Short Guide to Course Design  
August 2013

1. Set student learning outcomes (SLOs)
   a. Identify course-specific outcomes (skills and knowledge students should gain in this course)
   b. Align course outcomes with degree-specific outcomes
   c. For undergraduate courses: align with WSU’s 7 Goals of Baccalaureate

2. Review course content, assignments and activities
   a. Ensure course content & topics support to learning outcomes
   b. Design assignments and activities that foster learning: What will students do to develop skills and knowledge for the learning outcomes?
   c. Consider how students will receive timely feedback on assignments and activities, to help them refine skills and knowledge; build feedback into course calendar.
   d. Ensure group projects have milestones and feedback.
   e. Resources:
      i. See sample grid on page 2 for aligning outcomes and activities
      ii. Library personnel may be help find current information tools and guides for your subject; Global Campus for teaching with technology and online tools; ATL general

3. Assessment and grading
   a. Design exams to assess student learning outcomes
   b. Ensure assignments give students practice in same form by which they are assessed (e.g., if students will give an oral presentation to demonstrate communication skills, they should have prior opportunities to practice).
   c. Resources: Effective Grading, Barbara Walvoord

4. Create a complete syllabus
   a. Required syllabus elements
      i. Clear course learning outcomes (see Educational Policies and Procedure Manual)
      ii. Explicit weighting of assigned work in final grade
      iii. Specific statements regarding safety, academic integrity, and reasonable accommodation (see http://vpue.wsu.edu/policies/)
   b. Resources
      For guidelines and examples, see http://vpue.wsu.edu/policies/
Sample Grid, Undergraduate Course
Aligning Student Learning Outcomes (SLOs), Assignments, Assessment

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>If undergraduate</th>
<th>Topics and assignments</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the end of this course, students should be able to:</strong> (Provide each student learning outcome for this course—starting with a verb)</td>
<td>Aligns with University Learning Goals</td>
<td>Course topics (and dates) that address these learning outcomes</td>
<td>This outcome will be evaluated primarily by [assignment or activity]</td>
</tr>
<tr>
<td>SLO #1 Define basic terms and concepts in scientific methodology and analysis</td>
<td>Scientific Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO #2 Locate, categorize, critique, and evaluate sources of scientific information</td>
<td>Information Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO #3 Contextualize, discuss, and compare key scientists, advances, and theories in the biological sciences</td>
<td>Communication, Scientific Literacy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: *It is not expected that any course will include all of WSU’s learning goals and program’s learning outcomes.* For example, your course’s student learning outcomes may focus on several of your program’s outcomes and support two university-wide learning goals.