

The course design and alignment process begins with an honest assessment of one's experience, skills, knowledge, abilities, and interests one brings to a particular course - and those of one's students, as well. Understanding and articulating these baseline skill sets allows one, then, to identify measurable course learning outcomes (or objectives) and to align these outcomes with specific course activities and assessment tools.

1. *Who are my students? What experience, skills, knowledge, abilities, interests, etc. do I expect them to have and to bring to bear in this course? What are their expected strengths? ...weaknesses? How might these strengths and weaknesses inform my course design and alignment process? (ie. – What do I expect my students to be able to do on the first day of class?)*

2. *Who am I? What experience, skills, knowledge, abilities, interests, etc. do I have and can bring to bear in this course? What are my strengths? ...weaknesses? How might these strengths and weaknesses inform my course design and alignment process?*

3. *Identify and number no more than seven course objectives. (ie. – What course-specific knowledge, skills, and attitudes do I expect my students to have by the end of this course?)*

