

FSW Curriculum: Course Map Template

Course Information

Course Title:

Course Description:

Topic Outline:

Credit Hours:

Prerequisites/Corequisites:

Course Assessment Statement:

Start Here

View a resource video on “Designing for Alignment” that provides an overview and examples for course design:

<https://youtu.be/3sU0Guj3ITg?si=kSCGEGWVMY7EWvRh>

[Level Up Learning Outcomes Boodle Bot](#) (This bot will help FSW faculty and administrators write and revise for effective, assessable learning outcomes in their disciplines. This bot can help you write or revise student learning outcomes for programs, courses, and modules, as well as assist you with suggesting assessments aligned to your outcomes.)

[Level Up Curiosity Boodle Bot](#) (This bot is designed to assist faculty in developing assignments that emphasize inquiry over tasks.)

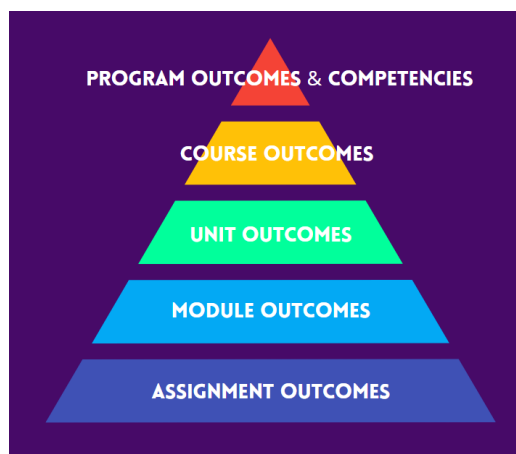
To use Boodle Bots, you'll need to sign up for an account! Use your FSW email to sign up, as we are currently in discussions to roll out the premium version college-wide. In the meantime, you get **five** premium prompts per day (as would be used on these Bots, as well as unlimited use of the basic AI tools).

Look at the end of this document for “Tips and Examples” and “Suggested Readings/Resources” for more!

How to Use This Course Map Template

This curriculum and course map template is designed to help you organize your course structure and ensure alignment between your course learning outcomes, unit outcomes, module components, and assessments. See below for a visual on the principles of alignment in this template, as well as a key!

When using this template, feel free to adapt it to best suit your specific course needs. You can add or remove units and modules, adjust the assessment formats, or modify section headings to reflect your discipline's terminology and practices. The template provides a comprehensive framework, but your course may require more emphasis in certain areas than others.



Begin by defining your course-level learning outcomes, then work through each unit and module, ensuring that learning outcomes proceed logically from the top down. Pay particular attention to alignment—each assessment should clearly measure specific learning outcomes, and each activity and instructional strategy should support students in developing the knowledge and skills they'll need to succeed.

Remember that this is a planning tool to help you create a positive and effective learning experience! The most effective curriculum and course maps evolve through revision and reflection on student learning outcomes. Don't hesitate to revise as you implement your course and discover what works best for your students and teaching context!

Term/Section	Definition / Purpose
Course Title / Description	The name of the course and a short summary of what it covers.
Topic Outline / Credit Hours / Prerequisites	A list of the main topics, how many credit hours it's worth, and what students should know or take before this course.

Course Assessment Statement	A short explanation of how students will show what they've learned by the end of the course.
Course Learning Outcomes (CLOs)	Big-picture goals for what students should be able to do when the course is over. These are the most important things students should learn.
General Education Competencies / Program Learning Outcomes (PLOs)	Skills that all students at the college should learn, and/or specific goals for a particular program. At least one of these should be clearly tied to what students learn in your course.
Unit Learning Outcomes (ULOs)	Goals for each main section (or "unit") of your course. These are steps that help students work toward the big course goals.
Module Learning Outcomes (MLOs)	Specific skills or knowledge students should gain in each lesson or module. These help students achieve the unit and course goals.
Assessment	Assignments, tests, projects, or other ways students show what they've learned. These should connect directly to your learning goals.
Instructional Strategies	The teaching activities you use to help students learn—like group work, discussions, case studies, or hands-on projects.
Course Materials	The readings, videos, websites, and other resources you use to teach the course.
Tools & Technology	The digital tools or platforms you use for teaching—like Canvas, Zoom, Google Docs, or discipline-specific software.

Guidelines for Writing Effective Learning Outcomes

FSW's syllabus ad-hoc committee has developed recommendations for course learning outcomes at the college:

1. For each credit hour in the course, aim for 2-6 learning outcomes.
This is all about context and skill level! If your outcomes are at the lower end of the Bloom's scale or focus on psychomotor outcomes, you might have more. Higher order skills might mean fewer outcomes. This is not a hard and fast rule, do what works for your context.
2. For cognitive outcomes, use Bloom's Application level or above.
College-level courses should emphasize the high-level thinking skills: Application, Analysis, Synthesis, Evaluation
3. Consider the difference between unit/module/assignment outcomes and course learning outcomes.
EX- You need to be able to identify the parts of the cell in order to isolate a pathogen, but the outcome is isolating the pathogen. Lower-order skills in modules/units/assignments should build to higher order skills for the course.
4. Course learning outcomes should match the context of the course (ex- lab, clinical, writing intensive, etc.)

Course Learning Outcomes

By the end of this course, students will be able to:

1. [Insert Course Learning Outcome 1]
2. [Insert Course Learning Outcome 2]
3. [Insert Course Learning Outcome 3]
4. [Insert Course Learning Outcome 4]
5. [Insert Course Learning Outcome 5]
6. [Insert Course Learning Outcome 6]

General Education Competencies and Program Learning Outcomes

All courses at FSW are required to designate at least one "Integral" general education competency. Competencies should be aligned with at least one course learning outcome.

Here is a link to FSW's General Education Competencies: [General Education Competencies | Florida SouthWestern State College](#).

If you are in an AS, AAS, BS, BAS, or CCC program, you may additionally have program learning outcomes. Consider how your course learning outcomes are aligned to your program learning outcomes.

General Education Competency/Program Learning Outcome	Aligned Course Learning Outcome(s)
Integral GE Competency 1	
Supplemental GE Competency 1	
Program Learning Outcome 1	
Program Learning Outcome 2	

Course-Level Assessments

Assessment	Description	Aligned Course Outcomes
[Assessment 1]	[Brief description]	[e.g., CLO 1, 3]
[Assessment 2]	[Brief description]	[e.g., CLO 2, 4]
[Assessment 3]	[Brief description]	[e.g., CLO 3, 5]
[Assessment 4]	[Brief description]	[e.g., CLO 1, 6]

Unit 1: [Unit Title]

Unit Learning Outcomes

By the end of this unit, students will be able to:

1. [Insert Unit Learning Outcome 1.1]
2. [Insert Unit Learning Outcome 1.2]
3. [Insert Unit Learning Outcome 1.3]

Module 1.1: [Module Title]

Learning Outcomes

By the end of this module, students will be able to:

- [Insert Module Learning Outcome 1.1.1] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 1.1.2] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 1.1.3] (supports Course Outcome [#] and Unit Outcome [#])

Course Materials

- [Reading 1: Title, Author, Pages/Chapters]
- [Reading 2: Title, Author, Pages/Chapters]
- [Video: Title, Source, Duration]
- [Additional resource]

Learning Plan & Instructional Strategies (Activities)

- [Activity 1: Brief description of activity and instructional strategy]
- [Activity 2: Brief description of activity and instructional strategy]
- [Activity 3: Brief description of activity and instructional strategy]

Tools & Technology

- [Technology/Tool 1: Name and purpose]
- [Technology/Tool 2: Name and purpose]

Assessments

Assessment	Description	Aligned Module Outcomes	Assignment Outcomes
[Quiz/Assignment]	[Brief description]	[e.g., 1.1.1, 1.1.2]	[Assignment Outcomes]
[Discussion Post]	[Brief description]	[e.g., 1.1.3]	[Assignment Outcomes]

Module 1.2: [Module Title]

Learning Outcomes

By the end of this module, students will be able to:

- [Insert Module Learning Outcome 1.1.1] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 1.1.2] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 1.1.3] (supports Course Outcome [#] and Unit Outcome [#])

Course Materials

- [Reading 1: Title, Author, Pages/Chapters]
- [Reading 2: Title, Author, Pages/Chapters]
- [Video: Title, Source, Duration]
- [Additional resource]

Learning Plan & Instructional Strategies (Activities)

- [Activity 1: Brief description of activity and instructional strategy]
- [Activity 2: Brief description of activity and instructional strategy]
- [Activity 3: Brief description of activity and instructional strategy]

Tools & Technology

- [Technology/Tool 1: Name and purpose]

- [Technology/Tool 2: Name and purpose]

Assessments

Assessment	Description	Aligned Module Outcomes	Assignment Outcomes
[Quiz/Assignment]	[Brief description]	[e.g., 1.2.1, 1.2.2]	[Assignment Outcomes]
[Project Component]	[Brief description]	[e.g., 1.2.3]	[Assignment Outcomes]

Unit 2: [Unit Title]

Unit Learning Outcomes

By the end of this unit, students will be able to:

1. [Insert Unit Learning Outcome 2.1]
2. [Insert Unit Learning Outcome 2.2]
3. [Insert Unit Learning Outcome 2.3]

Module 2.1: [Module Title]

Learning Outcomes

By the end of this module, students will be able to:

- [Insert Module Learning Outcome 2.1.1] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 2.1.2] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 2.1.3] (supports Course Outcome [#] and Unit Outcome [#])

Course Materials

- [Reading 1: Title, Author, Pages/Chapters]
- [Reading 2: Title, Author, Pages/Chapters]
- [Video: Title, Source, Duration]
- [Additional resource]

Learning Plan & Instructional Strategies (Activities)

- [Activity 1: Brief description of activity and instructional strategy]
- [Activity 2: Brief description of activity and instructional strategy]
- [Activity 3: Brief description of activity and instructional strategy]

Tools & Technology

- [Technology/Tool 1: Name and purpose]
- [Technology/Tool 2: Name and purpose]

Assessments

Assessment	Description	Aligned Module Outcomes	Assignment Outcomes
[Quiz/Assignment]	[Brief description]	[e.g., 2.1.1, 2.1.2]	[Assignment Outcomes]
[Discussion Post]	[Brief description]	[e.g., 2.1.3]	[Assignment Outcomes]

Module 2.2: [Module Title]

Learning Outcomes

By the end of this module, students will be able to:

- [Insert Module Learning Outcome 2.2.1] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 2.2.2] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 2.2.3] (supports Course Outcome [#] and Unit Outcome [#])

Course Materials

- [Reading 1: Title, Author, Pages/Chapters]
- [Reading 2: Title, Author, Pages/Chapters]
- [Video: Title, Source, Duration]
- [Additional resource]

Learning Plan & Instructional Strategies (Activities)

- [Activity 1: Brief description of activity and instructional strategy]
- [Activity 2: Brief description of activity and instructional strategy]
- [Activity 3: Brief description of activity and instructional strategy]

Tools & Technology

- [Technology/Tool 1: Name and purpose]
- [Technology/Tool 2: Name and purpose]

Assessments

Assessment	Description	Aligned Module Outcomes	Assignment Outcomes
[Quiz/Assignment]	[Brief description]	[e.g., 2.2.1, 2.2.2]	[Assignment Outcomes]
[Project Component]	[Brief description]	[e.g., 2.2.3]	[Assignment Outcomes]

Unit 3: [Unit Title]

Unit Learning Outcomes

By the end of this unit, students will be able to:

1. [Insert Unit Learning Outcome 3.1]
2. [Insert Unit Learning Outcome 3.2]
3. [Insert Unit Learning Outcome 3.3]

Module 3.1: [Module Title]

Learning Outcomes

By the end of this module, students will be able to:

- [Insert Module Learning Outcome 3.1.1] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 3.1.2] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 3.1.3] (supports Course Outcome [#] and Unit Outcome [#])

Course Materials

- [Reading 1: Title, Author, Pages/Chapters]
- [Reading 2: Title, Author, Pages/Chapters]
- [Video: Title, Source, Duration]
- [Additional resource]

Learning Plan & Instructional Strategies (Activities)

- [Activity 1: Brief description of activity and instructional strategy]
- [Activity 2: Brief description of activity and instructional strategy]
- [Activity 3: Brief description of activity and instructional strategy]

Tools & Technology

- [Technology/Tool 1: Name and purpose]
- [Technology/Tool 2: Name and purpose]

Assessments

Assessment	Description	Aligned Module Outcomes	Assignment Outcomes
[Quiz/Assignment]	[Brief description]	[e.g., 3.1.1, 3.1.2]	[Assignment Outcomes]
[Discussion Post]	[Brief description]	[e.g., 3.1.3]	[Assignment Outcomes]

Module 3.2: [Module Title]

Learning Outcomes

By the end of this module, students will be able to:

- [Insert Module Learning Outcome 3.2.1] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 3.2.2] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 3.2.3] (supports Course Outcome [#] and Unit Outcome [#])

Course Materials

- [Reading 1: Title, Author, Pages/Chapters]
- [Reading 2: Title, Author, Pages/Chapters]
- [Video: Title, Source, Duration]
- [Additional resource]

Learning Plan & Instructional Strategies (Activities)

- [Activity 1: Brief description of activity and instructional strategy]
- [Activity 2: Brief description of activity and instructional strategy]
- [Activity 3: Brief description of activity and instructional strategy]

Tools & Technology

- [Technology/Tool 1: Name and purpose]

- [Technology/Tool 2: Name and purpose]

Assessments

Assessment	Description	Aligned Module Outcomes	Assignment Outcomes
[Quiz/Assignment]	[Brief description]	[e.g., 3.2.1, 3.2.2]	[Assignment Outcomes]
[Project Component]	[Brief description]	[e.g., 3.2.3]	[Assignment Outcomes]

Unit 4: [Unit Title]

Unit Learning Outcomes

By the end of this unit, students will be able to:

1. [Insert Unit Learning Outcome 4.1]
2. [Insert Unit Learning Outcome 4.2]
3. [Insert Unit Learning Outcome 4.3]

Module 4.1: [Module Title]

Learning Outcomes

By the end of this module, students will be able to:

- [Insert Module Learning Outcome 4.1.1] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 4.1.2] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 4.1.3] (supports Course Outcome [#] and Unit Outcome [#])

Course Materials

- [Reading 1: Title, Author, Pages/Chapters]
- [Reading 2: Title, Author, Pages/Chapters]
- [Video: Title, Source, Duration]
- [Additional resource]

Learning Plan & Instructional Strategies (Activities)

- [Activity 1: Brief description of activity and instructional strategy]
- [Activity 2: Brief description of activity and instructional strategy]
- [Activity 3: Brief description of activity and instructional strategy]

Tools & Technology

- [Technology/Tool 1: Name and purpose]
- [Technology/Tool 2: Name and purpose]

Assessments

Assessment	Description	Aligned Module Outcomes	Assignment Outcomes
[Quiz/Assignment]	[Brief description]	[e.g., 4.1.1, 4.1.2]	[Assignment Outcomes]
[Discussion Post]	[Brief description]	[e.g., 4.1.3]	[Assignment Outcomes]

Module 4.2: [Module Title]

Learning Outcomes

By the end of this module, students will be able to:

- [Insert Module Learning Outcome 4.2.1] (supports Course Outcome [#] and Unit Outcome [#])
- [Insert Module Learning Outcome 4.2.2] (supports Course Outcome [#] and Unit Outcome [#])

- [Insert Module Learning Outcome 4.2.3] (supports Course Outcome [#] and Unit Outcome [#])

Course Materials

- [Reading 1: Title, Author, Pages/Chapters]
- [Reading 2: Title, Author, Pages/Chapters]
- [Video: Title, Source, Duration]
- [Additional resource]

Learning Plan & Instructional Strategies (Activities)

- [Activity 1: Brief description of activity and instructional strategy]
- [Activity 2: Brief description of activity and instructional strategy]
- [Activity 3: Brief description of activity and instructional strategy]

Tools & Technology

- [Technology/Tool 1: Name and purpose]
- [Technology/Tool 2: Name and purpose]

Assessments

Assessment	Description	Aligned Module Outcomes	Assignment Outcomes
[Quiz/Assignment]	[Brief description]	[e.g., 4.2.1, 4.2.2]	[Assignment Outcomes]
[Project Component]	[Brief description]	[e.g., 4.2.3]	[Assignment Outcomes]

[Continue with additional units and modules as needed using the same structure]

Curriculum Alignment Map

Course Learning Outcome	Unit Outcomes	Module Learning Outcomes	Assessments
CLO 1	ULO 1.1, ULO 2.2	MLO 1.1.1, MLO 1.1.2, MLO 2.2.1	[List relevant assessments]
CLO 2	ULO 1.2, ULO 3.1	MLO 1.2.1, MLO 3.1.1, MLO 3.1.2, MLO 3.4.2	[List relevant assessments]
CLO 3	ULO 2.1, ULO 3.2	MLO 2.1.3, MLO 3.2.1, MLO 3.2.2	[List relevant assessments]
CLO 4	ULO 2.3, ULO 3.3	MLO 2.3.1, MLO 2.3.2, MLO 3.3.1, MLO 4.1.3	[List relevant assessments]
CLO 5	ULO 1.3, ULO 3.3	MLO 1.3.1, MLO 3.3.2, MLO 3.3.3	[List relevant assessments]

Tips & Examples

Course Materials/Resources:

Course materials should be specific and purposeful. For example, you might include the textbook "Introduction to Psychology", focusing on Chapter 3 which covers foundational theories directly related to your learning outcomes. You could supplement with current research or current events to provide up-to-date perspectives, or include a variety of media such as video lectures, interactive simulations, and more.

Assessments:

Effective assessments align directly with learning outcomes and vary in format and levels of complexity. A knowledge check quiz might include 10 multiple-choice and 2 short-answer questions testing fundamental understanding, with automated feedback directing students to review specific sections if needed. A case analysis assignment could require students to analyze a real-world scenario, applying module theories to explain dynamics and recommend evidence-based solutions in a structured report. For course-level assessment, a research project might span the semester, requiring students to identify a relevant

problem, conduct literature review, design methodology, collect and analyze data, and present findings—demonstrating mastery of multiple course outcomes simultaneously. To use Dr. Harris’s Great British Breaking Show metaphor, an effective course design will have assessments that measure the Technical (outcome skills), the “Signature” (interpretation and analysis skills), and the “Showstopper” (creation, evaluation, and justification skills).

Tools and Technology:

Technology should enhance learning rather than complicate it. Your Learning Management System (Canvas) serves as a central hub for accessing materials, submitting assignments, and participating in discussions. Video conferencing tools like Zoom facilitate synchronous meetings with breakout capabilities for real-time collaboration despite physical distance. Collaborative platforms can provide digital workspaces for visualizing concepts and creating mind maps simultaneously. Include discipline-specific software that builds relevant technical skills students will use in their future careers.

Learning Plan and Instructional Strategies (Activities):

Learning activities should engage students actively with content and each other. A Think-Pair-Share activity might have students individually analyze a case study on communication barriers, pair with classmates to compare insights, then share findings with the class—promoting critical thinking and collaborative learning. Guided inquiry activities might provide structured ways for students to design and conduct mini-experiments testing principles from a module. Discussion forums on topics like "Ethical implications of AI in healthcare" require original perspectives and peer responses, applying theoretical frameworks from readings. Collaborative projects using the jigsaw technique can develop expertise in subtopics while building communication skills as students teach concepts to peers. Most importantly, your learning plan and instructional strategies (activities) should be aligned to the skill set you want your students to develop and that you are assessing in the class.

Suggested Readings/Resources

Angelo, Thomas A, and K. Patricia (Kathryn Patricia) Cross. [Classroom Assessment Techniques : A Handbook for College Teachers](#). 2nd ed. San Francisco: Jossey-Bass Publishers, 1993. Print. [FSW Library]

Bowen, Ryan S. [Understanding by Design](#). Vanderbilt University Center for Teaching. [PDF Resource]

Davidson, Cathy N. [“How to Revolutionize the University.”](#) Don Hope Franklin Humanities Institute at Duke University. [Youtube Video]

Dobrin, Sid. "[Talking about Generative AI: A Guide for Educators.](#)" Broadview Press, 2023. [PDF Resource]

Kuh, George. "[Key Features of High-Impact Practices.](#)" Center for Engaged Learning at Elon University. [Youtube Video]

National Association of Colleges and Employers (NACE). [What is Career Readiness?](#) [Web Resource]

Paul, Richard and Linda Elder. "[The Art of Asking Essential Questions.](#)" The Foundation for Critical Thinking. [FSW Library]

Paul, Richard, Linda Elder, and Foundation for Critical Thinking. [A Thinker's Guide for Those Who Teach on How to Improve Student Learning : 30 Practical Ideas.](#) 2nd ed. Dillon Beach, Calif: Foundation for Critical Thinking, 2011. Print. [FSW Library]

Wiggins, Grant. "[Understanding by Design: Part I.](#)" Avenues The World School. [Youtube Video]

Wiggins, Grant. "[Understanding by Design: Part II.](#)" Avenues The World School. [Youtube Video]

**This document was developed by Dr. Rebecca Harris, with the help of her AI assistant, Hastings.