

Major Course Learning Outcomes/ Desired Results	Evidence of Learning/ Assessment	Learning Activities	Modalities
<p><i>“What do I hope that students will have learned, that will still be there and have value, several years after the course is over?”</i></p>	<p><i>“What would the students have to do to convince me – and themselves – that they had achieved those learning goals?”</i></p>	<p><i>“What would students need to do during the course to be able to do well on these assessment activities?”</i></p>	<p><i>“What are the different ways that I can organize my activities in support of my learning outcomes?”</i></p>
<p>Human Dimension</p> <p>Participate and contribute to the higher education learning community.</p> <p>Share their own unique perspectives, identities, positionalities, and ideas in a higher education learning community.</p>	<p>Students will show classroom engagement and participation; I will observe how the community is developing and growing.</p> <p>Students will comment on/build upon each other’s ideas and contributions based on their own positionalities.</p>	<p>Community of Learners (UDL; Intentionality, Interest, Investment)</p> <ul style="list-style-type: none"> ● Interview Colleagues ● Concentric Circles ● Weekly Check Ins ● Name tags/Banners ● Where I’m From Poems ● Peer Review 	<p>Synchronous (<i>Could be in Person or on Zoom if need be</i>):</p> <ul style="list-style-type: none"> ● Partner Introductions (Week 1) ● Concentric Circles – online could do in small groups ● Weekly Check Ins (Include Personal and Professional Information/Questions); Could do in small groups/large group as necessary <p>Asynchronous</p> <ul style="list-style-type: none"> ● Write Where I’m From Poems – share synchronously or asynchronously (video or FlipGrid)

			<ul style="list-style-type: none">• Peer Review of Papers or ePortfolio
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