Rational Human Anatomy & Physiology
Course Design: Incorporating the HAPS outcomes into new and existing courses.

HAPS Institute Graduate Credit Course
BI 698 offered in conjunction with Alverno College

Instructor:
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Description of this Course:
This course briefly reviews the major concepts associated with the “backwards design” model of rational course development, which stresses the value of thinking through the ultimate outcome goals (both in content mastery and cognitive skill development) for a course as a first step the course design process. Participants will examine the HAPS Course Guidelines for Undergraduate Instruction and A & P Learning Outcome statements and think about the design elements, teaching methodologies, and assessments (both formative and summative) that would best foster student achievement of these outcomes. The course will be conducted entirely on-line. Participants will produce syllabi for new or existing courses that demonstrate the principles of rational course design. As part of this process sample assignments and assessments will also be developed that could be used in any course to demonstrate student achievement of the A&P Learning Outcomes.

Course Objectives:
Students successfully completing this course will:
1. Review and incorporate recent research findings into their understanding of the principles of rational course design, including “backwards” course design.
2. Refine their understanding of the role played by systematic assessment in guiding students’ development of meaningful understanding of human A&P content and processes.
3. Use their experiential knowledge associated with teaching and learning to design educational experiences for their students directed toward attainment of the HAPS A&P Learning Outcomes.
Evaluation:

All HAPS-I courses follow grading policies on a "credit / no credit" basis. Like many progressive graduate programs, HAPS-I does not use letter grades in our courses. However, a "credit" grade is equivalent to a letter grade of B or better.

A "credit" grade is earned by satisfactorily accomplishing the following set of specific goals (at a "B" level or better):

- active participation in the on-line forum portion of the course – both as a contributor and as a thoughtful reviewer of other’s work as outlined in this course syllabus and in the online course material

- sharing of their own sample syllabus which embodies the principles of rational course design, especially backwards design, and the specific needs of online, face-to face, and blended course instruction models as they apply

- sharing, critiquing, and refining student assignments and the assessments which evaluate progress toward achievement of specific learning outcomes

- presentation to others of the most robust assignments and assessments with accumulation of additional feedback from others outside the class (at the next HAPS meeting)

Course Schedule:
The course runs for 8 weeks beginning on September 15th and running through November 7th.
See attached weekly schedule.

Required Course Materials:

Log-in for participating in class forums and assignment submission online copy of HAPS Learning Outcomes:
http://hapsweb.org/?page=Outcomes_home

Required texts:

### BI 698  Rational Human Anatomy & Physiology Course Design  Fall 2014

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<thead>
<tr>
<th>Week of</th>
<th>General work of this week</th>
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<tr>
<td>NOTE: each week will have one “live chat” session, one mastery quiz, one assignment deadline, and several required blog posts. The specific days of the week for each item will be negotiated during the first week of the course for the whole course to find the best accommodation possible in light of participants’ various schedules.</td>
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<tr>
<td>Sept. 14-20</td>
<td>Get logged in begin framing the work of the course, start blogs with the questions participants have, pre-testing on important design concepts, identify potential working groups for peer feedback, determine best fit of due dates with participants’ schedules</td>
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<tr>
<td>Sept. 21-27</td>
<td>Chapters 1-3 in Scientific Teaching and 1-3 in Understanding by Design – initial reflections, concept discussions, central role of assessment and feedback</td>
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<td>Sept 28-Oct. 4</td>
<td>Chapters 4-9 Understanding by Design- discussion and identify project concepts</td>
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<td>Oct. 5-11</td>
<td>Chapters 10-13 Understanding by Design – discussion and share first drafts</td>
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<td>Oct. 12-18</td>
<td>Feedback on first drafts – on-line discussion and considerations of student assignments and assessment</td>
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<td>Oct. 19-25</td>
<td>Discussion of situational constraints unique to individual locations, programs and student populations</td>
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<td>Oct. 26-Nov. 1</td>
<td>Sharing of draft assignments and second round of feedback</td>
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<td>Nov. 1-8</td>
<td>Final products due = final course syllabus with rationale and 2 sample student assignments that help assess meaningful learning of key content and cognitive skill development</td>
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