



***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 course development, which stresses the value of thinking through the ultimate outcome goals for a course in the process of course design. 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 includes both distance learning before the conference and a face-to face component at the annual meeting in Jacksonville, FL (during the workshop days Tues. May 27<sup>th</sup> and Wed. May 28<sup>th</sup>, 2014). Participants will produce syllabi for new or existing courses that demonstrate the principles of rational course design and sample assignments and assessments 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.
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 forum portions of the course – both as a contributor and as a thoughtful listener to both on-line forum discussions and general session at HAPS meeting)

- 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 on line, 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 May 9<sup>th</sup> and running through July 3<sup>rd</sup>. See attached weekly schedule.

## **Required Course Materials:**

Log-in for participating in class forums and assignment submission on Angel

copy of HAPS Learning Outcomes:

<http://hapseweb.org/login.cfm?an=1&subarticlenbr=220>

Required texts :

Grant Wiggins and Jay McTighe (2005) *Understanding by Design, Second Edition*. Association for Supervision and Curriculum Development (ASCD) through Pearson Education, Inc.: Upper Saddle River, NJ ISBN 0-13-19084-3

Jo Handelsman, Sarah Miller & Christine Pfund (2007) *Scientific Teaching* The Wisconsin Program of Scientific Teaching and HHMI through W.H. Freeman and Company: New York, NY ISBN 978-1-4292-0188-9

**Summer 2014**

<b>SUN</b>	<b>MON</b>	<b>TUES</b>	<b>WED</b>	<b>THURS</b>	<b>FRI</b>	<b>SAT</b>	<b>General work of this week</b>
May 11	12	13	14	15	16	17	Get logged in and order texts – begin framing the work of the course
18	19	20	21	22	23	24	Chapters 1-3 in Scientific Teaching and 1-3 in Understanding by Design – initial reflections
25	26	27	28	29	30	31	HAPS meeting – face-to face session 4 hours and reflective writing Discussion of chapters and overview of HAPS learning outcome statements – establish focus for the rest of the work of the course
June 1	2	3	4	5	6	7	Chapters 4-9 Understanding by Design- discussion and refine project concepts
8	9	10	11	12	13	14	Chapters 10-13 Understanding by Design – discussion and share first drafts
15	16	17	18	19	20	21	Feedback on first drafts – on-line discussion and considerations of student assignments and assessment
22	23	24	25	26	27	28	Discussion of situational constraints unique to individual locations, programs and student populations
29	30	July 1	2	3	4	5	Final products due = final course syllabus with rationale and 2 sample student assignments that help assess meaningful learning