

Standard 2: Course Design & Planning for Instruction As an instructor, this is the standard in which you will demonstrate how you have conceptualized and operationalized your student learning outcomes (SLOs) including the design of assignments, learning activities and other assessments. This standard also helps you to exemplify the connection of your course to the overall program or major as well as the overall mission and strategic plan of the institution.

Possible artifacts/evidence	Category	Distinguished	Skilled	Baseline	Unsatisfactory
Course materials Student feedback Teaching philosophy statement Course proposals SITE Questions #2, 3, 4, & 7	2.1. Alignment of course activities.	Course activities are consistently aligned with SLOs and assessments; alignment is explicitly established and communicated.	Course activities are somewhat aligned with SLOs and assessments; alignment not explicitly established or communicated.	Course activities are not clearly aligned with course learning outcomes and assessments.	Without SLOs, alignment of activities cannot be determined.
	2.2. Course design and SLOs encourage discipline-specific ways of thinking	Course activities direct students to think about and use the subject like a practitioner, consistent with the students' background and level.	Some development of discipline-specific ways of thinking is evident, but it is not clear that this is successful or that it is consistent with the students' background or level.	Few course activities appear to support discipline-specific ways of thinking or this process is not demonstrated in a meaningful way.	Activities do not appear to help students develop discipline-specific ways of thinking.