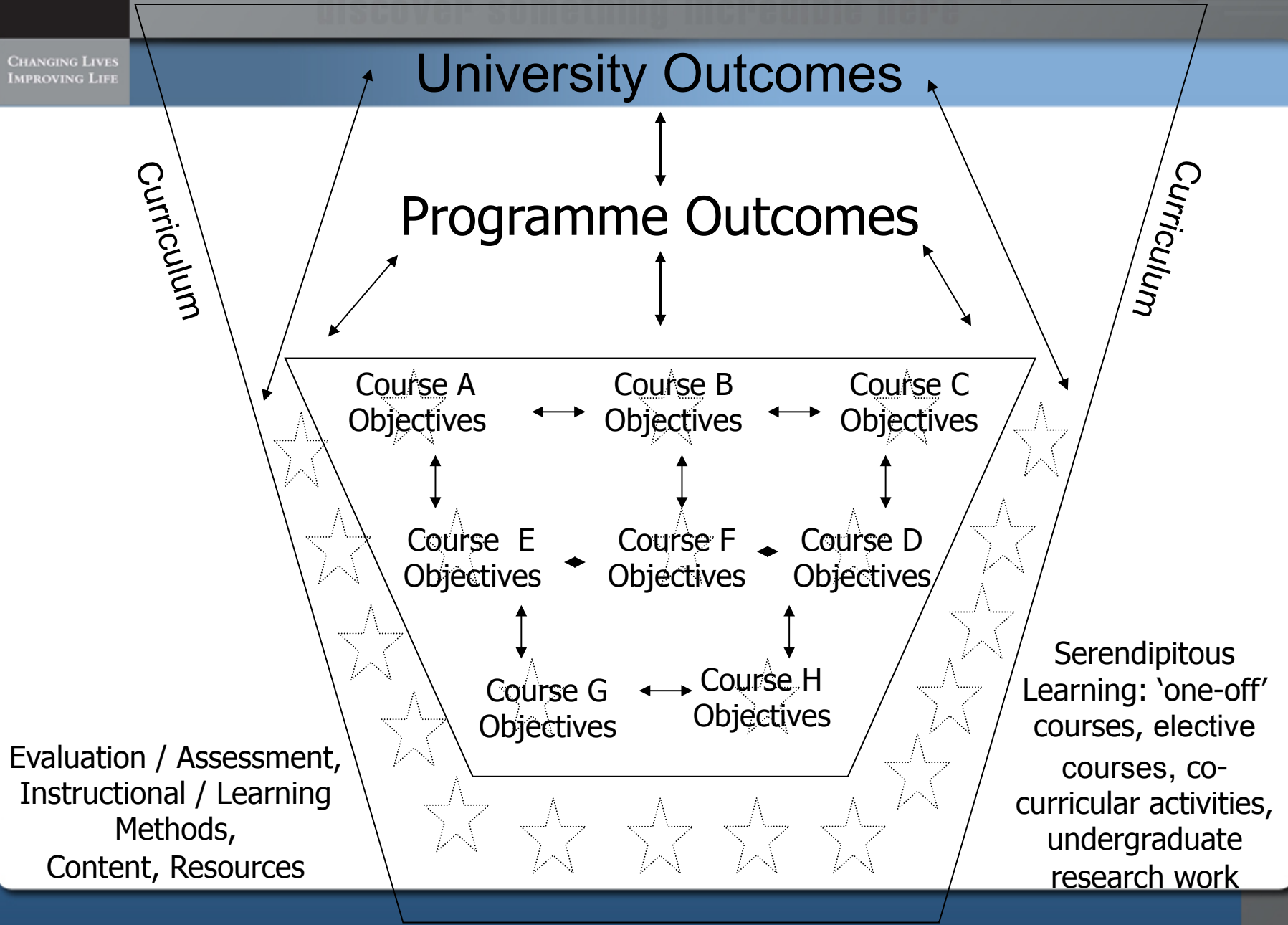




# Engineering – Possible Curriculum Development Processes

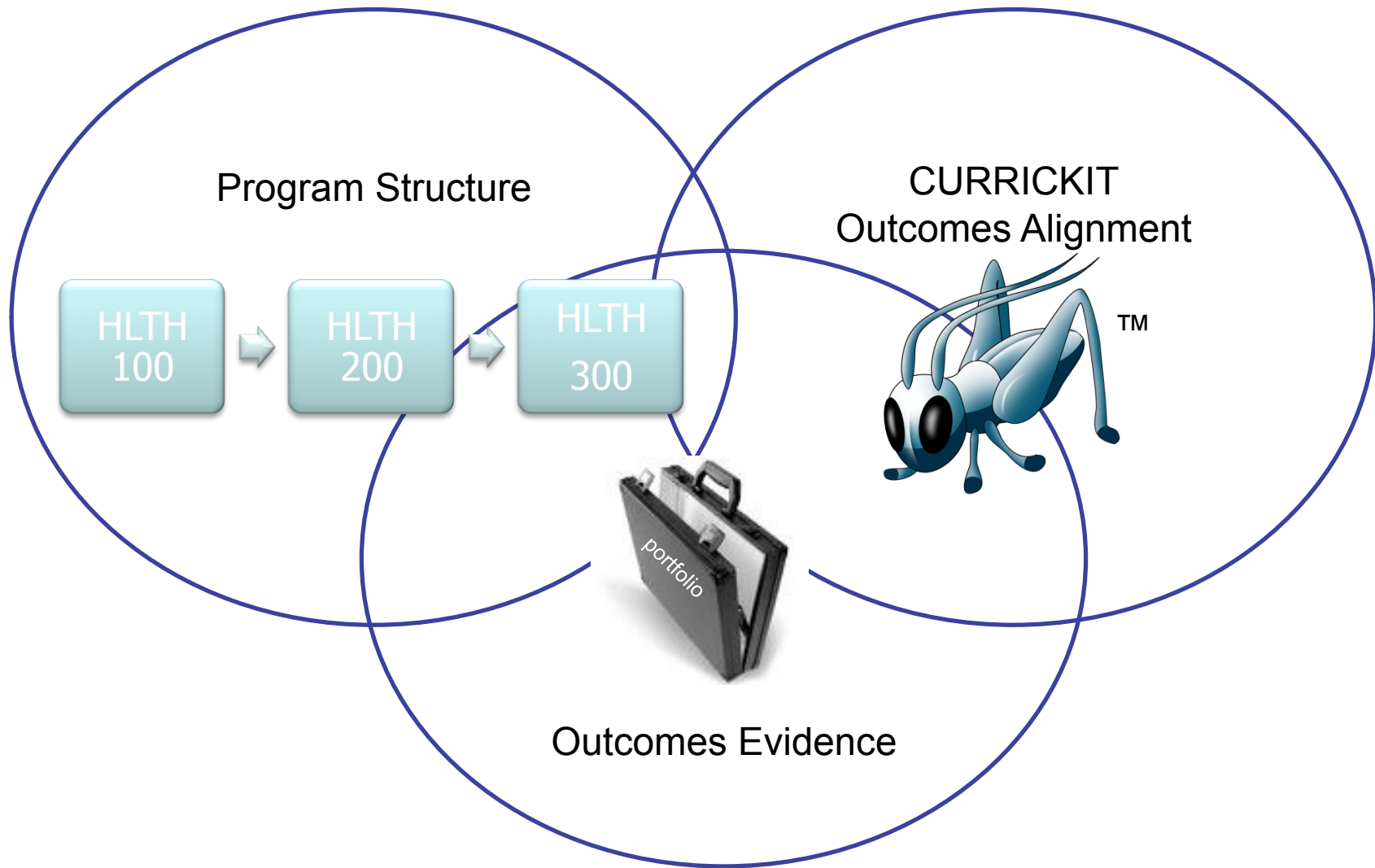
Peter Wolf

# Outcomes Flow



# Curriculum Mapping Done Three Ways

CHANGING LIVES  
IMPROVING LIFE



## Purpose:

- to create a visual representation of student progress through curriculum
- to explore curriculum flow, coherence, and the order and balance of required and elective courses for the entirety of the degree program

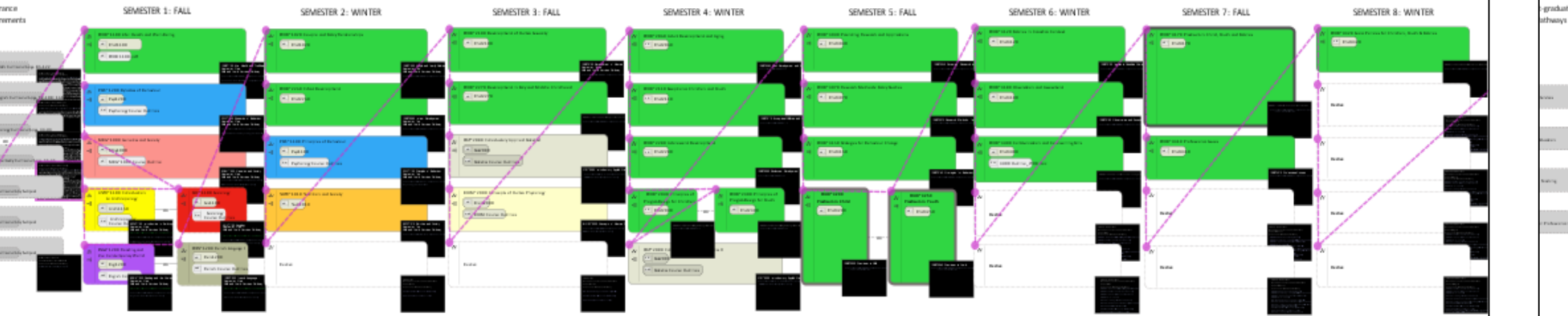
## Data collected from:

- Calendars
- Course outlines
- Curriculum committees



# Course Progression Map

improving life discover something new





# Course Progression Maps

**(FALL 2009 - WINTER 2010)**

TUESDAY, JULY 28, 2009

**CORE COURSES**

- Medieval and Early Modern Literature
- 18th and 19th Century Literature
- 20th and 21st Century Literature
- Canadian Literature

**COURSES FOR ENGLISH MAJORS**

**COURSES FOR ALL STUDENTS**

**1000 LEVEL**

MAJOR REQUIREMENTS:  
- ALL CORE COURSES

ENGL\*1000 Literatures in English I: Reading the Past

ENGL\*2000 Literatures in English II: Finding a Critical Voice

ENGL\*2100 Seminar: Critical Practices

ENGL\*2130 Seminar: Literature and Social Change

**2000 LEVEL**

MAJOR REQUIREMENTS:  
- ALL CORE COURSES

ENGL\*2500 Seminar: Genre, Theme, and Literary Value

ENGL\*2560 Seminar: Literature in History

**3000 LEVEL**

MAJOR REQUIREMENTS:  
- ALL CORE COURSES  
- 2.50 CREDITS FROM LECTURE COURSES

ENGL*1200 Reading the Contemporary World	ENGL*1410 Major Writers		
ENGL*2200 Postcolonial Literatures	ENGL*2740 Children's Literature	ENGL*2550 North American Native Literatures	ENGL*2640 Culture, Location, Identity, Minoritized Literatures, in Canada and Beyond
ENGL*2040 Latino Literature and Cultural Production: Intro	ENGL*2150 Representation and Sexuality	ENGL*2230 Popular Genres	ENGL*2800 Women in Literature
ENGL*2920 Creative Writing: Fiction	ENGL*2940 Creative Writing: Poetry		
ENGL*3020 Shakespearean Contexts	ENGL*3120 Shakespearean Receptions	ENGL*3170 Elizabethan Literary Culture: Chastity and Power	ENGL*3180 Poetics and Politics in Early Modern England
ENGL*3230 Literary Culture and the English Civil War	ENGL*3280 Old English Literature	ENGL*3560 Medieval Literature	ENGL*3570 Chaucer in Context
ENGL*3220 Representing Britain: 18th- & 19th-Century Literature	ENGL*3260 Writing Gender & Family: 18th- and 19th-Century Literature	ENGL*3300 Restoration to Romanticism: Forging the Nation	ENGL*3320 Romanticism to Victorianism: Culture and Conformity
ENGL*3360 Scottish Literary Cultures	ENGL*3370 Narrative Modes: 18th- and 19th-Century Literature	ENGL*3420 20th- & 21st Century Drama	ENGL*3430 Studies in the History of Literary Production
ENGL*3450 Early Twentieth-Century Drama	ENGL*3470 Twentieth-Century British Literature I	ENGL*3480 Twentieth-Century British Literature II	ENGL*3470 Twentieth-Century Canadian Literature and Criticism
ENGL*3600 20th- & 21st-Century Canadian Literature and Criticism	ENGL*3700 Studies in Postcolonial Literatures	ENGL*3630 Writing Canada: Forging the Nation	ENGL*3660 Canadian Poetry
ENGL*3040 U.S. Latino Literature	ENGL*3050 History of the English Language	ENGL*3160 Colonial Encounters: Nation and Discovery	ENGL*3340 British Imperial Culture
ENGL*3460 Literature in London	ENGL*3540 Writing the United States	ENGL*3550 Modern United States Literatures	ENGL*3690 History of Literary Criticism
ENGL*3740 United States Imperial Culture	ENGL*3760 Atlantic and Mediterranean Works	ENGL*3800 Topics in Literary and Cultural Studies	ENGL*3870 Topics in Literary and Cultural Studies
ENGL*3680 Topics in Literary and Cultural Studies			

**4000 LEVEL**

MAJOR REQUIREMENTS:  
- 2.00 CREDITS (SEMINARS WORTH 1.00 CREDIT EACH)

ENGL*4240 Medieval & Early Modern Literatures	ENGL*4250 18th- & 19th Century Literatures	ENGL*4400 Postcolonial Literatures
ENGL*4260 Modern & Contemporary Literatures	ENGL*4600 20th- & 21st Century Poetry	ENGL*4690 Contemporary Literary Theory
ENGL*4270 United States Literatures	ENGL*4620 Canadian Literatures	ENGL*4510 Special Studies in English
ENGL*4220 Special Studies in English	ENGL*4630 Women's Writings	ENGL*4650 Non-fiction Prose
ENGL*4720 Creative Writing: Prose/Poetry	ENGL*4810 Directed Reading	ENGL*4810 Honours English Essay

**ADDITIONAL MAJOR REQUIREMENTS**

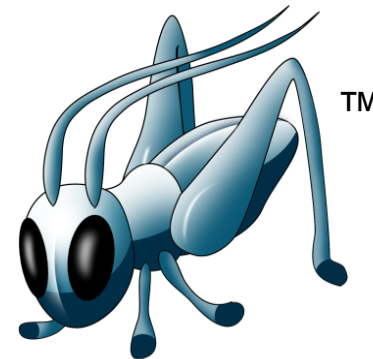
- 1.00 CREDIT MEDIEVAL/EARLY MODERN LITERATURE
- 1.00 CREDIT 18TH/19TH CENTURY LITERATURE
- 1.00 CREDIT 20TH/21ST CENTURY LITERATURE
- 0.50 CREDIT CANADIAN LITERATURE (double counts for historical requirement)
- 1.00 CREDIT ENGLISH ELECTIVE (from any level)

## Purpose:

- to match learning outcomes (knowledge, skills and values) with the instruction and assessment methods used in the individual courses that make up the curriculum

## Data collected from:

- Faculty
- Course outlines
- Curriculum committees







### University of Guelph Demo

[Main](#)
[Courses](#)
[Knowledge, Skills and Values](#)
[Instructional Methods](#)
[Assessments](#)
[Survey](#)
[Reports](#)
+ ADD

Course					Action	
<b>TSS*1000 Teaching Support Services Test Course</b>					REMOVE	ADD COMPONENT
COMPONENT TYPE	COMPONENT NAME	INSTRUCTOR	SURVEY TYPE	SEMESTER		
Lecture Section	01	Richard Gorrie(rgorrie)	Instructor	F09	EDIT	DELETE
Lecture Section	02	Rich Couto(rcouto)	Instructor	F09	EDIT	DELETE
<b>UNIV1100 Intro to University Learning</b>					REMOVE	ADD COMPONENT
COMPONENT TYPE	COMPONENT NAME	INSTRUCTOR	SURVEY TYPE	SEMESTER		
Lecture Section	01	Peter Wolf(pwolf)	Instructor		EDIT	DELETE
<b>UNIV2200 Problem-Posing</b>					REMOVE	ADD COMPONENT
COMPONENT TYPE	COMPONENT NAME	INSTRUCTOR	SURVEY TYPE	SEMESTER		
Seminar	01	Peter Wolf(pwolf)	Instructor	fall	EDIT	DELETE
<b>UNIV3300 Experiential Learning</b>					REMOVE	ADD COMPONENT
COMPONENT TYPE	COMPONENT NAME	INSTRUCTOR	SURVEY TYPE	SEMESTER		
Lab	01	Peter Wolf(pwolf)	Instructor		EDIT	DELETE



## Engineering

[Main](#)[Courses](#)[Knowledge, Skills and Values](#)[Instructional Methods](#)[Assessments](#)[Survey](#)[Reports](#)[+ ADD](#)

Knowledge, Skills, and Values	Action
ENGG Communication Skills	<a href="#">✕ REMOVE</a>
ENGG Design	<a href="#">✕ REMOVE</a>
ENGG Economics and Project Management	<a href="#">✕ REMOVE</a>
ENGG Ethics and Equity	<a href="#">✕ REMOVE</a>
ENGG Impact of Engineering on Society and the Environment	<a href="#">✕ REMOVE</a>
ENGG Individual and Team Work	<a href="#">✕ REMOVE</a>
ENGG Investigation	<a href="#">✕ REMOVE</a>
ENGG knowledge base	<a href="#">✕ REMOVE</a>
ENGG Life-long Learning	<a href="#">✕ REMOVE</a>
ENGG Problem Analysis	<a href="#">✕ REMOVE</a>
ENGG Professionalism	<a href="#">✕ REMOVE</a>
ENGG Use of Engineering Tools	<a href="#">✕ REMOVE</a>

12 associated Knowledge, Skills and Values



## University of Guelph Demo

Main

Courses

Knowledge, Skills and Values















**Instructional Methods**

Assessments

Survey

Reports

 ADD

Instructional Method	Action
Blackboard (WebCT)	 REMOVE
Demonstration	 REMOVE
Field Trip	 REMOVE
Formal Group Work	 REMOVE
In-class Writing	 REMOVE
Laboratory/Tutorial	 REMOVE
Media	 REMOVE
Practicum	 REMOVE
Problem-based Learning Modules	 REMOVE
Reading	 REMOVE
Research	 REMOVE
Self-reflection/Journal	 REMOVE
Seminar	 REMOVE
Student Presentation	 REMOVE



## University of Guelph Demo

Main

Courses

Knowledge, Skills and Values













Instructional Methods

**Assessments**

Survey

Reports

 ADD

Assessment	Action
Case Analysis	 REMOVE
Externship/Field Placement/Co-op	 REMOVE
Graphics (Maps, Plans, Schematics, Blueprints)	 REMOVE
Oral Presentation (Individual)	 REMOVE
Participation (In-class)	 REMOVE
Participation (On-line Discussions)	 REMOVE
Portfolio/Journal/Reflective Writing	 REMOVE
Poster	 REMOVE
Project (Group)	 REMOVE
Self/Peer Evaluation	 REMOVE
Test/Quiz/Exam ( > 25% of Final Grade )	 REMOVE
Written Assignment ( ≤ 5 pages )	 REMOVE

12 associated Assessments



## University of Guelph Demo

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Main

Courses

Knowledge, Skills and Values

Instructional Methods

Assessments

**Survey**

Reports



ADD

### Survey Questions

What instructional strategies and pedagogical techniques do you use in your course?

What formal assessment approaches do students engage in for this course?

Is the following developed in your course?

What is the level of sophistication expected for the following? (Please evaluate at the highest level expected.)

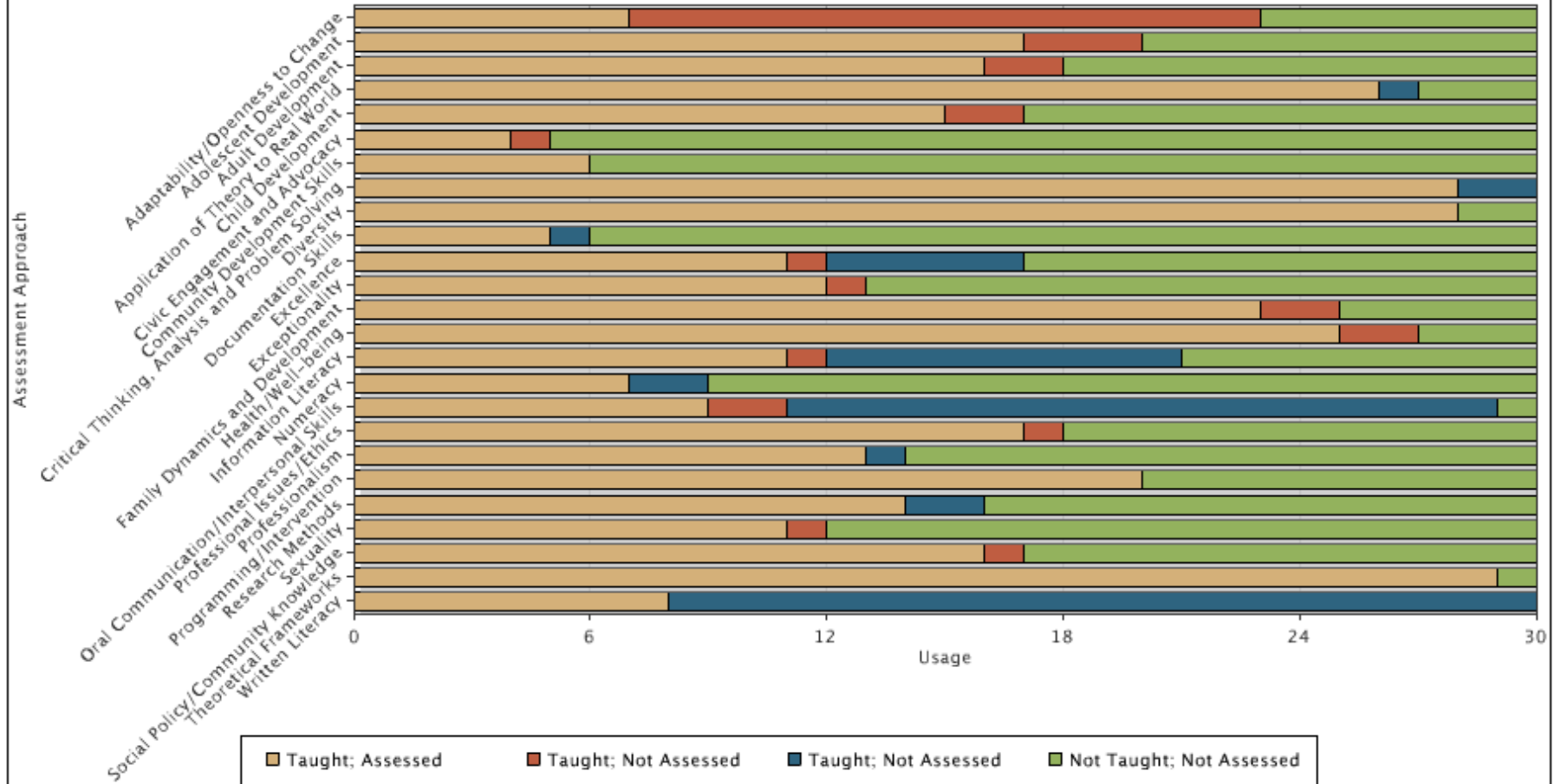
Please specify how each quality is Taught and/or Assessed

How are the total marks available to students distributed over the course of the semester?

Do you allow your students to select from optional assignments or optional weighting of assignments? If so, please specify.

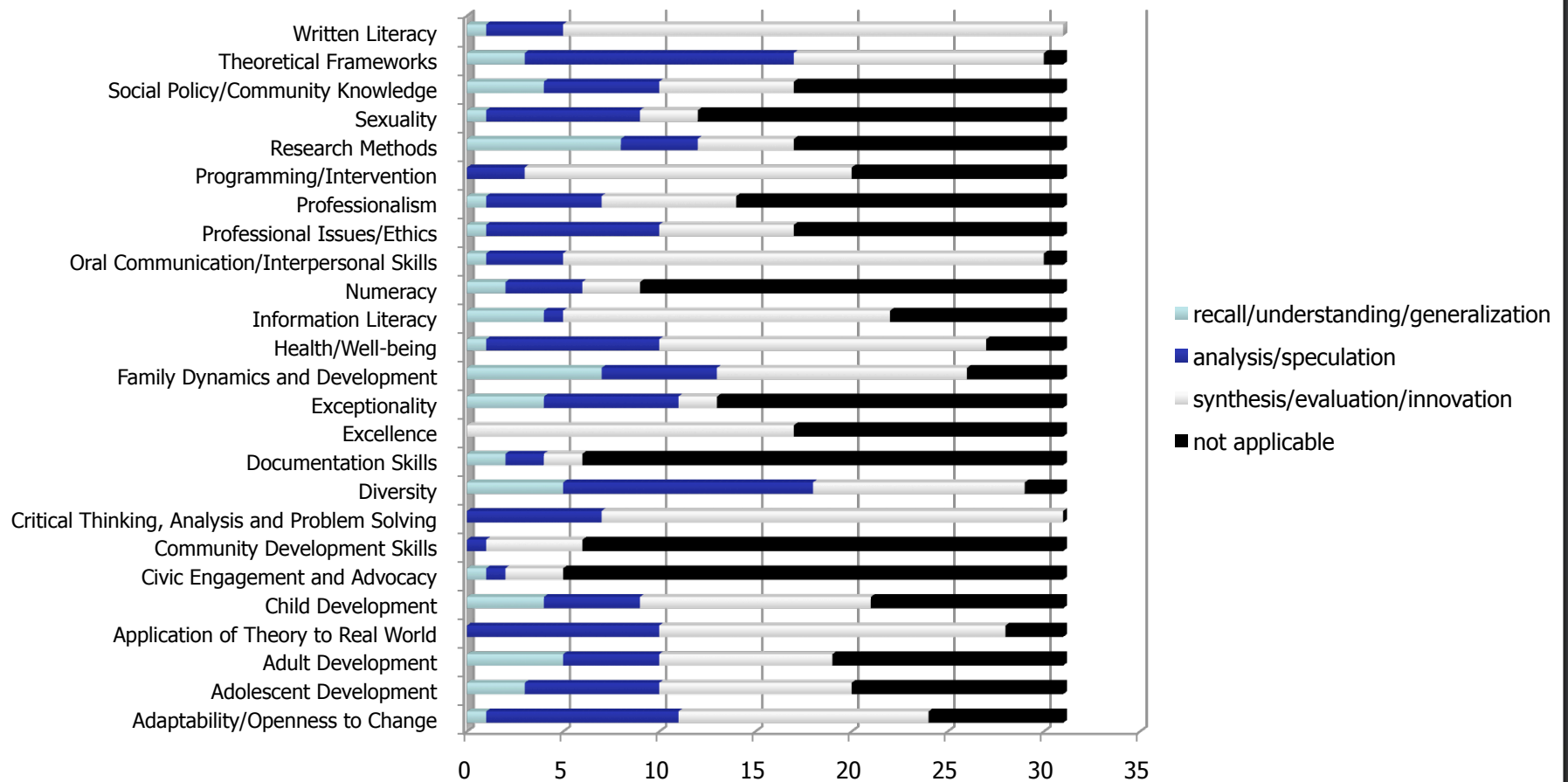
Do you have any general comments?

IS THE FOLLOWING DEVELOPED IN YOUR COURSE?  
Filtered by: \*\*\*\*\*

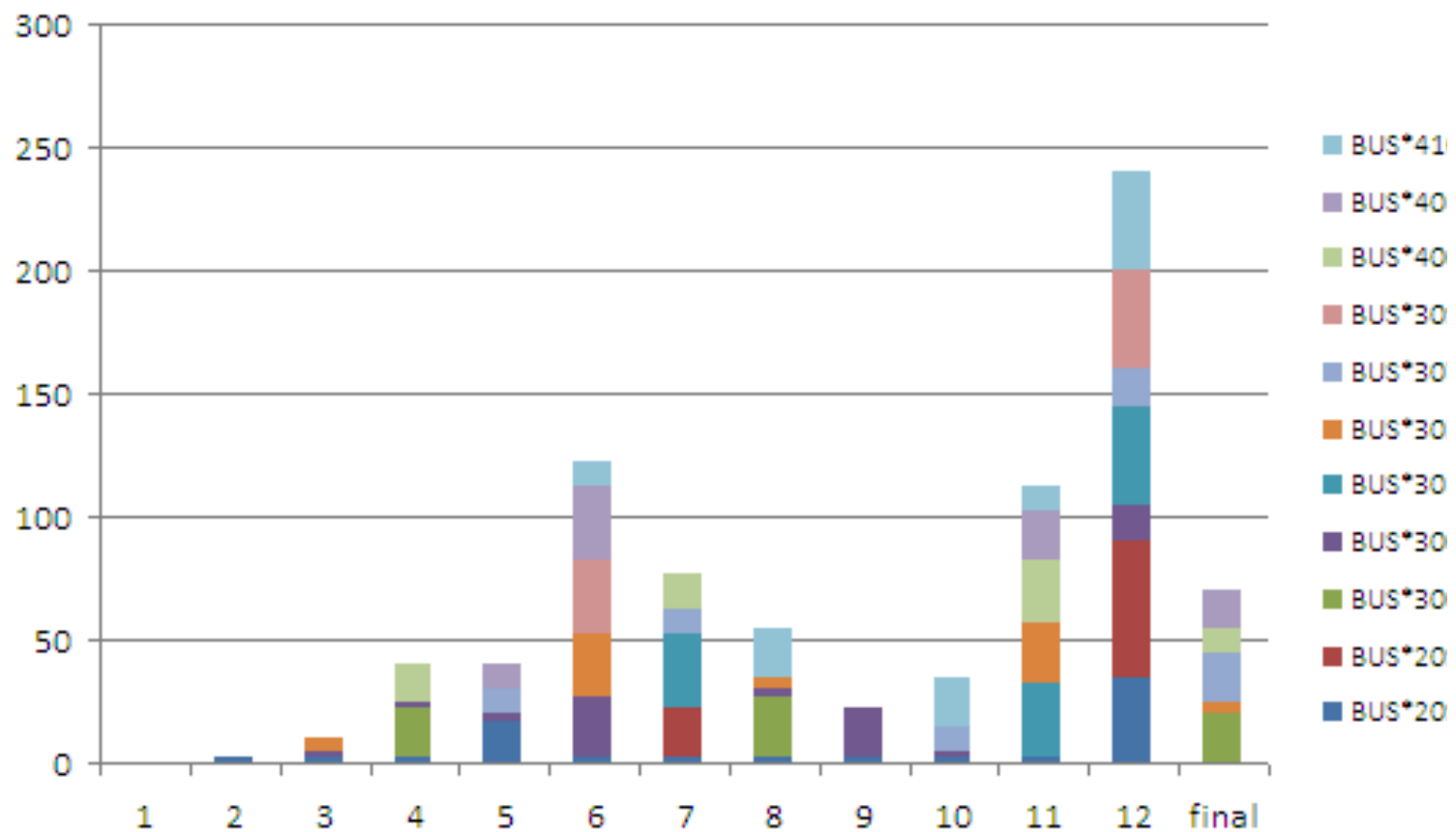


# Level of Sophistication Expected

What is the level of sophistication expected for the following?  
(Please evaluate at the highest level expected.)

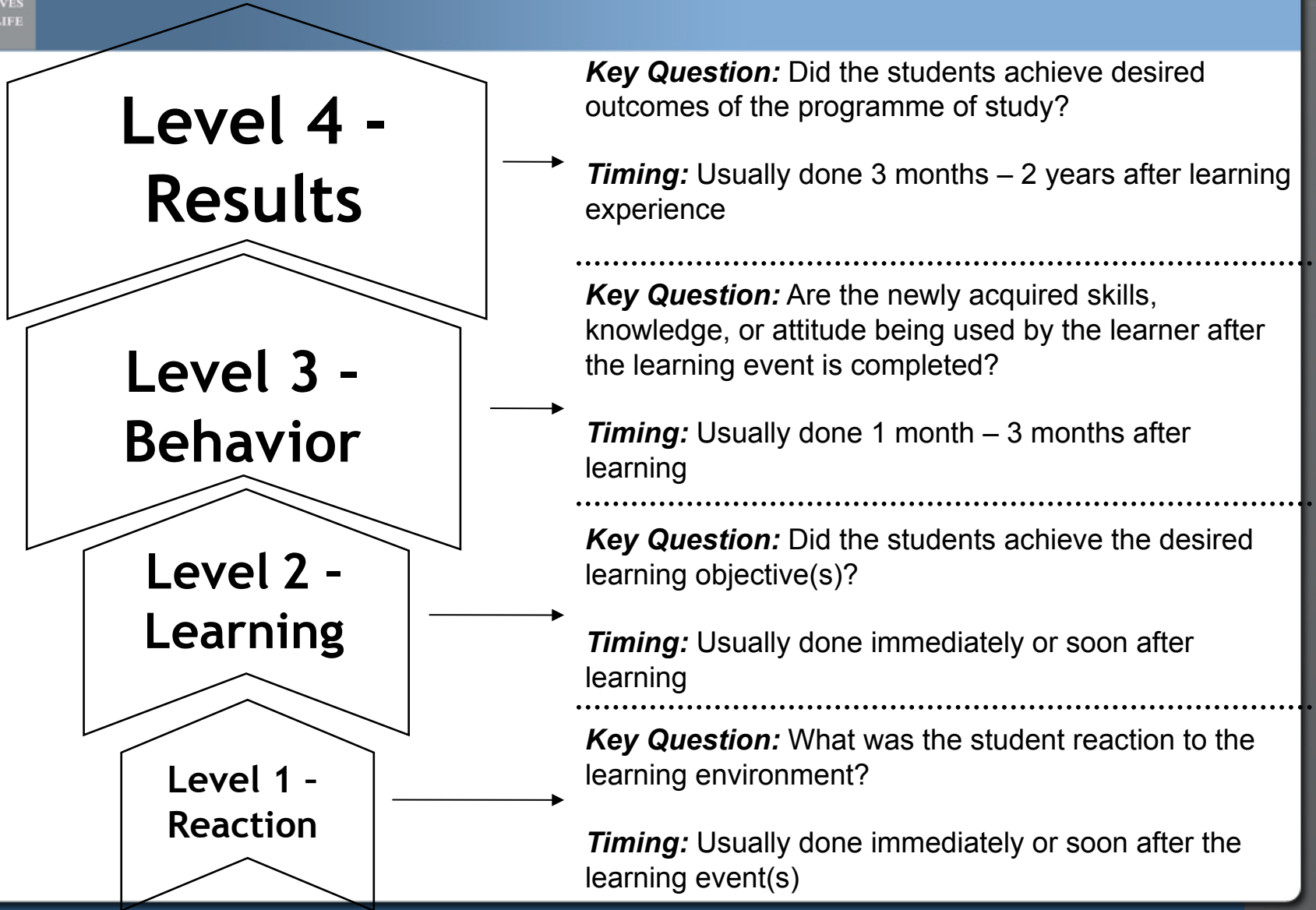


## Total Grades Available by Week All Courses/All Semesters





# Kirkpatrick's Four Levels of Evaluation



# Department of Food Science

## Curriculum Assessment Plan

CHANGING LIVES  
IMPROVING LIFE

Method	Participants	Frequency	Kirkpatrick Level	Questions /Issues Explored
Exit focus group lunch	Graduating students	Annual	Levels 1/2	<ul style="list-style-type: none"> <li>- Describe your most enjoyable learning experiences at Guelph?</li> <li>- Comments on other aspects of your Guelph experience Clubs? Academic Support?</li> <li>- Describe your most important learning experiences at Guelph?</li> <li>- What would you drop from the food science curriculum? Why?</li> <li>-What would you add to the food science curriculum? Why?</li> </ul>
Web survey	Recent graduates (2-3 years)	Tri-annual	Levels 3/4	<ul style="list-style-type: none"> <li>- Describe three of your most significant undergraduate learning experiences.</li> <li>- What three aspects of your undergraduate learning experience are of the most benefit to you in the work place or more generally in life? Explain.</li> <li>- Please suggest changes to help us improve the program. What would you add to or drop from the curriculum? Other changes?</li> <li>- What advice would you give to a first year food science student at Guelph?</li> <li>- Describe one or more ways in which your Food Science education has helped (is helping) your organization fulfill its mission or meet its objectives.</li> </ul>

# Department of Food Science

## Curriculum Assessment Plan

CHANGING LIVES  
IMPROVING LIFE

Method	Participants	Frequency	Kirkpatrick Level	Questions /Issues Explored
Focus group lunch	Employers	Tri-annual	Levels 3/4	<ul style="list-style-type: none"> <li>- Describe in what ways the content and objectives of the programme match or do not match your expectations of Food Science graduates?</li> <li>- What do you look for when hiring?</li> <li>- Based on your experience with graduates employed in your company, how well do our graduates meet your expectations?</li> <li>- Describe one or more ways in which the food science programme at Guelph has helped graduates help your organization fulfill its mission or meet its objectives.</li> <li>- Please suggest one or more changes to help us improve the program. What can we do to better prepare our graduates for employment in the food industry?</li> <li>- What advice would you give to a recent or soon-to-be graduate of Food Science?</li> </ul>
Review of previous reports	Professional association	Tri-annual	Levels 2/3/4	<ul style="list-style-type: none"> <li>- Data was used to extract goals and competencies as well as the vision for the ideal graduate.</li> </ul>

# Department of Food Science

## Curriculum Assessment Plan

Method	Participants	Frequency	Kirkpatrick Level	Questions /Issues Explored
Half-day retreat	Faculty and graduate students	Annual	Levels 2/3	<p>– Regarding the undergraduate Food Science programme, what are its:</p> <ul style="list-style-type: none"><li>▪Strengths?</li><li>▪Weaknesses?</li><li>▪Opportunities?</li><li>▪Threats?</li></ul>

## Goal:

- To view student efforts (through assignments) in their development of the KSVs that make up the program outcomes.

## Data collected from:

- Faculty
- Curriculum Committees
- Students



# E-Portfolios



- » Edit my account settings
- » Edit my profile
- » Edit my portfolio design

## HOME

There are currently no posts in this category.

Review Presentation

### My Year in Review

This presentation showcases my achievements of 2008.

January - March 2008   April - June 2008   July - September 2008   October - December 2008

**Danielle Fleur**

First Name: Danielle  
Last Name: Fleur

**Contact Information**

Email: danielle.fleur@univ.guelph.ca   City: Lake Umbagog  
Business Phone: 505-535-1234   Website: www.univ.guelph.ca  
Mobile Phone: 505-535-1234

**Education and Work**

Employer: Lake Valley Medical Center  
Position: Registered Nurse

**About Me**

Hobbies: To see some essential care services and health services as I can situation.

**My Goals for 2008**

These are my goals for 2008 thus far

[My Goals for 2008](#)

**Some Books I would like to read this year for my development**

Last modified on Monday, February 18, 2008 8:45 AM

[Nurse's Guide to Dosage Calculation: Giving Medications Safely](#)

[Reading Research: A User-Friendly Guide for Nurses and Other Health Professionals](#)

**Certificate from our Co-op**

This is a certificate from Frank in Engineering at UVU

[Certificate from our Co-op](#)

**How Baby Boomers are changing Health Care**

This is a very interesting report I read and wanted to share with my coworkers

[How Baby Boomers are Changing Health Care](#)

## Guelph Engineering Portfolio System

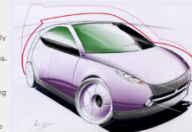
VIEW PUBLIC PORTFOLIOS | VIEW PRIVATE PORTFOLIOS | CONTACT

### ent Portfolio System

University of Guelph we are committed to giving our students creative new ways to showcase their work - and they are proud of. Through the use of this online portfolio system, students are able to upload projects, labs, programs, papers - and virtually anything else into their own personalized space on the web. This is a powerful resource not only for students, but for professors and employers as well. Take a moment to take a look around, and see one of our sample portfolios.

It is still in the development phase and is going to be added to function with the 2nd year design course this coming year.

Use of this online portfolio system, students are able to upload projects, labs, programs, pictures, graphs - and virtually anything else into their own personalized space on the web. This is a powerful resource not only for students, but for professors and employers as well. Take a moment to take a look around, and see one of our sample portfolios here.



At the University of Guelph we are committed to giving our students creative new ways to showcase their work - and they have a lot to be proud of. Through the use of this online portfolio system, students are able to upload projects, labs, programs, pictures, graphs - and virtually anything else into their own personalized space on the web.

This is the main page. From here, you can Log in, if you are a student or professor. If you are a visitor, you may browse or search student portfolios. If you're an employer, we don't have anything for you yet, but maybe soon.

Any Questions? Feel free to contact us!

- QUINCY STUDENT**
- my account
  - my courses
  - edit portfolio
  - view portfolio
  - log out

- ENGINEERING PORTFOLIO LINKS**
- about the system
  - credits

- FEATURED PORTFOLIOS**



# Curriculum Development Processes at the University of Guelph

Peter Wolf