A: Course Learning Outcome *What will students know, value and be able to do by the end of the course?* By the end of the course, successful students will be able to:	**B: Assessing Course Learning Outcomes** *What assessment strategy will be used to evaluate this learning outcome?*	**C: Graduate Attributes, Indicators** *What Graduate Attributes and indicators align with this learning outcome?*	**D: Assessing Graduate Attributes** *What specific assessment strategy will be used to capture GA student performance data in CourseLink LMS? (NB: not all course LO's need be assessed)*	**E: Level of Sophistication (I,R,M)** *Within the context of the engineering curriculum, at what level of sophistication will the graduate attributes be assessed*?	**F: Additional Contextual Information** *Is there any additional context you would like to provide?*

Introduce – Key ideas, concepts or skills related to the learning outcome are introduced and demonstrated at an introductory level. Instruction and learning activities focus on basic knowledge, skills and/or competencies and entry-level complexity.

Reinforce – Learning outcome is reinforced with feedback; students demonstrate the outcome at an increasing level of proficiency. Instruction and learning activities concentrate on enhancing and strengthening existing knowledge and skills, as well as expanding complexity.

Master – Students demonstrate learning outcome with high level of independence, expertise and sophistication expected upon graduation. Instructional and learning activities focus on and integrate the use of the content or skills in multiple levels of complexity.

Definitions of Introduce, Reinforce and Master are adapted from http://www.ced.csulb.edu/offices/assessment-office/creating-curriculum-map and Veltri, N. and Matveev, A. (2011). Curriculum mapping as a tool for continuous improvement of IS curriculum. *Journal or Information Systems Education* 22(1), 31-42