

Discipline Course Outline

Course Disciplinary Content	Science(s) Foundation Required (Id. Physics, Chemistry, Biology, etc.)	Mathematics Foundation Required	Communication Foundation/ Skills Required
I. Unit			
A.	A. Physics, Chemistry, Bio?	A.	A.
1.	1.	1.	1.
2.	2.	2.	
B.			
1.			
2.			
C.			
1.			
2.			
II. Unit			
III. Unit			
IV. Unit, etc.			

Table C.1.2 : Content Schedule and Styles, Models, Bloom's Analysis

Week	Content Topic: <i>Factual, Conceptual, Procedural, Meta-cognitive</i>	Content Source <i>Text, etc.</i>	Teaching Style <i>a-k; fpdf</i>	Learning Style <i>CE, AE, AC, RO</i>	Teaching Model <i>1-24 name</i>	Dale's Cone <i>Active or Passive</i>	Bloom's Traditional: <i>Evaluation, Synthesis, Analysis, Application, Comprehension, Knowledge</i>	Bloom's Revised <i>Create, Evaluate, Analyze, Apply, Understand, Remember</i>	Critical Thinking	Centered? <i>Teacher, Knowledge Assessment, Learner</i>
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16	Final Exam or Project									

Note: There is a practice by some professors to give the final exam before or during the **last week of CLASS**, rather than the **FINAL EXAM WEEK**. This essentially means that you are "cheating" the students out of one day of content, learning, etc. We should have 15 weeks of learning, including exam, quizzes, or project days, but to make the **final week of class** the **FINAL exam week** is unethical by NIU standards, regardless of who does it. **What is your practice?**

Table C.1.3: Content Schedule and Styles, Models, Bloom's Analysis

Week	Content Topic: <i>Factual, Conceptual, Procedural, Meta-cognitive</i>	Content Source <i>Text, etc.</i>	Teaching Style <i>a-k; fpdf</i>	Learning Style <i>CE, AE, AC, RO</i>	Teaching Model <i>1-24 name</i>	Dale's Cone <i>Active or Passive</i>	Bloom's Traditional <i>Evaluation, Synthesis, Analysis, Application, Comprehension ,Knowledge</i>	Bloom's Revised <i>Create, Evaluate, Analyze, Apply, Understand, Remember</i>	Critical Thinking	Centered? <i>Teacher, Knowledge Assessment, Learner</i>
1										
2										
3										
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Table C.1.4: Instructional Design Gaps Analysis Table

ABET/ NAIT Standard a-k Eng A-Q Tech	NIU General Ed Goals (embedded) a-I, ii, iii, iv b-I, ii, iii, iv c and d	Student Learning Objectives listed on syllabus	Bloom/Dale <i>Evaluation/Active Synthesis/Active Analysis/Active Application/Active Comprehension/P Knowledge/Passive</i>	Knowledge Sources Professor, Text, Cases, Speaker, References, etc.	Student Assessments listed on syllabus	Bloom/Dale <i>Evaluation/Active Synthesis/Active Analysis/Active Application/Active Comprehension/P Knowledge/Passive</i>	Test Items or Projects/ Rubrics	Bloom/Dale <i>Evaluation Synthesis Analysis Application Comprehension Knowledge</i>	Performance <i>IF any; if none, leave blank</i>	Bloom/Dale <i>Evaluation/Active Synthesis/Active Analysis/Active Application/Active Comprehension/P Knowledge/Passive</i>