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  

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  

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 219
Wallace Hannum

CHAPTER 19
Distance Learning 237
Wallace Hannum

CHAPTER 20
Meeting the Needs of Adult Learners 257
G. Roger Sell

CHAPTER 21
Addressing Diversity 271
G. Roger Sell

CHAPTER 22
Developing a Learning-Centered Syllabus 285

PART FOUR
Your Next Steps 295

CHAPTER 23
Using Your Data: Curriculum and Course Revision 297

CHAPTER 24
Learning from Experience 307

RESOURCES
Achieving Educational Objectives:
Teaching and Learning 320
Western Association of Schools and Colleges
Contents

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 The Engineer of 2020—Visions of Engineering in the New Century 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 388
Bronwyn Adam
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 411
Robert M. Diamond and Peter B. DeBlois
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 448
Wallace Hannum and Robert King

15 Revising an Existing Course: Music for the Non-Major—State University of New York, College at Fredonia 457

REFERENCES 461
INDEX 467