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## How can OER initiatives parlay into curriculum overhauls at the course and program level?

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# How can OER initiatives parlay into curriculum overhauls at the course and program level?

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# Outline

- Introductions
- Goal
- Example of coordinated efforts in General Education through shared learning objectives
- Guided Questions
- Tips & Review

# Introductions

**Cailean Cooney**

Assistant Professor, Chair of the OER Committee

**Jeremy Seto**

Assistant Professor of Biological Sciences

**Session participants**

Who are you?

# Goal

Conceptualize OER initiatives through a faculty led & strategically cohesive approach

## City Tech General Education Learning Goals:

<https://facultycommons.citytech.cuny.edu/gen-ed/>

<b>KNOWLEDGE</b> Develop knowledge from a range of disciplinary perspectives, and develop the ability to deepen and continue learning.	<b>Breadth of knowledge</b> <ul style="list-style-type: none"><li>▪ Value knowledge and learning</li><li>▪ Understand and appreciate the range of academic disciplines and their relationship to the fields of professional and applied study.</li><li>▪ Use the arts, sciences and humanities as a forum for the study of values, ethical principles, and the physical world.</li></ul>
	<b>Depth of knowledge</b> <ul style="list-style-type: none"><li>▪ Engage in an in-depth, focused, and sustained program of study</li><li>▪ Pursue disciplined, Inquiry-based learning in the major.</li></ul>
	<b>Lifelong learning</b> <ul style="list-style-type: none"><li>• Show curiosity and the desire to learn.</li><li>• Acquire tools for lifelong learning—how to learn, how they learn, knowledge of resources.</li></ul>
<b>SKILLS</b> Acquire and use the tools needed for communication, inquiry, analysis, and productive work.	<b>Communication</b> <ul style="list-style-type: none"><li>• Communicate in diverse settings and groups, using written (both reading and writing), oral (both speaking and listening), and visual means, and in more than one language.</li></ul>
	<b>Inquiry/ Analysis</b> <ul style="list-style-type: none"><li>• Derive meaning from experience, as well as gather information from observation.</li><li>• Understand and employ both quantitative and qualitative analysis to describe and solve problems, both independently and cooperatively.</li><li>• Employ scientific reasoning and logical thinking.</li><li>• Use creativity to solve problems.</li></ul> <p style="text-align: right;">→</p>

<p><b>INTEGRATION</b>  <b>Work productively within and across disciplines.</b></p>	<p><b>Information Literacies</b></p> <ul style="list-style-type: none"> <li>▪ Gather, interpret, evaluate, and apply information discerningly from a variety of sources.</li> </ul>
	<p><b>Systems</b></p> <ul style="list-style-type: none"> <li>▪ Understand and navigate systems</li> </ul>
	<p><b>Integrate Learning</b></p> <ul style="list-style-type: none"> <li>▪ Resolve difficult issues creatively by employing multiple systems and tools.</li> <li>▪ Make meaningful and multiple connections among the liberal arts and between the liberal arts and the areas of study leading to a major or profession.</li> </ul>
<p><b>VALUES, ETHICS, AND RELATIONSHIPS</b>  <b>Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.</b></p>	<p><b>Professional/Personal Development</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate Intellectual honesty and personal responsibility.</li> <li>▪ Discern consequences of decisions and actions</li> <li>▪ Demonstrate intellectual agility and the ability to manage change.</li> <li>▪ Work with teams, including those of diverse composition. Build consensus.</li> <li>▪ Respect and use creativity.</li> </ul>
	<p><b>Ethics/Values</b></p> <ul style="list-style-type: none"> <li>▪ Transform information into knowledge, and knowledge into judgment and action.</li> <li>▪ Assume responsibility for social justice</li> </ul>
	<p><b>Community/Civic Engagement</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate social and civic knowledge [regarding social, political, economic, and historical issues].</li> <li>▪ Understand organizations and histories underlying government in global context</li> <li>▪ Apply knowledge and analyze social, political, economic, and historical issues.</li> <li>▪ Show ability to contribute actively by applying knowledge to the identification and analysis of societal and professional problems to enact solutions.</li> </ul>
	<p><b>Global/ Multicultural Orientation</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate expanded cultural and global awareness and sensitivity.</li> <li>▪ Discern multiple perspectives.</li> <li>▪ Use awareness of cultural differences to bridge cultural and linguistic barriers.</li> <li>▪ Demonstrate proficiencies and capacities in dealing with a diverse society.</li> <li>▪ Communicate across cultural and linguistic barriers.</li> </ul>

# Guiding Questions

1. **WHY** do curricular overhauls/revisions/revamps matter?
2. **WHO** do they matter to?
3. **HOW** can we parlay curricular revamps into our OER work?



# Cultivate inclusivity and relevance

- Invoke college mission, general education guidelines/learning objectives, strategic plans
- Leverage established modes of evaluation:  
[student assessment of online/hybrid courses](#),  
[library resources curriculum proposal form](#),  
college assessment rubrics (touching on college governance, academic freedom), accreditation bodies

# Thank you!

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