



7. Transcribe a few keywords from each set of goals into the chart below, for easy reference.

Community, Accreditation, University Goals	College and Dept. Goals	Instructor Goals	Student Goals	Course Goals for Syllabus
<ul style="list-style-type: none"> <li>• <b>Is there “alignment” between these various sets of goals?</b></li> <li>• <b>If there are moments of “disconnect” between sets of goals, can you think of strategies to address them? How can you adjust your own goals so they fit better with the others listed here?</b></li> </ul>				

8. Looking over the list of goals from the community, department, and students, are you struck by any items that you hadn't considered originally when writing your course syllabus? Now that you've considered other people's goals, what will you do differently in your class (i.e., cover different material, add or delete activities, change your focus for some portions of the semester, etc)?

# Course Design: Objectives

Align Teaching Role with Goals, Objectives, Lessons, and Assessment

Course Name: \_\_\_\_\_

What is your primary role as a teacher? (from Teaching Goals Inventory)

1. Teaching students facts and principles of the subject matter.
2. Providing a role model for students
3. Helping students develop higher-order thinking skills
4. Preparing students for jobs/careers
5. Fostering student development and personal growth
6. Helping students develop basic learning skills

**Essential Course Goals** (from Teaching Goals Inventory)

- A.
- B.
- C.
- D.

**Objectives:** Objectives are specific subcategories of goals, and they should inform your lessons and assessments. They are different from goals in that they are always observable or measurable and are described using action verbs.

“At the end of this course the students should be able to....”

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.