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

Course Code, Course Name, and Credit Hours:

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

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

For each program-level learning outcome that relates to this course, enter one outcome per row, along with its primary assessment method (if used in this course). This information can come directly from your Program Assessment Report. Add and number rows as needed.

|  |  |
| --- | --- |
| # | Program Outcome Related to this Course |
| 1 |  |
| 2 |  |

|  |
| --- |
| **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, 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, predict  |
| 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 |

### Course-Level Learning Outcomes

Use Bloom’s Classification System above in planning the course-level learning outcomes below. To demonstrate increasing levels of rigor, learning outcomes for lower-division courses will draw primarily from levels 1-3, while upper-division and graduate courses will draw primarily from levels 3-6.

Using a level-appropriate verb, write one course outcome per row, noting its Bloom’s Level#, its Assessment Method, 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.

|  |
| --- |
| **Course-Level Learning Outcomes Table** |
| # | Course Outcome | Bloom’sLevel# | Assessment Method(s) | 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:

|  |
| --- |
| **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** |
|  |  |
|  |  |
|  |  |
|  |  |
| Total | 100% |

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|  |  |
| --- | --- |
| **Assignment Category – Online Course** | **Percent** |
|  |  |
|  |  |
|  |  |
|  |  |
| 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 Map Completion Date: Course Map Completed By:

**Course Development Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ITEM** | **COURSEUPDATE** | **VENDOR/PUBLISHER****BASED**  | **PARTIAL COURSE DEVELOPMENT** | **FULL COURSEDEVELOPMENT**  |
| SME Primary Role | * Identifies changes from new/updated textbook and sends to Online Instruction Technologist (OIT)
 | * Determines where vendor content is used in a course
 | * Develops new content and finds/implements content from multiple sources
 | * Develops new content and finds/implements content from multiple sources
 |
| Instruction (readings, lecture, videos, tutorials, links to resources, etc.) | * New/updated textbook edition
* OIT updates links and references to assigned readings and resources
* OIT updates text information
* OIT corrects typos, grammar and other minor errors
 | * Instructional content provided by vendor
 | * Addition of new instruction in 20% to 50% of course
* Addition of new multimedia content in up to 50% of course
 | * Addition of new instruction in more than 50% of course
* Addition of new multimedia content in more than 50% of course
* Replacement of paid content with free/OER materials\*
 |
| Assignments/ Assessments(exams, discussions, drop boxes, grade books, etc.) | * OIT corrects settings
* OIT updates text information
* OIT corrects typos, grammar and other minor errors
 | * Assignments assessments provided by vendor
 | * Addition of new assignments/ assessments in 20% to 50% of course
 | * Addition of new assignments/assessments in more than 50% of course
* Replacement of paid content with free/OER materials\*
 |
| New Hybrid Course w/no online version | * N/A
 | * N/A
 | * Up to 50% of class sessions meet online
 | * More than 50% of class sessions meet online
 |
| SME Agreement | * NO
 | * NO
 | * YES
 | * YES
 |
| Who manages process | * Online Instructional Technologist
 | * Instructional Designer
 | * Instructional Designer
 | * Instructional Designer
 |
| Course load equivalent | * N/A
 | * N/A
 | * ½ of a course load
 | * 1 course load
 |
| Payment (overload) | * N/A ($100 stipend)
 | * N/A ($100 stipend)
 | * $312.50/credit hr.
* $1250/4 credit hr. course
 | * $625/credit hr.
* $2500/4 credit hr. course
 |

\* *It is considered a Full Course Development if the SME replaces the existing textbook and/or all 3rd party vendor/publisher content with free/open educational resources (OER) and/or SME-developed materials--so that there is no additional cost to students for course content/materials.*