Course Alignment Template for an Online Course
IST140 – The Internet and Computer Technology
Rodney Hargis

Directions: Cut-and-paste (or type) the Course Competencies/Goals, General Education Knowledge Goals, and MCCC Core Skills from the Department Course Outline into the Course Alignment template below.

Course Competencies/Goals	General Education Knowledge Goals	MCCC Core Skills
Upon completing the course, the student will be able to: 1. Contextualize/conceptualize internet and www to become successful navigators and powerful users 2. Become effective and empowered/powerful users of digital communications technology. 3. Explore and identify ethical issues in a digital, connected era. 4. Successfully plan, create and upload a functioning website	• **Goal 4.Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals • **Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples. • **Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.	• **Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations. • **Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work. • **Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others. • **Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations. • **Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Note: If no Department Course Outline exists, you will identify and define the goals and skills for training purposes. Refer to the Mercer Course Outline template and select those that pertain (and are central) to your course. In an actual situation, you would work with the Course Coordinator to prepare the Course Outline, which would also need to be approved by the Division Dean and Curriculum Committee. Also, if the existing Department Course Outline is for a traditional face-to-face course, it may not have the following General Education Knowledge Goal and MCCC Core Skill, which you may want to include for the online course:

General Education Knowledge Goal:

Goal 4. Technology. Student will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

MCCC Core Skill:

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Directions: 1) Cut-and-paste (or type) the Unit Student Learning Objectives for **One Unit of Study** (of your choosing) from the Department Course Outline into the Course Alignment template below. For **each Student Learning Objective (SLO)** *connect and cross-reference* the Unit SLO with one or more Course Competencies/Goals, General Education Knowledge Goals, and/or MCCC Core Skills. **2)** Then, identify and define the **Unit Student Assessments** that students will *demonstrate, perform, or exhibit* that they have successfully achieved the SLOs for the Unit of study that you have chosen. *Connect and cross-reference* **each Unit Student Assessment** with one or more Unit Student Learning Objectives.

For guidance in completing this portion of the template, refer to the Spanish 101 and Philosophy 102 Course Alignment samples.

Unit Student Learning Objectives	Unit Student Assessments

Unit 7: Evaluating Information Found on the WWW (outside sources)
 At the end of this unit, the student will be able to:
 1. Evaluate Information Found on the WWW (outside sources) **(CG 1,2 | Gen Ed 4 | CS: D, E)**
 2. Analyze the information within the URL to initially assess a Website **(CG 1,2 | Gen Ed 4 | CS: D,E)**
 3. Judge a website's **(CG 1,2 | Gen Ed 4, 9 | CS: C,D,E)**
    a) Authority and Authenticity
    b) Advocacy and Bias
    c) Currency and Coverage
 4. Distinguish between trustworthy and untrustworthy websites. **(CG 1,2 | Gen Ed 4, 9 | CS: C,D,E)**
 5. Cite resources which offer guidance in making determinations about the reputability of any resource. **(CG 1,2 | Gen Ed 4 | CS: C,D)**
	Unit 7: Evaluating Information Found on the WWW (outside sources)
	 • Discussion Board – Students select 2 websites from a list and post evaluations of each site to determine credibility using rubric/checklist. Students will then explain the reasoning behind their ratings and be asked to respond to at least 2 peer postings. **[ULO 1,3]**
	 • Quiz –Set of questions which ask students to identify specific components of the URL and judge the legitimacy of a site based solely upon information contained in URL. **[ULO 1,2,4]**
	 • Drop-Box – Create a checklist for use by a less-experienced Internet user, where the user can evaluate the trustworthiness and reputability of various websites and Internet resources and avoid being scammed. **[ULO 4,5]**

Note: If no Department Course Outline exists, you will identify and define Unit Student Learning Objectives (for your chosen unit of study) for training purposes. In an actual situation, you would work with the Course Coordinator to prepare the Course Outline, which would also need to be approved by the Division Dean and Curriculum Committee.

Tip! Need help writing effective student learning objectives? Refer to "Writing Effective Student Learning Outcomes: Part I. Bloom's Taxonomy, Cognitive, Psychomotor, and Affective Domains."

Ideas for Unit Student Assessments: online discussion boards, assignments (e.g., research paper, presentations) that can be submitted to the online drop box, online quizzes and/or exams (vs. Testing Center), online private journals for reflection, and online activities (e.g., crossword puzzle, games).