WRITING NEW CURRICULUM WORKSHOP

Thursday March 22 12-2 p.m.

Sponsored by the CET and the Faculty Senate College-Wide Curriculum Committee
DISCUSSION QUESTIONS

❖ What are the challenges that you have encountered in writing new curriculum?

❖ What are some ways that you think FIT’s curriculum could be more innovative and student-centered?
THE CURRICULUM PROCESS

1. Department Chair recommends action on behalf of department
2. School Dean recommends action on behalf of School
3. Faculty Services reviews actions in preparation for College-Wide Curriculum Committee
4. Academic Affairs notifies Chairs and Deans of approval
5. Deans Council Approves
6. College-Wide Curriculum Committee recommends action
7. Registrar reviews action for Banner input
8. Banner and relevant catalog pages updated
Also known as CIM, the Curricular Inventory Management system.

Courseleaf, or CIM, is used for new courses, program revisions, course revisions, and all actions relating to minors.

Courseleaf contains the records to all actions pertaining to a course, as well as notes by any user regarding issues or discussions that occurred during the curricular process.
WHAT THE COMMITTEE LOOKS FOR IN NEW CURRICULUM:

- Information is correct and complete
- Course of study is academically rigorous and warrants existing credits
- Course of study is detailed enough to explain to both potential instructors and external reviewers the scope and objectives of the course
- Student Learning Outcomes are measurable
COURSE OF STUDY VS. SYLLABUS

COURSE OF STUDY

Is written to help instructors, departments, institution, and accreditors understand the goals and scope of the course.

Gives an overview of what must be covered in each unit or class session in order to successfully meet the learning outcomes of the course.

Contains resources (bibliography) that are essential background for any potential instructor of the course.

SYLLABUS

Is written for students

Contains language pertaining to attendance, classroom policies, advisement, etc.

Gives detailed information regarding readings, activities, and materials that will be required for each given class session.
COURSE OF STUDY TEMPLATE

Suggested course prefix (e.g. FF1XXX):

Title of course:

Author(s):

Department(s):

Date submitted: (semester/year)

# of credits:

# of lecture hours/week:

# of studio or lab hours/week:

Prerequisite(s):

Co-requisite(s):

Suggested Gen Ed and/or Minor designation: (optional)

Catalog Description: (50-word max)

Course Description:

Student Learning Outcomes: (5-7 suggested. See guidelines here: http://www.fit.nyc.edu/cet/resources/syllabus-outcomes.php)

Upon completion of this course, students will be able to:

* Required materials or texts (to be updated as needed):

Grading Method/Evaluation: (with percentages; must total 100%)

Units/Weeks of Study and hours (please list the number of each unit, name of each unit, and hours per unit. Add rows as needed)

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Unit Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit Descriptions: (Please describe in detail what topics will be covered in each unit or week. Specific assignments are not necessary unless they aid in understanding the unit.)

Bibliography (25 entries max. See guidelines here):

Other notes regarding course: (optional)
STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES ARE STATEMENTS OF THINGS THAT STUDENTS WILL KNOW, UNDERSTAND, OR BE ABLE TO DO AT THE END OF A COURSE.

Student learning outcomes:

Are the basis for assessment of student learning at the course, program, and institutional levels.

Provide direction and focus for all teaching and learning activity.

Inform students about what they are expected to learn in each course, degree program, or student service program.

Effective statements of student learning outcomes:

are student-focused rather than professor-focused.

focus on the learning resulting from an activity rather than the activity itself.

are in alignment at the course, academic program, and institutional levels.

focus on important, non-trivial aspects of learning.

focus on skills and abilities central to the discipline and based on professional standards of excellence.

are general enough to capture important learning but clear and specific enough to be measurable.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>define</td>
<td>explain</td>
<td>solve</td>
<td>analyze</td>
<td>reframe</td>
<td>design</td>
</tr>
<tr>
<td>identify</td>
<td>describe</td>
<td>apply</td>
<td>compare</td>
<td>criticize</td>
<td>compose</td>
</tr>
<tr>
<td>describe</td>
<td>interpret</td>
<td>illustrate</td>
<td>classify</td>
<td>evaluate</td>
<td>create</td>
</tr>
<tr>
<td>label</td>
<td>paraphrase</td>
<td>modify</td>
<td>contrast</td>
<td>order</td>
<td>plan</td>
</tr>
<tr>
<td>list</td>
<td>summarize</td>
<td>calculate</td>
<td>distinguish</td>
<td>appraise</td>
<td>combine</td>
</tr>
<tr>
<td>name</td>
<td>classify</td>
<td>use</td>
<td>infer</td>
<td>support</td>
<td>formulate</td>
</tr>
<tr>
<td>state</td>
<td>compare</td>
<td>change</td>
<td>separate</td>
<td>compare</td>
<td>invent</td>
</tr>
<tr>
<td>match</td>
<td>differentiate</td>
<td>choose</td>
<td>explain</td>
<td>decide</td>
<td>hypothesize</td>
</tr>
<tr>
<td>recognize</td>
<td>discuss</td>
<td>demonstrate</td>
<td>select</td>
<td>discriminate</td>
<td>substitute</td>
</tr>
<tr>
<td>select</td>
<td>distinguish</td>
<td>discover</td>
<td>categorize</td>
<td>recommend</td>
<td>write</td>
</tr>
<tr>
<td>examine</td>
<td>extend</td>
<td>experiment</td>
<td>connect</td>
<td>summarize</td>
<td>compile</td>
</tr>
<tr>
<td>locate</td>
<td>predict</td>
<td>relate</td>
<td>differentiate</td>
<td>assess</td>
<td>construct</td>
</tr>
<tr>
<td>memorize</td>
<td>predict</td>
<td>relate</td>
<td>discriminate</td>
<td>choose</td>
<td>develop</td>
</tr>
<tr>
<td>quote</td>
<td>predict</td>
<td>relate</td>
<td>divide</td>
<td>convince</td>
<td>generalize</td>
</tr>
<tr>
<td>recall</td>
<td>predict</td>
<td>relate</td>
<td>order</td>
<td>defend</td>
<td>integrate</td>
</tr>
<tr>
<td>reproduce</td>
<td>predict</td>
<td>relate</td>
<td>point out</td>
<td>estimate</td>
<td>modify</td>
</tr>
<tr>
<td>tabulate</td>
<td>predict</td>
<td>relate</td>
<td>prioritize</td>
<td>find errors</td>
<td>organize</td>
</tr>
<tr>
<td>tell</td>
<td>predict</td>
<td>relate</td>
<td>subtype</td>
<td>error</td>
<td>prepare</td>
</tr>
<tr>
<td>copy</td>
<td>predict</td>
<td>relate</td>
<td>survey</td>
<td>grade</td>
<td>produce</td>
</tr>
<tr>
<td>discover</td>
<td>predict</td>
<td>relate</td>
<td>advertise</td>
<td>measure</td>
<td>rearrange</td>
</tr>
<tr>
<td>duplicate</td>
<td>predict</td>
<td>relate</td>
<td>appraise</td>
<td>predict</td>
<td>rewrite</td>
</tr>
<tr>
<td>enumerate</td>
<td>predict</td>
<td>relate</td>
<td>appraise</td>
<td>predict</td>
<td>role-play</td>
</tr>
<tr>
<td>Weak (Not Measurable)</td>
<td>Strong (Measurable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn various cooking techniques</td>
<td>Demonstrate a variety of cooking techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know what ingredients are appropriate for specific dishes</td>
<td>Select ingredients appropriate for specific dishes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand that cooking is an essential expression of a given culture</td>
<td>Explain how cooking is an essential expression of a given culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At the end of this course, students will be able to...

1. Understand the mechanics of basic farm equipment
2. Appreciate the importance of exercise as a stress-reduction tool
3. Make objects that are beautiful and meaningful
4. Listen to other students’ presentations and give feedback
5. Write a well-written piece of creative fiction
DISCUSSION: THE FUTURE OF CURRICULUM AT FIT

How interested are you in the following:

- Re-designing current curriculum in your department
- Teaching interdisciplinary courses
- Teaching short term and modular courses
- Guest lecturing for courses in other departments