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| --- | --- | --- |
| Course Code & Number: Name:  | Project Started:  | Target Delivery:  |
| Course Designer/Author:  | Email:  | Phone:  |
| Lead Instructional Designer:  | Program Coordinator/Chair (for college):   |

**Course Description:** **For college courses—copy and paste** thedescription of your course as outlined in the [TTU Course Catalog](TTU%20Course%20Catalog). This description should not be modified without written consent from your program chair. <http://www.depts.ttu.edu/officialpublications/> **For K-12 courses—write a brief draft** describing the course, which will be refined at the end of course development.

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**Course Objectives: For college courses—**in the space below, write your course objectives (these may be provided by your program/department). For assistance with writing effective course objectives, please refer to these resources:[Bloom’s Taxonomy](http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) *and* [OPA Resource](http://www.depts.ttu.edu/opa/resources/docs/Program_Assessment_Handbook_4_13_2015.pdf) (page 7). Course objectives should describe what students will be able to do after completing this course.**For K-12 courses***,* the course objectives will be the items listed under the Introduction section of the TEKS document. Consult your instructional designer if you have questions.

| By the completion of this course, students will be able to: | **Bloom’s Taxonomy Level** |
| --- | --- |
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**Modules:** In the table below, please provide a title for each module, an overview of the topics you plan to cover in that module, the course objective(s) to be addressed, and the week during which the module will be delivered. You may add more rows if needed.

**For a K-12 course**, **also include the specific Knowledge and Skills** (1A, 1B, 2A, 2B, etc.) from the TEKS document. K-12 course modules must fit into 17 weeks, with students working for about 5 hours per week and being given time for final exam preparation.

***\**** *In these rows, list any non-specific module content that is ongoing throughout the course, (i.e. research papers, projects, Exams covering multiple modules, etc.).*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module # | *Module TitleGeneric to textbook titles, preferred.*  | *Module Overview/Topic**Include sub-topics, key concepts to be covered in each module.* | *Course Objective(s) or TEKS Alignment (#)* | *Week(s)* |
| 1 |  |  |  |  |
| \* |  |  |  |  |
| 2 |  |  |  |  |
| \* |  |  |  |  |
| 3 |  |  |  |  |
| \* |  |  |  |  |
| 4 |  |  |  |  |
| \* |  |  |  |  |
| 5 |  |  |  |  |
| \* |  |  |  |  |
| 6 |  |  |  |  |
| \* |  |  |  |  |

*You may add more rows as needed.*

Definitions

Modules How course material is “chunked” into meaningful sections within a course. K-12 authors may also refer to these as lessons or units. Modules/lessons/units may stretch over one or more weeks.

Bloom’s Taxonomy A model used to classify and clarify educational learning objectives by breaking cognitive tasks into levels of increasing complexity. Lower-level Bloom’s include basic recall and comprehension. Higher-level Bloom’s require students to analyze, evaluate, and create something new by pulling different ideas and concepts together. Addressing Bloom’s helps course designers ensure they are guiding students from learning the basics to then applying that new knowledge to critical thinking tasks.

OPA The Texas Tech Office of Planning and Assessment, which provides college faculty with resources for developing online courses. K-12 authors are welcome to access the resource linked above, but it is not tailored for K-12 course development and isn’t needed for author contract completion. K-12 authors should refer to their Author Handbook instead.

TEKS Texas Essential Knowledge and Skills for K-12 subjects. The “Introduction” section contains the broad objectives for the subject, and usually consists of only three to six numbered items. The Knowledge and Skills section lists more detailed items and are usually referred to by number and letter (1A, 1B, etc.). K-12 authors need to align their course content and assignments to the more detailed TEKS, which in turn will align with the broader objectives.

 When planning modules, please list the more detailed TEKS (1A, 1B, etc.) so that your instructional designer knows specifically which knowledge and skills are being targeted.