

Program (Re)Design for a Learner-Centered Curriculum Glossary of Terms

WORD	DEFINITION
AACU (VALUE) Rubric	<p>Valid Assessment of Learning in Undergraduate Education. Created to test 15 student learning outcomes. Five levels (scores):</p> <ul style="list-style-type: none">• 0 below Benchmark• 1 Benchmark• 2 Milestone• 3 Milestone• 4 Capstone <p>Programs often analyze student reflections and artifacts to see if they meet student learning outcomes according to the AAC&U rubrics.</p>
Academic Master Plan	<p>To expand upon <i>Vision 2020</i> at TAMU, the Academic Master Plan was a new effort to identify areas of opportunity. 5 overarching themes:</p> <ul style="list-style-type: none">• Develop human potential and diversity at Texas A&M to ensure the highest quality environment for workplace productivity, learning, and discovery.• Expand the global perspective of students, faculty, and staff through involvement in international initiatives and exposure to international experiences that enhance scholarship and experiential engagement.• Enhance facilities and infrastructure to support the learning, discovery, and work environments across campus.• Marshall financial resources to provide the best value in teaching and learning, research, and engagement opportunities.• Provide comprehensive programs that increase the breadth of excellence in the discipline while continuing to maintain and strengthen existing disciplinary excellence.
Aggies Commit	<p>Aggies commit to learning for a lifetime. Goals:</p> <ul style="list-style-type: none">• To improve student learning by developing the habits and skills for integrative and lifelong learning• To create a culture at the institution that makes intentional and thoughtful engagement in HIPs/transformational experiences the norm for students
Artifact	<p>Student materials that demonstrate personal skills and accomplishments. They are placed into the ePortfolio. Artifacts are also collected for program assessment purposes.</p>

Curriculum Map (Matrix)

Visual representation of the courses and program learning outcomes in a degree plan. It is used to track where students are satisfying each learning outcome. The map identifies in which courses a learning outcome is introduced, reinforced, and/or demonstrated:

- I – Introduce – At this level, a student is not expected to be familiar with the content or skill at the collegiate level. Learning activities focus on basic knowledge and skills and entry-level complexity.
- R – Reinforce – Students are expected to possess a strong foundation in the knowledge and skills. This level allows the student to learn the material in more depth, and instructional activities build upon previous competencies with increased complexity.
- D – Demonstrate/Master – Students are expected to possess an advanced level of knowledge and skills, and instructional activities focus on the use of that knowledge/skills in multiple contexts and at multiple levels of complexity. Upon completion, the student can demonstrate their mastery of the learning outcome at the level expected for graduation.

Courses are listed across the top of the map and outcomes (program level and institutional) along the side.

ePortfolio

Designed for students to plan, track, document, and reflect on their commitments and learning. Includes:

- Philosophy and goals
- Courses (degree plan)
- Activities/experiences and achievements
- Reflections
- Resume
- Additional (customizable) tabs

From AAC&U (Association of American Colleges and Universities):

The e-portfolio is an ideal format for collecting evidence of student learning, especially for those outcomes neither amenable nor appropriate for standardized measurement. Additionally, e-portfolios can facilitate student reflection upon and engagement with our own learning

The ePortfolio is created as the student moves through the curriculum, and it serves as a record of what has been learned and when.

Flipped Classroom

Students watch lectures and learn the material outside of class and participate in activities and assignments during class meeting times to apply the material.

- Allows staff to teach more sections, keeping class sizes small
- Moves “first contact” with content to before class, allowing faculty attention at a critical stage in the learning process
- Examples of a possible video format can be found at Khan Academy (2,400+ videos)

High-Impact Practices (HIPs)

High-Impact Educational Practices/ Transformative Experiences:

- first-year seminars and experiences
- common intellectual experiences
- learning communities
- writing intensive courses
- collaborative assignments and projects
- undergraduate research
- diversity/global learning
- service learning/community-based learning
- internships
- capstone courses and project

Characteristics of HIPs:

- deepened commitment through purposeful tasks
- extended and substantive interactions with faculty and peers
- interactions with people who are different than themselves
- frequent feedback to student performance
- apply what students learn in different settings
- life changing experiences

Institutional Learning Outcomes

TAMU has 7 institutional learning outcomes for students:

- Master depth of knowledge
- Demonstrate critical thinking
- Communicate effectively
- Practice personal and social responsibility
- Demonstrate social, cultural, and global competence
- Prepare to engage in lifelong learning
- Work collaboratively

Integrative Learning

A set of skills and abilities that students develop over time to make conceptual links among different perspectives, formal education, and life experiences. Any class that challenges students to **think beyond their classrooms**, their **disciplines**, their **histories**, or their **personal identifications** can be fertile ground for integrative moments.

Institutional Review Board (IRB)

Institutional Review Board. Designated to approve and monitor biomedical and behavioral research involving humans.

Learning Outcome

Three types (Diamond, 2008, p.6):

- Program level – outcomes for the curriculum/degree; What will the student know and be able to do when he or she graduates. Used to define course outcomes. Sources to consider when writing program learning outcomes:
 - Institutional learning outcomes
 - Accreditation/certification requirements

- Course level - outcomes for the course. What will the student know and be able to do when he or she finishes this course? Used to define unit outcomes.
- Unit level – individual units and elements within the course. These outcomes will be more specific.

Lifelong Learning	“The preparation of individuals for the management of their adult lives” (White, 1982, p. 132). “The distribution of education throughout an individual’s lifespan” (Kulich, 1982).
Peer Institution	Similar institutions which are used to provide a context for comparing judgments or numbers.
Quality Enhancement Plan (QEP)	A QEP is a course of action for institutional improvement that addresses one or more issues contributing to quality enhancement of student learning.
Strategic Plan	A strategic plan that serves as a tool for articulating an organization’s mission and goals, to help prioritize resources, and to promote organizational focus. Strategic plans are developed at multiple levels, including the institutional and college levels.
SWOT Analysis	Process for evaluating a program’s S trengths, W eaknesses, O pportunities, and T hreats

Sources

Diamond, R. M. (2008). *Designing and assessing courses and curricula: A practical guide*. San Francisco, CA: Jossey-Bass.

Hinton, K. (2012). *A practical guide to strategic planning in higher education*. Society for College and University Planning.

TAMU Learning Outcomes:

<http://us.tamu.edu/Faculty-Administrators/Undergraduate-Learning-Outcomes>

TAMU QEP:

http://provost.tamu.edu/initiatives/quality-enhancement-plan/TAMUQEPforWEB_021712.pdf