

# Tracking Cougar Curriculum



February 2015  
(delayed by ice)

## LEARNING OUTCOMES—THE HEART OF CURRICULUM

### General Education Core Objectives

- Critical Thinking
- Communication
- Empirical and Quantitative Skills
- Teamwork
- Personal Responsibility
- Social Responsibility

### Foundational Component Areas (with credit hours)

- American History (6)
- Communication (6)
- Creative Arts (3)
- Government / Political Science (6)
- Language, Philosophy and Culture (3)
- Life and Physical Sciences (6)
- Mathematics (3)
- Social and Behavioral Sciences (3)
- Component Area Option [distributed across the components] (6)

February is Heart month and it is a reminder to revisit the heart of curriculum—student learning outcomes and the instructional strategies for attaining those outcomes.

A curriculum has lots of moving parts and can be as difficult to define as it is to develop. One definition that demonstrates the all encompassing nature of curricula is provided by Deborah Dezure, Asst. Provost for Faculty and Organizational Development at Michigan State University. She describes it as “a formal academic plan for the learning experiences of students in pursuit of a college degree. The term curriculum, broadly defined, includes goals for student learning (skills, knowledge and attitudes); content (the subject matter in which learning experiences are embedded); sequence (the order in which concepts are presented); learners; instructional methods and activities; instructional resources (materials and settings); evaluation (methods used to assess student learning as a result of these experiences); as well as adjustments to teaching and learning processes, based on experience and evaluation.” Seriously, lots of moving parts!

Even so, the sum is greater than the parts. So how do our parts add up? Here’s a checklist to guide reflection:

- 1) How are the varying parts of the curriculum—whether course- or program-based—contributing to student attainment of the identified learning outcomes?
- 2) Can each planned learning activity be tied directly to one or more of the outcomes? Does the overall pattern of activities support each outcome individually?
- 3) Is the necessary content introduced, emphasized, practiced and assessed?
- 4) Is sufficient attention given to each outcome, in proportion to its weighted necessity and importance?
- 5) Are there any outcomes that are insufficiently supported? Are there any learning activities which do not appear to substantially support at least one outcome?
- 6) Do instructional activities range across the spectrum of Bloom’s taxonomy, including opportunities for content and skills application as well as analysis, evaluation and creativity?

- 7) Are different learning styles supported adequately through the instructional activities?
- 8) Are there assessments related to each learning outcome?
- 9) Does assessment and feedback take place at intervals that allow students to correct misunderstandings, change their focus, and improve their performance during the next cycle of instruction and assessment?
- 10) For general education core courses, are the core objectives integrated into the learning outcomes and instructional activities on the syllabus?

### CAB ACTIONS January 2015

The following programs had revisions. See [CougarWeb>My Workplace>Inside Collin>Curriculum Office>CAB Minutes>January 2015](#) for details.

- ◆ AAS and Certificate-Computer-Aided Drafting and Design
- ◆ AAS-CISCO Systems Computer Networking Technology, Computer Networking Technology, Convergence Technology and Information Systems Cybersecurity
- ◆ AAS-Culinary Arts
- ◆ AAS-Electronic Engineering Technology and Semiconductor Manufacturing Technology
- ◆ AAS-Geospatial Information Science (GIS)
- ◆ AAS and Certificates-Hospitality and Food Service Management
- ◆ Certificate-Hotel/Restaurant Management
- ◆ Certificate-Meetings and Event Management
- ◆ AAS-Pastry Arts