**COURSE DESIGN PLAN**

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| *This template is from the Gwenna Moss Centre for Teaching & Learning (GMCTL), University of Saskatchewan,* [*CC0*](https://creativecommons.org/publicdomain/zero/1.0/)*.**For more information and help with using this template as you design your course, see the*[***Course Design Handbook***](https://openpress.usask.ca/coursedesignhandbook/)*.**⚠️ Delete these green information boxes as you work!* |

**Course Code and CU:** … **Date: …**

**Course Title:** …

**Course Length:** …

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| ⚠️ *The official course description and prerequisites are in the U of S Course and Program Catalogue available at* [*http://www.usask.ca/calendar/coursecat/*](http://www.usask.ca/calendar/coursecat/)*. All courses should use and follow the existing description. If you wish to make changes to the existing description, those changes must be coordinated and approved through your Department.* |

**Course Description: …**

**Prerequisite(s):** …

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| ⚠️ *You are encouraged to use open materials and consider ways to make your learning materials available at low or no additional cost to students.*ℹ️ *For more information on completing this part, see the following page from the* ***Course Design Handbook****:* [*Selecting Learning Materials*](https://openpress.usask.ca/coursedesignhandbook/chapter/selecting-learning-materials/)*.* |

**Required Textbook / Other Learning Materials:**

* …

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| ⚠️ *The Course Learning Outcomes are written statements of what you expect learners will be able to DO and what they should know after completing the course. These are the broad, high-level, “key takeaways” of the course. Course Learning Outcomes should have alignment with the learning activities and assessments of the course, and should reinforce the* ***USask Competencies****.*⚠️ *This is also a good time to consider* ***USask’s institutional priorities and related******teaching strategies****. We encourage educators to incorporate at least 1 of these strategies in their course design.*ℹ️ *For more information on completing this part, see the following pages from the* ***Course Design Handbook:***[*Writing Learning Outcomes*](https://openpress.usask.ca/coursedesignhandbook/chapter/writing-learning-outcomes/) *and* [*Incorporating Usask Teaching Strategies*](https://openpress.usask.ca/coursedesignhandbook/chapter/incorporating-usask-teaching-strategies/)*.* |

**Course Learning Outcomes:**

By the end of this class, learners should be able to:

1. …
2. …
3. …
4. …
5. …

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| ⚠️ *All USask educators are expected to adhere to the* [*Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning*](https://policies.usask.ca/policies/academic-affairs/academic-courses.php#AuthorizationandApproval)*.*⚠️ *Departmental approval is often required on evaluation schemes, including the choice of a Final Exam or an alternative assessment, and/or the percentage of the overall grade allotted to a Final Exam. Check with your Department Head if you are uncertain about department-specific assessment or evaluation requirements.*ℹ️ *The* [*USask Assessment Principles*](https://teaching.usask.ca/curriculum/assessment.php) *describe assessment practices that are supportive of students’ learning and likely to generate trustworthy representations of how well students have learned. For more information on completing this part, and to see various examples you may adapt, see the following page from the* ***Course Design Handbook:***[*Assessment & Evaluation: Approaches and Options*](https://openpress.usask.ca/coursedesignhandbook/chapter/assessment-and-evaluation-approaches-and-options/)*.* |

**Assessment & Evaluation Scheme:**

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| ⚠️ *An in-person course can be structured into “Lessons” for each class meeting, while an online course is usually structured into “Modules” that represent ~1 week of the class. Adjust the table as needed.*ℹ️ *For more information on completing this part, see the following pages from the* ***Course Design Handbook:***[*In-Person Teaching: Lesson Planning*](https://openpress.usask.ca/coursedesignhandbook/chapter/in-person-teaching-lesson-planning/) *or* [*Online Teaching: Module Planning*](https://openpress.usask.ca/coursedesignhandbook/chapter/online-teaching-module-planning/)*.* |

**Course Outline:**

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| --- | --- | --- | --- | --- | --- |
| **Lesson/Module Number & Title** | **Key Terms & Concepts** | **Lesson/Module Learning Outcomes***(When you have finished this lesson/module, you should be able to…”* | **Required Readings & Media** | **Learning Activities (ungraded / for practice)** | **Assessment & Evaluation(graded)** |
| 1.  | * ..
* ..
* ..
 | 1. ..
2. ..
3. ..
4. ..
5. ..
 |  |  |  |
| 2.  | * ..
* ..
* ..
 | 1. ..
2. ..
3. ..
4. ..
5. ..
 |  |  |  |
| 3.  | * ..
* ..
* ..
 | 1. ..
2. ..
3. ..
4. ..
5. ..
 |  |  |  |
| 4.  | * ..
* ..
* ..
 | 1. ..
2. ..
3. ..
4. ..
5. ..
 |  |  |  |
| 5.  | * ..
* ..
* ..
 | 1. ..
2. ..
3. ..
4. ..
5. ..
 |  |  |  |
| 6.  | * ..
* ..
* ..
 | 1. ..
2. ..
3. ..
4. ..
5. ..
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| 7.  | * ..
* ..
* ..
 | 1. ..
2. ..
3. ..
4. ..
5. ..
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| 8.  | * ..
* ..
* ..
 | 1. ..
2. ..
3. ..
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5. ..
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| 9.  | * ..
* ..
* ..
 | 1. ..
2. ..
3. ..
4. ..
5. ..
 |  |  |  |
| 10.  | * ..
* ..
* ..
 | 1. ..
2. ..
3. ..
4. ..
5. ..
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