# Macintosh HD:Users:glaws:Desktop:CDP_Template_Title.png

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**Interactive Table of Contents**

[Part 1: Course Information](#Part1)  [Part 2: Course Development Plan](#Part2)

Initial Notes

* Begin by editing the footer of the document, to indicate the course, year, and semester information. Then move through the prompts for Part 1 and finally use the table in Part 2 (or switch to an outline format if tables are not for you) to design the course.
* Please do not hesitate to [contact me](http://www.geolawsdesign.com/contact/) at any point as you are filling out the course development plan. No question is too small or too big and I am always here for you!

Part 1: Course Information

1. **Host college:** list your college
2. **Host department:** list your college
3. **Course development team:**
   1. **Faculty developer/subject matter expert:** list the name of the faculty developer
   2. **Instructional designer/pedagogy expert:** list the name of the instructional designer
   3. **Other stakeholders/their roles:** list the names of any other members of the team, such as administrators signing off on the development, contributing faculty members, instructional systems analyst, web and media developer, etc.
4. **Course prefix, number, and title:** for example, CTCM 7010, Applied Traditional Chinese Medicine
5. **Course format:** select the format in which the course will be offered

☐ fully face-to-face

☐ face-to-face & online mix

☐ fully online

1. **Credit hours:** list the number of credit hours; consider mentioning the breakdown of those hours into lecture, lab, etc.
2. **Prerequisite(s):** list any prerequisite courses, skills, and technology/equipment
3. **Course description:** list the description that appears in the catalog at <http://catalog.gru.edu/> .
4. **Course-level goal(s):** 
   1. list the goal or goals that articulate the general objectives and purpose of the course. For example, the goals for CTCM 7010 course are to:
   * Gain a deeper understanding of TCM basic theories.
   * Learn how to apply these theories into daily life healthcare.
5. **Course-level outcomes:** 
   1. list the learning outcomes indicate competencies and measurable skills that students develop as a result of completing this course. For example, the outcomes for CTCM 7010 is as follows:

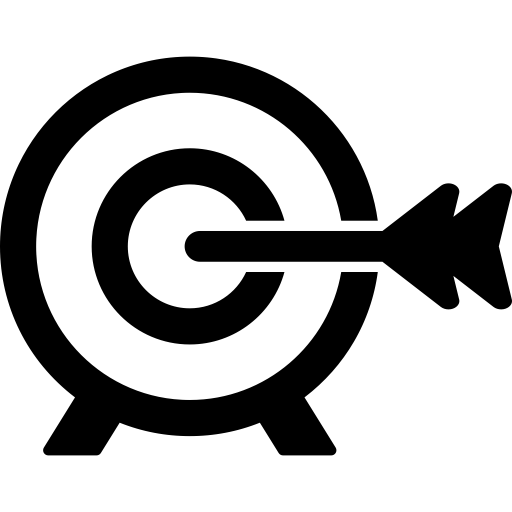
* Analyze your own constitution in light of basic TCM theories.
* Apply basic TCM theories and therapies to your own overall health.

1. **Certificate- or program-level outcomes that this course must satisfy (and at what level):** 
   1. list the learning outcomes that this course must meet based on the program curriculum map (you can het the program curriculum map from your program director). Be sure to mention at what level the outcome(s) must be met through this course – is it introduced, reinforced, or mastered?

>> Continued on the next page. [Top](#_top)

Part 2: Course Development Plan

[Top](#_top)

Your task, should you choose to accept it, is to identify the following for each module*:*

* *outcomes* (what do you need students to be able to do by the end of the module)
* *instruction* (what you'll teach in order to get students to meet the outcomes)
* *learning activities* (how students practice using your instruction to eventually produce the intended outcome).

| **Module** | **Week** | **Outcomes** | **Instruction** | **Learning Activities** |
| --- | --- | --- | --- | --- |
| **1** |  |  |  |  |

Let's have a closer look at the columns in the table:

**1. Modules**

*Modules* or *units* of instruction are sets of aligned outcomes, instruction, and learning activities. Each module is self-contained in that it has specific outcomes that are addressed though appropriate instruction and learning activities.

[](http://www.flaticon.com) For the purposes of filling out this template, the following instructions and tips:

* Modules are typically measured in weeks of instruction but that is not always the case (think of guided research courses, thesis or dissertation courses, internships, and so forth). If measured in weeks, please indicate the module-to-week parity.
* Expect this table to shift as you type in in. If tables are not for you, then switch to an outline format listing module, week, outcomes, instruction, and learning activities as many times as called for by your course.
* Do not hesitate to [reach out to me](http://www.geolawsdesign.com/contact/) with questions big and small; I love them all and will be delighted to assist you!

**2. Outcomes**

*Outcomes* or *Student Learning Outcomes* (SLOs)basically answer the question " What will the students be able do? ". In other words, what is the propose of instruction?

[](http://www.flaticon.com) For the purposes of filling out this template, the following instructions and tips:

* Using[*Bloom's taxonomy*](ftp://ftp-fc.sc.egov.usda.gov/NEDC/isd/taxonomy.pdf), list what students will be able to do (and, if relevant, how well) by the end of each week/module and upon completion of the learning activities.
* Module-level outcomes should state what students will be able to do *outside* the classroom (the learning activities will have instructions for what to do *in* the classroom), in other words how instruction transfers into the "real world". Consider the following examples:
  + **Example 1** (learning activity description): At the end of this modules, students will be able to pass a multiple-choice, true-false, and short answer quiz about arterial blood gas with at least 70% accuracy.
  + **Example 2** (outcome): At the end of this unit, students will be able to identify key elements in the arterial blood gas with at least 70% accuracy.

For the purposes of filling out this template, the following tip:

* Number each outcome. This is to make it easier for you to "tag" learning activities and instruction with the numbers corresponding to each outcome, to verify that you have instructional alignment (i.e., that instruction and learning activities are correlated with each other and lead to the intended learning outcomes).

**3. Learning Activities**

Also known as *outputs* or *Assignments, Assessments, and Interactions* (AAIs), *learning activities* answer the following questions:

* How do students demonstrate what they are able to do?
* What practice is needed to bridge the gap between what the course instruction provides and the students' ability to gradually perform the most complex tasks in this course, thus meeting the outcomes?

[](http://www.flaticon.com)For the purposes of filling out this template, the following instructions and tips:

* List the authentic learning activities that will give students the opportunity to apply their skills, knowledge, and attitudes (SKAs) to increasingly more difficult, real-world problems encountered in specific contexts.
* Consider what students need to do before, during, and after class in the way of:
  + reading the textbook/selected articles or viewing instructional presentations
  + researching/creating their own content
  + participating in discussions (interactions) as part of the class learning community
  + practicing new SKAs and receiving formative feedback (assignments)
    - scaffold learning going from basic tasks to increasingly more complex tasks leading up to the outcome (remember that before you could type as well as you do today, you had to first learn to locate the keyboard keys, position your hands, learn some shortcuts, and then practice, practice, and practice some more).
  + producing or performing complex summative tasks (assessments).
* To ensure you have instructional alignment, consider adding the corresponding outcome number next to each learning activity.

**4. Instruction**

*Inputs*or *instruction* basically answer the following question:

* What do students need to learn (or unlearn) before they are able to complete the learning activities and meet the outcomes?

[](http://www.flaticon.com)For the purposes of filling out this template, the following instructions and tips:

* List the instructional content and supporting resources & multimedia elements that you will provide to help students learn (or unlearn) everything required for them to successfully complete the learning activities and meet the outcomes (not teaching to the assessment but to the thinking and knowledge, skills, and attitudes needed for authentic, assessment-like contexts).
* Keep in mind:
  + what students already know and can already do (learning what you already know can be demotivating)
  + aim to teach no more and no less than what students need in order to meet the outcomes
  + explain why your choice of instructional material is relevant (learning something perceived as irrelevant is a big turn off for the millennial generation)
  + allow the class learning community to collaboratively create content/meaning (adult students are motivated by using their own life experiences, skills, and resources).
  + the overall cost of required textbook and supply purchases (could you achieve the same effect with open education resources?)
  + what media do you need and how can you source it (if you need it custom made, allow a couple if weeks)
  + what resources (web, library, etc.) would enhance the learning experience
  + copyright and fair use legislation
  + accessibility best practices (equivalent alternatives to auditory and visual content, avoiding colors that are hard to perceive by the colorblind−especially red, etc.)
  + ways to ensure the longest shelf life possible for the course.
* To ensure you have instructional alignment, consider adding the corresponding outcome number next to each learning activity.

[Top](#_top)