



An Exploration of Coherence Between Intent and Curriculum

In your group, first note the following:

FSU Graduates are Global Citizens

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

At the bachelor's level, the student will

Apply knowledge of local, national and world history and governmental traditions, the values associated with democratic and civic institutions, and the intellectual and practical skills required to engage effectively in civic activities.

Identify and explore diversity across the spectrum of differences, and recognize different historical and contemporary cultural perspectives that are reflected in prominent problems such as in politics, society, science, the arts and/or global relations.

Assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

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"

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.

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.

* Academic or co-curricular