Course Architecture

# Course Architecture Overview and Terminology

The course architecture is a map of your course. The purpose of the course architecture is to help you ensure alignment between course goals, student learning objectives, instructional materials, and assessments. It can also increase transparency for students and help guide learning. A complete course architecture is required for a [UF+QM Course Review](http://teach.ufl.edu/resource-library/uf-qm-standards/). Use this template at the beginning of your course development, and you will continue to make enhancements to it with your instructional designer throughout development. Please be aware of the following terminology:

* Course goals: larger learning outcomes that are assessed throughout the course. Course goals may fall within the knowledge, skills, and/or values learning domains. To meet UF+QM Standard 2.1, at least 85% of the course goals must have measurable outcomes and should focus on what the learner will be able to do. Refer to the levels of learning in [Bloom’s Taxonomy](https://media.citt.ufl.edu/resources/blooms/index.html): (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, and (6) Creating.
* Student learning objectives: measurable and specific objectives that identify what students will need to demonstrate. Student learning objectives are different from course goals because they are assessed within a module or unit, while course goals are larger learning outcomes that span across the entire course. Student learning objectives should align to at least one course goal and address the appropriate learning level. Refer to the levels of learning in [Bloom’s Taxonomy](https://media.citt.ufl.edu/resources/blooms/index.html): (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, and (6) Creating.
* Modules: groupings of student learning objectives, instructional material, and assessments that are typically structured by topic or week, and provide a summary of how each topic area fits within the course.
* Instructional materials: any reading, video, lecture, supplementary material, or activity with *no feedback to students*.
* Assessments: any activity, quiz, exam, or assignment for which students are *provided feedback* that helps them to assess and learn from their work.

# Step 1: Identify Course Goals

The first step is to identify course-level goals. These are larger learning outcomes that will be assessed throughout the course. (average: 5-7 course goals). Note: general education courses and core courses for degree programs may be required to include one or more preset course goals (aligned to the programmatic student learning outcome, often in the academic learning compact), and may also be required to include certain predetermined assessments. Talk with your ID if you are uncertain whether your course falls into this category.

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| Goal # | Course Goal |
| *Ex: 1* | *Ex: Students will be able to analyze the composition of galaxies.* |
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# Step 2: Write and align student learning objectives

Student learning objectives are measurable outcomes that students will demonstrate in modules or units. For step 2, write measurable student learning objectives that are grouped into modules. Align instructional materials and assessments to each objective. An assessment can align to multiple objectives. (average: 3-5 student learning objectives for each module)

## *Module 1: Example*

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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| Goal # | Objective (students will be able to… | Level | Instructional Materials | Assessment | Possible Tool |
| *1* | *Identify 4 types of galaxies.* | *1* | *View Galaxy Overview video lecture, visit* [*Global Telescope Network website*](http://gtn.sonoma.edu/resources/normal_galaxies/types.php) | *Quiz* | *Flashcards created with Study Blue* |
| *1* | *Describe the composition of each type of galaxy.* | *1* | *Galaxy Composition Video Lecture, Chapter 1 textbook reading* | *Essay* | *Google Sky* |
| *1* | *Identify the types of matter that make up a galaxy.* | *2* | *LinkedIn Learning tutorial, textbook reading* | *PowerPoint presentation (peer reviewed)* | *PowerPoint, Linkedinlearning, peer review instructions* |

## Module 1: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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| Goal # | Objective (students will be able to…) | Level | Instructional Materials | Assessment | Possible Tool |
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## Additional notes, questions, or concerns about Module 1:

## Module 2: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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| Goal # | Objective (students will be able to…) | Level | Instructional Materials | Assessment | Possible Tool |
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## Additional notes, questions, or concerns about Module 2:

## Module 3: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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| Goal # | Objective (students will be able to…) | Level | Instructional Materials | Assessment | Possible Tool |
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## Additional notes, questions, or concerns about Module 3:

## Module 4: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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| Goal # | Objective (students will be able to…) | Level | Instructional Materials | Assessment | Possible Tool |
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## Additional notes, questions, or concerns about Module 4:

## Module 5: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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## Additional notes, questions, or concerns about Module 5:

## Module 6: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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## Additional notes, questions, or concerns about Module 6:

## Module 7: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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## Additional notes, questions, or concerns about Module 7:

## Module 8: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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| Goal # | Objective (students will be able to…) | Level | Instructional Materials | Assessment | Possible Tool |
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## Additional notes, questions, or concerns about Module 8:

## Module 9: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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| Goal # | Objective (students will be able to…) | Level | Instructional Materials | Assessment | Possible Tool |
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## Additional notes, questions, or concerns about Module 9:

## Module 10: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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## Additional notes, questions, or concerns about Module 10:

## Module 11: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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## Additional notes, questions, or concerns about Module 11:

## Module 12: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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## Additional notes, questions, or concerns about Module 12:

## Module 13: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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## Additional notes, questions, or concerns about Module 13:

## Module 14: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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## Additional notes, questions, or concerns about Module 14:

## Module 15: Insert Title Here

Bloom’s Taxonomy (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating

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## Additional notes, questions, or concerns about Module 15: