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"Course and Program Learning Outcomes: Practical Uses in the New Course Approval Process"

Date: Tuesday, February 16, 2010

Time: 3:00 pm - 4:00 pm

Place: 302 Psychology

RSVP to: CELTUA (celt@muohio.edu) by Friday, February 12, 2010

Presented by **Beveley Taylor** and **Cecilia Shore**.

In this session, we will describe the "backwards design" model of course planning and show how you can use it in the new course approval process. We will also describe process of setting learning outcomes at the department/program level, and their linkage to course goals.

Beverley Taylor, Physics, Hamilton Campus, is Director of the Top 25 Project: Engaging Students in Their Learning. In this project many of the university's highest enrollment courses are being redesigned to be more student-centered and to emphasize inquiry-based learning. She has expertise in inquiry-based teaching, particularly in the sciences, in assessment at the course and departmental level, and in the scholarship of teaching and learning.

Cecilia Shore, Director of CELTUA, facilitates CELTUA's New Faculty Teaching Enhancement Program (NFTEP), and the Graduate Student Teaching Enhancement Program (GSTEP). Her teaching interests include active learning methods, student intellectual development, undergraduate research and graduate students' development as teachers. She has considerable experience in curriculum revision and assessment at the departmental level. She received the Associated Student Government Outstanding Teacher Award in 1990, and the College of Arts & Science Distinguished Educator Award in 2000.

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