

Curriculum & Pedagogy Recommendations

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DRAFT

Three major steps are needed to improve curriculum and learning outcomes at Art Center:

- 1) Establish Formal Learning Outcomes
- 2) Improve Support Structures
- 3) Update Program Curriculums

Establish Formal Learning Outcomes

College-Wide

Imagination - Inventiveness, inspiration, knowledge, conceptual sophistication, critical discernment

Professionalism - Highest skill levels, knowledge of field, ability to communicate, ethical, versatile, strong work ethic, risk taking, collaborative, leadership, cultural awareness, self-evaluative

Preparedness - Knowledge of business practices, strong network and community, excellent body of work

Plus - We'd like graduates to leave with fondness and loyalty to Art Center

Program Specific

Developed by programs in consultation with faculty, experts, industry, alumni, students - shaped by a particular approach

Improve Curriculum Support Structures

Establish better systems and planning processes to support and improve curriculum

- Define an comprehensive approach for structuring curriculum
- Establish learning outcomes for the college as a whole, and for each program
- Implement regular objective program assessment based on established learning outcomes
- Establish improved faculty and chair assessment

- Assess overall ACCD offering
 - What is the right size for each program?
 - Serving needs of students
 - Serving needs of field
 - Staffing/funding/faculty (including ratio of part time to full time)
 - Facility impacts
 - Can benefit be gained by merging, splitting, or reorganizing some programs?
 - Define potential new programs/courses need to be created
 - Interactive Design Degree
 - Design management Degree
 - Graduate Advertising
 - Professional programs
 - Integrate graduate education in the overall strategy and teaching
 - Feed art and design research into undergrad curriculum
 - Grad students can TA undergrad courses
 - Define the relationship of grad to undergrad

- Consider the creation of a curriculum committee to establish standards and ensure a coherent development of curriculum college-wide
 - Develop assessment approaches
 - Establish standards for course descriptions, learning outcomes, syllabi
 - Coordinate course offerings to prevent duplications and encourage collaborations
 - Maintain integrity of college-wide curriculum plans

Support multiple student models to effectively serve a diverse range of students and student outcomes

- Define which types of students and learning outcomes ACCD serves - we can't serve all needs, but a single model is no longer viable
- Students are entering ACCD with very different backgrounds
 - Some lack maturity and life experience
 - Poor english skills
 - Some have prior degrees and/or work experience
 - E.g. recent High School graduate, career changer, college grad with liberal arts background, returning to school, etc.
- Students have a range of desired learning outcomes for graduation

- Straight into a job
 - Become an entrepreneur
 - General liberal arts education + art/design discipline
 - Learn how to learn
 - Graduate level education
 - Professional development / mid-career updating
 - Defining a career
- Consider change in credit transfer policies to better support students transferring from other institutions
 - Create new degree models such as professional degrees, low-residency, additional graduate programs, etc.
 - Better integrate Art Center at Night into overall strategy and curriculum planning
 - Establish a full ESL program, possibly in collaboration with PCC to better support foreign students
 - Allow students to get credit for ESL?

Create greater cross-discipline opportunities for faculty and students, to better match current art/design practice

- Encourage diversity of teaching, learning and thinking
- Learn to work across disciplines
- Provide students with information on full range of practice in each discipline (perhaps online) so they understand the potentials and opportunities of each
- Consider option for admission with an undeclared major
 - Might add to length of time to achieve degree
 - Allows for more liberal arts integration
 - Would require different portfolio/admissions requirements approach
- Consider option for multi-disciplinary major/degree
 - Students could design their own major that selects from several programs
 - Supports students who are more independent and exploratory
 - Might have several pre-defined structures/templates to aid students
- Would likely require more formal counseling and the hiring of professional counselors

Strengthen the school's relationship with its faculty to improve the quality of teaching

- Create a stronger level of job security – possible approaches include:
 - Longer term contracts
 - Permanent part-time positions with a salary
- Increase the level of respect and involvement of faculty
 - Part-time contracts should include payment for service hours
 - Faculty should be able to participate in curriculum planning and development in all departments
 - The school should pay faculty for substantial course development
 - Create a more formal, equitable, and accountable system for faculty service hours
- Improve teaching relevancy and quality by implementing a range of faculty development
 - Enable greater interaction between faculty to facilitate formal and informal exchanges around pedagogy and curriculum

- Offer a range of workshops/seminars on pedagogy
- Offer a range of workshops/seminars to help faculty update their skills and concepts to advanced levels
- Consider compensating faculty for extra time invested in improving their pedagogy, materials, skills and concepts
- Support dialog between faculty and a range of experts in the fields
- Improve the process for faculty assessment and establish a formal process for chair assessment with faculty input
- Publish an updated faculty handbook
- Improve opportunities for community amongst faculty

Create a long-term strategy for online/distance learning

- Proceed thoughtfully so we don't waste money or create ineffective curriculum
- Must have criteria for what courses and/or course content are appropriate
- Must integrate assessment
- Need to run pilot programs to experiment and evaluate, especially for studio based courses
- IP issues need to be worked out
- Materials should strive to comply with standards such as SCORM for interoperability, Section 508 for accessibility, etc.
- Online courses should be developed with the help of professional instructional designers
- Online courses for art and design have distinct requirements and may not fit existing models
- Requires significant investment
 - Cost of developing course materials, including paying faculty to create
 - Develop/acquire technology infrastructure
 - Staff to support

Explore alternate approaches to teaching and learning to address different learning models and needs

- Create an integrated physical and online Learning Center with workshops, staff, and facilities to support non-classroom learning
 - Can be integrated into traditional courses via required, credit based lab-time
 - Can offload some skills learning (e.g. software, specific techniques, etc.) from classroom and allow a greater classroom focus on concept and high-level skills
 - Available to both students, faculty and perhaps alumni (with a fee?) to assist in life-long learning
- Make expert faculty available as advisors for other faculty and to guest speak in classes

Fully align admissions with the curriculum and goals of the institution

- Revise admissions criteria and methods to increase quality, preparedness, diversity, and match curriculum
- Increase dialog between admissions and programs
- Create supplemental curriculum for high-school graduates while retaining fast track for transfer students
- Increase ESL support
- Raise scholarship levels

Embrace diversity as an institutional priority

- Emphasize diversity to broaden the student body
- Make faculty, staff and student populations more diverse
- Create a major outreach effort to under-represented communities to help raise awareness of art and design
- Be innovative in our interpretation of diversity - e.g. it's relationship to human centered design, socially responsible design, etc.
- Educate the college community in the full implications of diversity and its relevance to contemporary art and design
- Improve campus life so that a diverse population is supported and encouraged

Update Program Curriculums

Ensure that curriculums meet the highest standards of quality and relevancy

- Create industry / expert advisory boards for each major discipline to meet with chairs and faculty
- Address the whole artist/designer
 - Craft - accd tradition updated
 - Hand skills - thinking through making
 - Conceptual thinking - making through thinking
 - Experimentation, risk taking, and creative failure
 - Cultural/Ethical understanding and context as citizens and makers
- Focus on deep levels of skill, creativity, and idea making rather than superficial polish
- Continually update curriculum to anticipate emerging trends and practices
 - Incorporate projects for new mediums, materials and markets
 - Integrate new production technologies & software
 - Maintain best practices for design in light of technology innovations, cultural changes, and ethical considerations
- Define and require the highest quality of work from students
- Involve faculty more fully in the development of curriculum
- Engage students with the most important and urgent issues in each discipline
- Admit students who can succeed in an ambitious curriculum to prevent the lowering of standards
- Define how ACCD can teach sustainability, pro-social work, and design research in a more robust and effective way
 - Avoid green-washing and faux research
 - Should tracks/curriculum on these topics developed?
 - Integrate these topics more fully into existing programs

Integrate the Humanities and Sciences more fully into the curriculum to enable more thoughtful and relevant art and design

- Focus on the important role humanities and sciences play in design and art
- Develop critical thinking
 - What is critical thinking in the art/design context? How does it integrate with making?
- What is the ACCD definition and approach to the Humanities & Sciences?
 - What can be taught by PCC or other institutions
 - What is unique to the concerns of Art and Design at Art Center?
 - How does media literacy fit into our curriculum?

Integrate the shops, library, and CMTEL more fully into the curriculum

- Emphasize collaboration between academic programs and the shops, library, and CMTEL organizations to ensure education occurs in all contexts
- Create a digital shop that helps students work with digital electronics, sensors, and programming
- Recognize shop personnel as part of the educational process, and give them responsibility for helping students to think and design

- Establish a technology R&D lab where new technologies can be explored and relevant aspects fed back into curriculum and operations