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?

FI 200 Bollywood and the Making of India

CT 200 Content Design and Research For Artists

HI 208 American History through Fabric, Fashion and Dress

AM 602 Innovation in the Creative Industries

PH 100 Photography for Artists

EP 360 Social Enterprise

JD123 / FA 123 Wearable Art

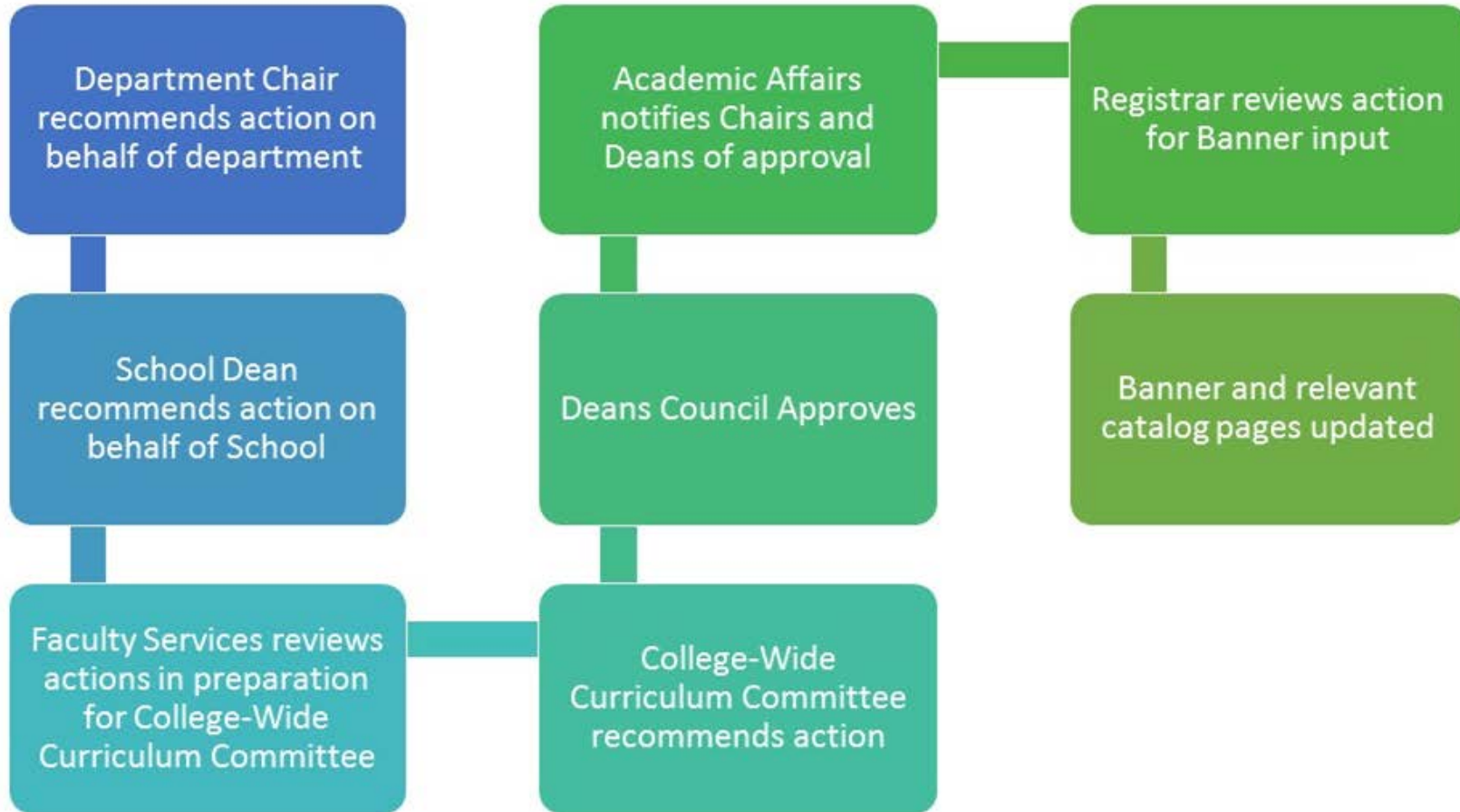AC 400 Feature Journalism: Writing Lifestyle and Arts

SS 304 Introduction to Caribbean Studies

EN 202 Women Write New York City

MA 801 Mathematical Literacy

HA 203 History of Decorative Arts: Jewelry and Metalwork

THE CURRICULUM PROCESS

Department Chair recommends action on behalf of department

School Dean recommends action on behalf of School

Faculty Services reviews actions in preparation for College-Wide Curriculum Committee

College-Wide Curriculum Committee recommends action

Deans Council Approves

Academic Affairs notifies Chairs and Deans of approval

Registrar reviews action for Banner input

Banner and relevant catalog pages updated

COURSELEAF

- 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.

COLLEGE-WIDE CURRICULUM COMMITTEE

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. *FF1XX*):

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.fitnyc.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*)

Unit #	Unit Name	Hours

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.

Source: Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston, MA: Allyn and Bacon.

Active verbs developed based on Bloom's Taxonomy

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	Identify	Manipulate	survey	grade	produce
discover	indicate	Paint	advertise	measure	rearrange
duplicate	Infer	Prepare	appraise	predict	rewrite
enumerate	relate	produce	Break down	rank	role-play

WRITING STRONG STUDENT LEARNING OUTCOMES

Weak (Not Measurable)

Strong (Measurable)

Learn various cooking techniques

Demonstrate a variety of cooking techniques

Know what ingredients are appropriate for specific dishes

Select ingredients appropriate for specific dishes

Understand that cooking is an essential expression of a given culture

Explain how cooking is an essential expression of a given culture

REWRITE THE FOLLOWING LEARNING OUTCOMES

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

CURRICULUM RESOURCES AT FIT

Academic Affairs Curriculum Page

Practice Tips for Using Courseleaf

Recommended Guidelines for Writing a Course of Study

CET Guide to Creating New Courses

CET Guide for Student Learning Outcomes