



[Course Title]

[Interesting quote, motivating information].

[Dates]

[location]

[Class Meeting time(s)]

Faculty/Presenters: [Name] [Office, e-mail, phone]

I. Rationale:

Why does this course exist? How does it fit in with the rest of the field/area's curriculum?

II. Course Aims and Outcomes:

Aims

Thinking from the prospective students' point of view, what general outcomes is the course designed to achieve? How will it contribute to them professionally?

Specific Learning Outcomes:

By the end of this course, students will:

List as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students' learning as your outcomes should drive your assessment and grading schema. Kinds of evidence can be manifest in what students say, do, think and/or feel. What they say (as on an exam, paper, project, homework, etc., or in class discussion) is a reflection of their thinking. Feelings are often neglected in specifying course or class outcomes, yet the research on the role of affect (emotions and feelings) in learning has been well documented and has been shown to have a significant influence and integration with cognitive learning. For example, if you were teaching a course on ecology it would be difficult to do without addressing human values, which have an affective aspect to them. If certain psychomotor skills are intended to be developed, the evidence will be in doing (as in a lab course where actions like titration, completing successful assays, collecting meaningful data and analyzing it are regular expectations) they should be articulated as clearly as possible. A well stated outcome has two components: substance (content/subject matter like osmosis or absorption) and form: what action must the student perform with regards to the substance (compare and contrast, evaluate, analyze, apply, etc.)

III. Format and Procedures:

How is the course structured and how will classes be carried out? This is where specifications for attendance, participation, should be spelled out to act as a behavioral guide. If the course has

multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations) these should be explained clearly

IV. My Assumptions

This is a section where the instructor can communicate his or her personal assumptions and/or biases regarding the course content to set it off from other similar courses and other instructors. Does the instructor have a unique operational definition for some of the core course concepts? What principles and/or beliefs about either the content or how to effectively learn the content held by the instructor would it be helpful for the students to know up front?

V. CEU/MCLE Requirements:

Participants are to sign in and out each day to earn continuing education credits. Total CEU credits for the course are: _____

VI. Accommodations for participants with disabilities

Please contact LACFLA by email info@lacfla.org to inform us of any special needs you may have.

VII. Inclusivity Statement

We understand that our professional community represents a rich variety of backgrounds and perspectives. LACFLA is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Cornell community