … |
| 1. |  | Identify the theories of … | 1, 3 | Journal articles | Paper on … |
| 1. |  | Categorize terms associated with … | 2 | Lecture on …  Practice activity | Quiz |

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| Week 1 – Lesson Title | | | | | |
| Weekly Objective#2 | | Week 1 Objective | Course Outcome# | Supporting Learning Content | Means of Assessment |
| 1. |  |  |  |  |  |

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| Week 2 – Lesson Title | | | | | |
| Weekly Objective#3 | | Week 2 Objective | Course Outcome# | Supporting Learning Content | Means of Assessment |
| 2. |  |  |  |  |  |

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| Week 3 – Lesson Title | | | | | |
| Weekly Objective#4 | | Week 3 Objective | Course Outcome# | Supporting Learning Content | Means of Assessment |
| 3. |  |  |  |  |  |

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| Week 4 – Lesson Title | | | | | |
| Weekly Objective#5 | | Week 4 Objective | Course Outcome# | Supporting Learning Content | Means of Assessment |
| 4. |  |  |  |  |  |

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| Week 5 – Lesson Title | | | | | |
| Weekly Objective#6 | | Week 5 Objective | Course Outcome# | Supporting Learning Content | Means of Assessment |
| 5. |  |  |  |  |  |

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| Week 6 – Lesson Title | | | | | |
| Weekly Objective#7 | | Week 6 Objective | Course Outcome# | Supporting Learning Content | Means of Assessment |
| 6. |  |  |  |  |  |

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| Week 7 – Lesson Title | | | | | |
| Weekly Objective#8 | | Week 7 Objective | Course Outcome# | Supporting Learning Content | Means of Assessment |
| 7. |  |  |  |  |  |

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| Week 8 – Lesson Title | | | | | |
| Weekly Objective#9 | | Week 8 Objective | Course Outcome# | Supporting Learning Content | Means of Assessment |
| 8. |  |  |  |  |  |

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| Week 9 – Lesson Title | | | | | |
| Weekly Objective#10 | | Week 9 Objective | Course Outcome# | Supporting Learning Content | Means of Assessment |
| 9. |  |  |  |  |  |

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| Week 10 – Lesson Title | | | | | |
| Weekly Objective#11 | | Week 10 Objective | Course Outcome# | Supporting Learning Content | Means of Assessment |
| 10. |  |  |  |  |  |

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| Week 11 – Lesson Title | | | | | |
| Weekly Objective#12 | | Week 11 Objective | Course Outcome# | Supporting Learning Content | Means of Assessment |
| 11. |  |  |  |  |  |

### 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 weekly tables.

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| **Assignment Category** | **Percent** |
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| Total | 100% |

### 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 to Week Map Completion Date:

Course to Week Map Completed By: