

---

---

# CONTENTS

---

---

PREFACE	ix
ACKNOWLEDGMENTS	xxi
ABOUT THE AUTHORS	xxiii

PART ONE	
A Frame of Reference	1
CHAPTER 1	
A Learning-Centered Approach to Course and Curriculum Design	3
CHAPTER 2	
The Expanding Role of Faculty in Accreditation and Accountability	15
CHAPTER 3	
Staying Informed	21
CHAPTER 4	
Scholarship and Faculty Rewards	27
CHAPTER 5	
An Introduction to the Model and Its Benefits	37

CHAPTER 6	
Diagramming	51
PART TWO	<hr/>
The Process	59
CHAPTER 7	
Making the Decision to Go Ahead	61
CHAPTER 8	
Getting Started	75
CHAPTER 9	
Linking Goals, Courses, and Curricula	83
CHAPTER 10	
Gathering and Analyzing Essential Data	95
CHAPTER 11	
Thinking in the Ideal	111
CHAPTER 12	
Adjusting from the Ideal to the Possible	127
CHAPTER 13	
Clarifying Instructional Goals and Learning Outcomes	147
CHAPTER 14	
Designing and Implementing Your Assessment Plan: Overview and Assessing a Curriculum	161
CHAPTER 15	
Designing and Implementing Your Assessment Plan: Assessing a Course	175
PART THREE	<hr/>
Designing, Implementing, and Assessing the Learning Experience	185

CHAPTER 16	
Designing the Learning Experience: The Research on Teaching and Learning	187
CHAPTER 17	
Designing the Learning Experience: Your Instructional Options	199
CHAPTER 18	
Using Technology to Support Learning Wallace Hannum	219
CHAPTER 19	
Distance Learning Wallace Hannum	237
CHAPTER 20	
Meeting the Needs of Adult Learners G. Roger Sell	257
CHAPTER 21	
Addressing Diversity G. Roger Sell	271
CHAPTER 22	
Developing a Learning-Centered Syllabus	285
<b>PART FOUR</b> _____	
Your Next Steps	295
CHAPTER 23	
Using Your Data: Curriculum and Course Revision	297
CHAPTER 24	
Learning from Experience	307
<b>RESOURCES</b> _____	319
A Achieving Educational Objectives: Teaching and Learning	320
Western Association of Schools and Colleges	

B	Student Learning, Assessment, and Accreditation	322
	The Higher Learning Commission of the North Central Association	
C	The Proposal Templates	326
	Ohio Board of Regents	
D	Criteria for Accrediting Engineering Programs	330
	Accreditation Board for Engineering and Technology (ABET)	
E	Providing Institutional Support	334
	The Academy for Assessment of Student Learning of the Higher Learning Commission of the North Central Association	
F	An Exercise in Diagramming a Course	337
G	Questions for Evaluating a College Course	339
	Richard R. Sudweeks and Robert M. Diamond	
H	Curriculum-Related Issues Raised by <i>The Engineer of 2020—Visions of Engineering in the New Century</i>	345
I	Multicultural Competencies for Counselors	347
	American Counseling Association	
J	Ethics	349
	The Commission on Public Relations Education	
K	Mathematics, Prerequisites, and Student Success in Introductory Courses	352
	William J. Hardin	
L	Examples of Outcome Statements	360
	Lion F. Gardiner	
M	One Approach to Categorizing Your Learning Outcomes	363
N	Decision-Making and Problem-Solving Skills of a Critical Thinker	365
O	Curriculum Review: The Questions to Ask	367
	Robert M. Diamond and Lion F. Gardiner	
P	Writing Goals Inventory	371
	Elizabeth A. Jones	

Q	Diversity in the Classroom: Inclusive Teaching and Learning in a Multicultural Environment	374
R	Copyright: Handling Permissions and Releases	377
S	Teaching Goals Inventory: Self-Scorable Version	382
CASE STUDIES _____		387
1	Developing an Institutional Assessment Culture: Truman State University Bronwyn Adam	388
2	Developing a Statement of Learning Outcomes: Alverno College	395
3	Developing Learning Outcomes: Southeast Missouri State University	398
4	Imagining Missouri's Future: Missouri State University	402
5	The Flexible Credit and Continuous Registration System: Meeting the Needs for New Instructional Formats Robert M. Diamond and Peter B. DeBlois	411
6	Addressing Math Deficiencies and Collecting Student Data: Introductory Economics	419
7	Expanding the Course Time Frame to Compensate for a Lack of Prerequisites: General Chemistry	424
8	Expanding the Course Time Frame to Compensate for a Lack of Prerequisites: Introductory Calculus	426
9	Dealing with Prerequisites at the Graduate Level: A Course in Cost-Effectiveness	430
10	Using Data from Students: Introductory Course in Religion	433
11	Designing an Ideal Curriculum: Music/Music Industry	438
12	Designing an Ideal Curriculum: Surveying Alumni: Master's Program in Management	440

13	Ensuring the Acquisition of Basic Core Competencies in an Introductory Course: Introduction to Business and Management	444
14	Distance Learning: The Lessons Learned Wallace Hannum and Robert King	448
15	Revising an Existing Course: Music for the Non-Major—State University of New York, College at Fredonia	457
	REFERENCES	461
	INDEX	467