|  |
| --- |
| **Course Name:**  |
| **Instructor Name:**  | **Date:**  |
| **Program Outcomes Addressed:** [Optional] |
| **Course Learning Outcomes:** 1. Fill in
2. Fill in
3. Fill in
4. Fill in
5. Fill in
6. Fill in
 | **Course Learning Outcomes Checklist*** Are they measurable?
* Are they relevant?
* Do they cover the whole course?
* Are they written using language the student will understand?
* Are they appropriate for the level of the course?

**Course Learning Outcome Tips*** Begin each objective with a verb.
* Use Bloom’s Taxonomy for measurable, action-oriented verbs.
* In general, avoid having too many course outcomes (5-8 is a good target).
 |

| **Module # and Title** | **Course Learning Outcomes(CLOs)** | **Module Learning Outcomes** **(MLOs)** | **Assessments and Rubrics** | **Instructional Materials** | **Activities: Learner Interactions and Engagement** |
| --- | --- | --- | --- | --- | --- |
| The title should be **short**, yet **descriptive** and **specific** to content being explored. Use your concept map to help you identify the modules. Add rows as needed for additional modules.  | List all course learning outcomes addressed in the module by their Roman numerals.  | State the module’s intended ***measurable*** learning outcomes. MLOs must describe student performance in specific, observable terms. Use suggested action verbs from Bloom’s Taxonomy. In parentheses, include the course learning outcomes (CLOs) that align to each MLO.  | Specify all assessments that will be used to **measure the stated module learning outcomes**. List the name of rubric (if applicable) that provides descriptive and specific evaluation criteria for the assessment. Also, list the MLO(s) that align with each assessment. If assessment does not count towards the student’s grade they should be marked “Not graded” in place of the rubric name. | List all instructional materials and technology/media used during the module that **promote achievement of the stated module learning outcome**. This may include readings, web resources, videos, etc. In parentheses, include the MLO(s) that align to the materials. If a learning material does not have an aligned MLO mark it as Supplemental or Optional.  | List all learning activities that **promote achievement of the stated module learning outcomes and align with assessments** Learning Activities may also be listed in the assessment column if they are graded. In parentheses, include the MLOs that are being met with each activity.  |
| **Module 1:** |  |  |  |  |  |
| **Module 2:**  |  |  |  |  |  |
| **Module 3:** |  |  |  |  |  |
| **Module 4:** |  |  |  |  |  |
| **Module 5:** |  |  |  |  |  |
| **Module 6:** |  |  |   |  |  |
| **Module 7:** |  |  |  |  |  |
| **Module 8:** |  |  |  |  |  |
| **Module 9:** |  |  |  |  |  |
| **Module 10:** |  |  |  |  |  |

*Source:*

*The Online Course Map Guide, 2019*

*The Online Course Mapping Guide Course Map Template is licensed under a* [*Creative Commons Attribution 4.0 International License*](http://creativecommons.org/licenses/by/4.0/)*.*

