

COURSE MAP

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	

COURSE MAP

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's Level#	Assessment Method(s)	Program Outcome#
1				
2				

COURSE MAP

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:

COURSE MAP

Section 2: Module/Weekly Lessons

Using a measurable verb, write one module/weekly objective per row in the tables below. Each objective should complete the stem, “Upon completion of this module/week, 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 module/weekly tables below. Add and number rows as needed.

Here is an example:

Module/Week 1 – Introduction to ...				
#	Objectives	Course Outcome#	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 reading Lecture 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

COURSE MAP

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

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

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

Module/Week 4 – [Enter lesson title here]				
#	Objectives	Course Outcome#	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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Module/Week 5 – [Enter lesson title here]				
#	Objectives	Course Outcome#	Supporting Learning Content	Means of Assessment F2F: On-Campus Course / ONL : Online Course BTH: Both F2F & Online Course
5.1				
5.2				

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

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

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

COURSE MAP

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

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

Module/Week 11 – Finals				
#	Objectives	Course Outcome#	Supporting Learning Content	Means of Assessment F2F: On-Campus Course / ONL : Online Course BTH: Both F2F & Online Course
11.1				
11.2				

COURSE MAP

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 module/weekly tables.

Assignment Category – On-Campus Course	Percent
Total	100%

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: