



An Exploration of Coherence Between Intent and Curriculum

In your group, first note the following:

FSU Graduates are Effective Communicators

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

At the bachelor’s level, the student will

Read to extract and construct meaning through interaction and involvement with written language and other media.

Speak and listen to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

Craft original texts to develop and express ideas working with different media including words, data and images.

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