

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

Course Prefix, #, Name	Prerequisites for this course – Prefix, #, Name	Co-Requisites for this course - Prefix, #, Name	Course(s) for which this course is a prerequisite - Prefix, #, Name

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

	Less Complex		More Complex	
Learner Level	Novice	Advanced Beginner	Competent/Proficient	Expert
Content Approach	Introduce	Expand	Strengthen	Demonstrate

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:

Less Complex		More Complex	
Attaining Knowledge ___ %	Developing Intellectual Skills ___ %	Learning Intentionally ___ %	

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

Less Complex		More Complex	
Organizer & Leader ___ %	Guide & Mentor ___ %	Mentor & Colleague ___ %	

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

Less Complex		More Complex	
Study Skills ___ %	Analytical Thinking ___ %	Creativity ___ %	
Comprehension & Retention ___ %	Critical Thinking ___ %	Self-Discovery ___ %	
	Problem Solving ___ %		

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

Less Complex		More Complex	
Organizing ___ %, Questioning ___ %	Reflecting ___ %	Adapting ___ %, Connecting ___ %	

Area 4 – Workload

See [Course Workload Estimator](#) (Rice University)



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)

		COGNITIVE PROCESS DIMENSION					
		1. REMEMBER Recall and retrieval of foundational disciplinary information.	2. UNDERSTAND Make meaning out of information.	3. APPLY Use information in a similar situation.	4. ANALYZE Take apart information and explore component connections.	5. EVALUATE Examine critically and judge.	6. CREATE Create something new.
KNOWLEDGE DIMENSION	A. FACTUAL KNOWLEDGE Foundational information in a discipline.	<i>List</i>	<i>Summarize</i>	<i>Respond</i>	<i>Select</i>	<i>Check</i>	<i>Generate</i>
	B. CONCEPTUAL KNOWLEDGE Connection of foundational elements to overall structure and function.	<i>Recognize</i>	<i>Classify</i>	<i>Provide</i>	<i>Differentiate</i>	<i>Determine</i>	<i>Assemble</i>
	C. PROCEDURAL KNOWLEDGE Methods for investigating and acting.	<i>Recall</i>	<i>Clarify</i>	<i>Carry Out</i>	<i>Integrate</i>	<i>Judge</i>	<i>Design</i>
	D. META-COGNITIVE KNOWLEDGE Reflection on thinking in the discipline.	<i>Identify</i>	<i>Predict</i>	<i>Use</i>	<i>Deconstruct</i>	<i>Reflect</i>	<i>Create</i>

