

# 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

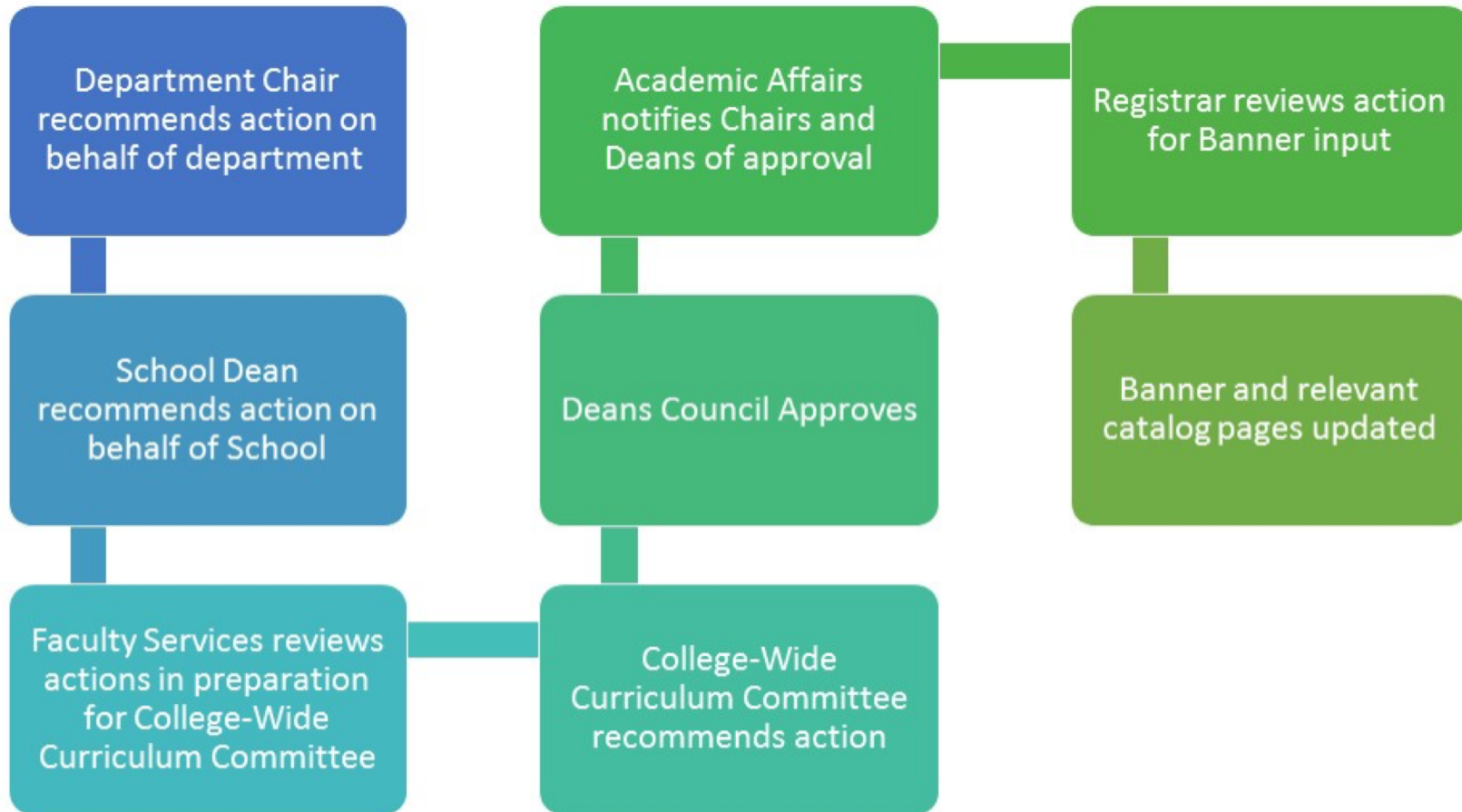
SS 304  
Introduction  
to  
Caribbean  
Studies

EN 202  
Women  
Write New  
York City

MA 801  
Mathematical  
Literacy

HA 203  
History of  
Decorative  
Arts: Jewelry  
and  
Metalwork

# THE CURRICULUM PROCESS



# 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

## MEMBERS:

- *Rebecca Bauman* (Chair, Modern Languages and Cultures)
- *Rachel Baum* (History of Art)
- *Susan Breton* (Counseling Center)
- *Eileen Karp* (Fashion Design)
- *Nancy Ostroff* (Fashion Business Management)
- *William Reinisch* (Entrepreneurship)
- *Melissa Tombro* (English and Communication Studies)
- *Wendy Yothers* (Jewelry Design)

## 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**

<b>Suggested course prefix (e.g. FF1XX):</b>											
<b>Title of course:</b>											
<b>Author(s):</b>											
<b>Department(s):</b>											
<b>Date submitted:</b> <i>(semester/year)</i>											
<b># of credits:</b>											
<b># of lecture hours/week:</b>											
<b># of studio or lab hours/week:</b>											
<b>Prerequisite(s):</b>											
<b>Co-requisite(s):</b>											
<b>Suggested Gen Ed and/or Minor designation:</b> <i>(optional)</i>											
<b>Catalog Description:</b> <i>(50-word max)</i>											
<b>Course Description:</b>											
<p><b>Student Learning Outcomes:</b> <i>(5-7 suggested. See guidelines here: <a href="http://www.fitnyc.edu/cet/resources/syllabus-outcomes.php">http://www.fitnyc.edu/cet/resources/syllabus-outcomes.php</a>)</i></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>•</li> </ul>											
<b>Required materials or texts (to be updated as needed):</b>											
<b>Grading Method/Evaluation:</b> <i>(with percentages; must total 100%)</i>											
<p><b>Units/Weeks of Study and hours</b> <i>(please list the number of each unit, name of each unit, and hours per unit. Add rows as needed)</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Unit #</th> <th style="width: 70%;">Unit Name</th> <th style="width: 20%;">Hours</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Unit #	Unit Name	Hours						
Unit #	Unit Name	Hours									
<p><b>Unit Descriptions:</b> <i>(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.)</i></p>											
<b>Bibliography (25 entries max. See guidelines here):</b>											
<b>Other notes regarding course:</b> <i>(optional)</i>											



# 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

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

# WRITING STRONG STUDENT LEARNING OUTCOMES

## Weak (Not Measurable)

Learn various cooking techniques

Know what ingredients are appropriate for specific dishes

Understand that cooking is an essential expression of a given culture

## Strong (Measurable)

**Demonstrate** a variety of cooking techniques

**Select** ingredients appropriate for specific dishes

**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](#)