



## An Exploration of Coherence Between Intent and Curriculum

*In your group, first note the following:*

### **FSU Graduates are Critical & Creative Thinkers**

*Then consider the following examples of outcomes statements meant to clarify and give substance.*

**At the bachelor’s level, the student will**

**Analyze and interpret various forms of artistic and literary works, understand the contexts from which they emerge and which they reflect, articulate and defend their meanings and values, and use this understanding to craft works in any number of media including words, images, and sound.**

**Engage with and answer questions about the biological, physical, and social world using scientific practices including analyzing and interpreting data.**

**Analyze and interpret mathematical information as a means to evaluate arguments and make informed choices.**

*Finally, consider the questions that follow. While you make notes for your own use, one member of the group should make notes to facilitate a table report.*



- 1 Considering your experience at Fitchburg State and your knowledge of its curriculum, its students, and the values of its faculty, discuss the level of commitment the university should make to the above learning outcomes.
- 2 Assuming that Fitchburg State seeks to enable its students to achieve the outcomes stated above, are they stated in a way that your colleagues, your students, and other stakeholders can easily understand and value? Might they be more effectively stated? If so, make a suggestion. (Perhaps choose just one.) Recall that effective outcomes statements typically focus on student performance and are assessable. One such statement might begin, “The recipient of a bachelor’s degree from Fitchburg State University should be able to . . . .”

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3 Given the learning outcome above—the one that you and your group have refined or proposed—suggest below a learning outcome that (a) expresses a particular emphasis of your department, program\*, or discipline and (b) contributes to the accomplishment of the degree-level outcome.

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4 Finally, consider a course that you teach—either in the major or in the general education program. Write a student learning outcome that, while intrinsic to and characteristic of your course, also has a bearing on both the program outcome expressed above under #3 and on the degree-level outcome expressed above under #2.

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\* Academic or co-curricular