

Standard Syllabi, Course Learning Outcomes, and Pathways Review

As required by CUNY, we will be starting a process in which all Pathways standard course syllabi will be collected, reviewed, and documented (we will post on the website). Course learning outcomes must be clearly articulated and must be consistent for all sections of the same course. I will provide a more detailed timeline at the Department Chair meeting next week. In the meantime, there seems to be some confusion among faculty about the need for consistency in course level outcomes for the same course. Please see the following language.

Outcome of 6-year CUNY Pathways review:

Ensure that student learning outcomes (SLOs) for all Pathways courses are included on course syllabi.

Please implement your own campus strategy, working with campus governance bodies, to ensure that all Pathways SLOs are clearly listed on all Pathways 30-credit Common Core syllabi, regardless of instructor. This is critical not only for students, but to comply with the standards of the Middle States Commission on Higher Education.

MSCHE Characteristics of Excellence (these were revised and condensed in 2019 to the newer MSCHE standards, but these expectations are in place:

Effective educational offerings thus begin with expected learning outcomes: statements, expressed in observable terms, of the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of a course, academic program, co-curricular program, general education requirement, or other specific set of experiences. Effective statements of student learning outcomes are developed with the involvement of the institution's community and their review of existing learning goals. Just as educational curricula are designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified, as discussed under Standard 10 (Faculty), faculty should be influential in the substantive determination of key learning outcomes at all levels: institutional, program, and course.

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Students learn more effectively when they understand the key learning outcomes of their program, course, and institution, how they are expected to achieve those learning goals (i.e., through what assignments and learning experiences), and how they are expected to demonstrate their learning. Statements of expected student learning at the institutional, program, and course levels should be available to current and prospective students (see Standard 8: Student Admissions). Course-level expected student learning outcomes should be included in course syllabi. Statements of expected student learning also should be available to those planning and implementing assessment activities and to those evaluating programs and the institution

Fundamental Elements include:

- Published and implemented policies and procedures regarding transfer credit that describe the criteria established by the institution regarding the transfer of credits earned at another institution. The consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards. Such criteria will be fair, consistently applied, and publicly communicated;
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- course syllabi that incorporate expected learning outcomes;

Joanne Russell 10/28/2021 12:41 PM

Comment [1]: Learning outcomes are the essence of the course. All of the same courses are required to have the same learning outcomes, otherwise, they are different courses.

Joanne Russell 10/28/2021 12:38 PM

Comment [2]: Course learning outcomes should be connected to a course assignment(s)

Joanne Russell 10/28/2021 12:39 PM

Comment [3]: Standard course syllabi, with learning outcomes, are public information and should be readily available to prospective and current students. KCC will make them available on the website.

Joanne Russell 10/28/2021 12:54 PM

Comment [4]: Transfer equivalencies are determined by matching course learning outcomes