Area 1 – Relationship of course to other courses in curriculum (source – TAMU Curriculum process)

<table>
<thead>
<tr>
<th>Course Prefix, #, Name</th>
<th>Prerequisites for this course – Prefix, #, Name</th>
<th>Co-Requisites for this course - Prefix, #, Name</th>
<th>Course(s) for which this course is a prerequisite - Prefix, #, Name</th>
</tr>
</thead>
</table>

Area 2 – Role of course in the curriculum (sources - TAMU Curriculum process, Dreyfus Model of Skill Acquisition, Benner’s Stages of Clinical Competence)

- (I) Introduce – Familiarize, focus on exposure to and acquisition of foundational content for novice learners
- (E) Expand – Focus on emphasizing elements of disciplinary structure to develop learners from novices to advanced beginners
- (S) Strengthen – Focus on reinforcing content and processes to move learners from advanced beginners to competent or proficient
- (D) Demonstrate – Focus on providing opportunities for learners to show mastery in the discipline moving from competent to expert

<table>
<thead>
<tr>
<th>Learner Level</th>
<th>Less Complex</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice</td>
<td>Introduce</td>
<td>Advanced Beginner</td>
</tr>
<tr>
<td>Advanced Beginner</td>
<td>Expand</td>
<td>Strengthen</td>
</tr>
<tr>
<td>Competent/Proficient</td>
<td>Demonstrate</td>
<td></td>
</tr>
</tbody>
</table>

Area 3 – Learning to learn in the course/discipline (source – Shaping the College Curriculum, Lattuca & Stark, p. 214)

A. In this course, what percentage (determined by instructor) of the student time/effort is on:

<table>
<thead>
<tr>
<th>Less Complex</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attaining Knowledge___ %</td>
<td>Developing Intellectual Skills___%</td>
</tr>
</tbody>
</table>

B. In this course, what percentage (determined by instructor) of the time does the instructor acts as:

<table>
<thead>
<tr>
<th>Less Complex</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizer &amp; Leader___%</td>
<td>Guide &amp; Mentor___%</td>
</tr>
</tbody>
</table>

C. This course requires what percentage (determined by instructor) of the following intellectual skills: %

<table>
<thead>
<tr>
<th>Less Complex</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Skills___%</td>
<td>Analytical Thinking___%</td>
</tr>
<tr>
<td>Comprehension &amp; Retention___%</td>
<td>Critical Thinking___%</td>
</tr>
<tr>
<td></td>
<td>Problem Solving___%</td>
</tr>
</tbody>
</table>

D. This course requires what percentage (determined by instructor) of the following learning behaviors: %

<table>
<thead>
<tr>
<th>Less Complex</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing___%,</td>
<td>Questioning___%</td>
</tr>
<tr>
<td>Reflecting___%</td>
<td>Connecting___%</td>
</tr>
</tbody>
</table>

Area 4 – Workload

See Course Workload Estimator (Rice University) or Workload Estimator 2.0 (Wake Forest University)

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Area 5 – Mapping Student Learning Outcomes (sources – A Taxonomy for Learning, Teaching, and Assessing, Anderson & Krathwohl, and A Model for Learning Objectives, Iowa State University Center for Excellence in Learning and Teaching)

<table>
<thead>
<tr>
<th>KNOWLEDGE DIMENSION</th>
<th>COGNITIVE PROCESS DIMENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. FACTUAL KNOWLEDGE</td>
<td>1. REMEMBER</td>
</tr>
<tr>
<td>Foundational information in a discipline.</td>
<td>Recall and retrieval of foundational disciplinary information.</td>
</tr>
<tr>
<td>BLOOM'S TAXONOMY REVISED</td>
<td>2. UNDERSTAND</td>
</tr>
<tr>
<td>(example verbs for learning outcomes in italics)</td>
<td>Make meaning out of information.</td>
</tr>
<tr>
<td>C. PROCEDURAL KNOWLEDGE</td>
<td>3. APPLY</td>
</tr>
<tr>
<td>Methods for investigating and acting.</td>
<td>Use information in a similar situation.</td>
</tr>
<tr>
<td>D. META-COGNITIVE KNOWLEDGE</td>
<td>4. ANALYZE</td>
</tr>
<tr>
<td>Reflection on thinking in the discipline.</td>
<td>Take apart information and explore component connections.</td>
</tr>
<tr>
<td>A. FACTUAL KNOWLEDGE</td>
<td>5. EVALUATE</td>
</tr>
<tr>
<td>Foundational information in a discipline.</td>
<td>Examine critically and judge.</td>
</tr>
<tr>
<td>B. CONCEPTUAL KNOWLEDGE</td>
<td>6. CREATE</td>
</tr>
<tr>
<td>Connection of foundational elements to overall structure and function.</td>
<td>Create something new.</td>
</tr>
</tbody>
</table>

- List
- Summarize
- Respond
- Select
- Check
- Generate
- Recognize
- Classify
- Provide
- Differentiate
- Determine
- Assemble
- Recall
- Clarify
- Carry Out
- Integrate
- Judge
- Design
- Identify
- Predict
- Use
- Deconstruct
- Reflect
- Create