

Parsons
All-Faculty Meeting
April 17, 2012

A red-tinted photograph of a city street. In the background, a large, three-dimensional sign spelling 'BOSTON' is mounted on a building. The street is lined with buildings, and a few people are visible in the distance. The overall scene is urban and historic.

Parsons The Committee on Undergraduate Education

History of the New Undergraduate Curriculum

2004 - 2008 External and internal reviews, working groups and reports

2008 Created structural parameters for UGR

5 Schools' Faculty Charrettes

2009 UGR Task Force Retreats & Subcommittee Proposals

Parsons Executive Council Reviews Task Force proposals

2010 Parsons Executive Council Policy Agreement on UGR First Year Curriculum

2010 PCC/SCCs Charged to Develop Common Learning Outcomes & preliminary 120-credit model

Town Hall meetings with Faculty

2011 Formation of the Committee on Undergraduate Education

Refine materials generated during the review

Workshops with leadership, curriculum committees and part time faculty to develop courses

2012 Submit materials to the state: NYSED

Submit materials to the state the National Association of Schools of Art and Design NASAD

Initial development of the learning portfolio

Workshops with faculty to share course development and receive feedback

Development of final course syllabi

Continued development workshops

2013 Freshman class rollout

2014 Sophomore class rollout

2015 Junior class rollout

2016 Senior class rollout

In January 2011, Joel Towers and the Parsons school deans charged the Committee for Undergraduate Education (CUE) to implement the agreements arrived at through the review. The committee is comprised of one faculty member from each school at Parsons:

CUE

John Roach, Committee Chair

(School of Design Strategies)

Margot Bouman

(School of Art and Design History and Theory)

Melanie Crean

(School of Art Media and Technology)

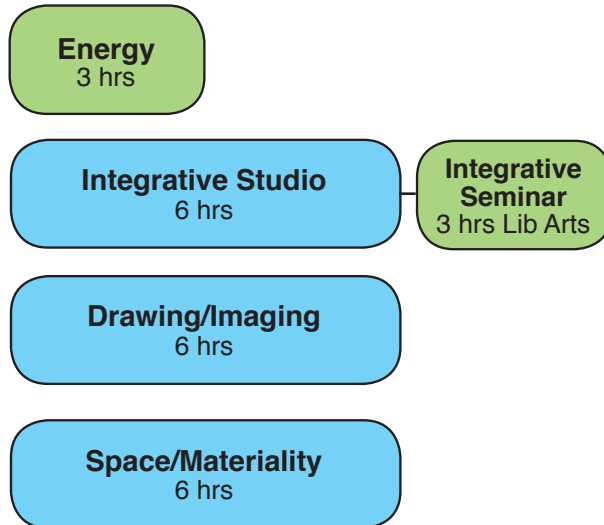
Jean Gardner

(School of Constructed Environments)

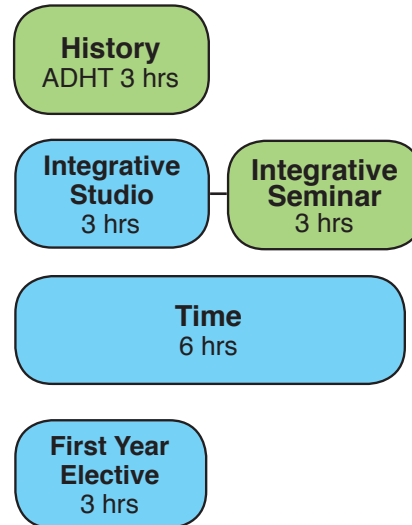
Maura Jurgrau

(School of Fashion)

FALL



SPRING



March 22 - April 26

Curriculum Workshops for new first year courses

Preparation for 2013

	Click on JOIN and add your info	***Overflow #1 sign up (add your name here if the workshop is full. If this overflow fills we will notify you. look to the left for a new date)	***Overflow #2 sign up (add your name here if Overflow #1 fills up)
<p>Integrative Studio & Seminar 1. SESSION 1 Thursday March 22nd. 3:00pm ROOM: 80 5th Avenue #802</p> <p>*****</p> <p>SESSION 2 Overflow date Tuesday April 3rd. 3:00 PM Room: BARK ROOM (ORIENTATION ROOM)</p>	<p> Juliette Cezzar</p> <p> Thomas Werner</p> <p> Ananda Cavalli</p> <p> Nayia frangouli</p> <p> Jesse Day</p> <p> Stacy Seiler</p> <p> emily lambert</p> <p> tamar samir</p> <p> Jeanine Oleson</p> <p> maddy schwartzman</p> <p> Liz Slagus</p> <p> Norene Leddy</p> <p> Nadia Elrokhsy</p> <p> Rachel Urkowitz</p> <p> Emily Singer</p> <p> frank holliday</p> <p> Carter Hodgkin</p> <p> Anney Bonney</p> <p> Meret Lenzlinger</p> <p> Lisa Maione</p> <p> micki spiller</p> <p> Alexandra Anderson</p> <p> Jim Osman</p> <p> Cynthia Lawson</p> <p> Andrew Robinson</p> <p> Mariah Doren</p> <p>FULL</p>	<p> Ruth Liberman (interested if it runs again on another day)</p> <p> Barbara Siegel</p> <p> Caty Bartholomew (interested if it runs another day)</p> <p> Ellen Eujen</p> <p> Thaddeus Radell</p> <p> Lynn Breslin</p> <p> Phillip Quintero</p> <p> Shari Diamond</p> <p> Sherri Hollaender</p> <p> scherezade Garcia-Vazquez</p> <p> Adrienne Reynolds</p> <p> Jessica Corr</p> <p> Glenn LaVertu</p> <p> Anne Finkelstein</p> <p> Diana shpungin</p> <p> Mark Saltz</p> <p> virginia poundstone</p> <p> Eva Perez de Vega</p> <p> Wennie Huang</p> <p> Derek Haffar</p> <p> mariah Doren</p> <p> Arthur Ou</p> <p> Wendy Letven</p> <p> Jeanette Fintz</p> <p>JOIN →</p>	<p> Nina Cooke John</p> <p> Veronica Lawlor</p> <p> Ann DeWitt</p> <p> Gabriela Rendon</p> <p> Lars Chellberg</p> <p> Laura Sansone</p> <p> Melinda Wax</p> <p> Carol Shadford</p> <p> Stephanie Hart</p> <p> Joe Haske</p> <p> Simona Prives</p> <p> Michele Laporte</p> <p> Andrea Cohen (Any day but Tuesday!)</p> <p> Charles Goldman (Teaches on Tuesdays)</p> <p> Rebekah Laskin (Teaches Tuesdays. prefers wednesdays)</p> <p> Kate Teale (Teaches Tuesdays)</p> <p> Michelle Bogre</p> <p> Anne Gaines</p> <p> Barbara Friedman (Teach Wed/Thurs.)</p> <p> Adrienne Reynolds</p> <p>JOIN →</p>

Who is signing up?

- Many faculty from Foundation, but also faculty from programs across Parsons.
- In many cases faculty are signing up for workshops that are different than the courses they currently teach.
- FTF including directors and coordinators who want to understand the new first year curriculum and add to the conversation.

CUE Workshop Sign Up
wejoinin.com/sheets/sscgq

Workshop Signup

wejoinin.com/sheets/sscgq



CUE Workshops


Workshop Feedback Form

Please provide feedback about the presentation you attended. If you would like to comment on more than one workshop session please fill out a form for each session you attended.

* Required

Your name *

Please select the session you would like to comment on *

Drawing/Imaging 

Comment about the course or topic covered in the workshop

Please share your thoughts about this course or pedagogical workshop.

Are there particular development opportunities or materials that you would like to see in response to this course or topic?

For example workshops, reference materials, software instruction, etc.

Workshop feedback form

The Form

tinyurl.com/cuefeedbackform

Your name	Please select the session you would like to comment on	Comment about the course or topic covered in the workshop	Are there particular faculty development opportunities or materials that you would like to see in response to this course or topic?	Other comments
Jim Osman	Integrative Studio and Seminar 1	<p>I have been to both Int. 1 & 2 so my comments will pertain to both. First I think we all need to be mindful of the jargon, acronyms and edu speak we use when explaining these still unclear issues to the faculty.</p> <p>So when talking about how courses will be run in the different schools -AMT,SCE etc calling them a space only sends people new to this wondering -"what space do they mean?"</p> <p>I think we need to explain why themes are being used and how. Are they subject matter to develop skills or content that skills explore? In FND we teach 4 one year courses. In the fall skills are introduced to explore the elements and principles of design. In the spring those skills are imported to elective classes where students are more self directed in their work. Since Integrative is over a full year does it work in the same way?</p>	I think writing a real project for each course would be an immense help to PTF (and me) to understand what the intentions of the curriculum writers are.	I liked John going through the 1st year at the beginning of the workshop as it sets up an understanding of the individual courses.
Anney Bonney	Integrative Studio and Seminar 1	<p>For me it was just reassuring to be in conversation, to hear different concerns addressed, to see that the changes that are underway are that-- under way. They are still being defined, but have been carefully developed so far. That was my first impression.</p> <p>My later impression: I still feel new at Parsons. Foundation is going away and I was just getting used to it. But in light of the expanded potential for students in this massive New School transdisciplinary upgrade, the workshop shifted my focus back to why I teach, not what I am afraid of losing. I am grateful for that.</p>	<p>Would love to see: More on the anticipated actual classroom experience and/or syllabi of these courses. Some examples were given, and I know more are on the way. They will be welcome.</p> <p>And as was repeated, more info on the protocol of how teachers may be paired and how themes decided.</p>	I came because I wanted to get a better sense of the future at Parsons. I had no idea I'd be so interested in these specific courses, that after going to both workshops, I would want to explore the possibility of participating in them. More reasons to attend more workshops.
Ellen Evjen	Integrative Studio and Seminar 1	Many high schools have an integrated approach to teaching art. What is the students' response to this form of teaching on the college level?	I'd like to see 1. A curriculum 2. An observation of a class. 3. Soft ware instruction	
Lynne Breslin (from post it filled out in the workshop)	Integrative Studio and Seminar 1	I found this very helpful in understanding the direction and concept of this seminar and studio and am eager to learn more about the adaptation of writing skills and critical thinking in a studio setting. The idea of collaboration is also appealing. I do have concerns about isolating ESL students because I feel that they benefit by being in the regular classroom. Their English skills improve by listening to other students.		
(from post it filled out in the workshop)		I would like to respect the desires of students/artists who like to work individually. i am concerned about the emphasis on collaboration eclipsing individual autonomy. Would like to have the faculty cross pollination as a goal along with students crossing disciplines.		
Caty Bartholomew	Integrative Studio and Seminar 1	I thought the presentation was very comprehensive, and the new curricular structure sounds exciting.	Maybe some workshops to share resources and curriculum ideas with other faculty. I'm always interested in software instruction!	At first I was concerned that the two seminars would ironically further segregate words from making. I often give research tasks, writings

Workshop feedback responses

The Responses

tinyurl.com/cuefeedbackresults

Workshops for 2012-2013

- **Sustainable Energy Systems**
- **A History of the World told Through Objects**
- **Integrative Studio and Seminar and ESL**
- **Space/Materiality workshop (part 2)**
- **First year course working sessions**
- **Collaboration workshop series**
- **Sustainability workshop with representation from all Parsons schools.**
- **Systems thinking**
- **Skill building workshops**

Learning Outcomes organized by learning domain subheadings (5/30/11)	
These statements, based on the learning domains, indicate what the student should have learned by the successful completion of the first year at Parsons. Learning outcomes language should be specific and demonstrable (that is, a student would demonstrate that she has learned these through deliverables and activities. (By the successful completion of this course, a student should be able to demonstrate:))	
LEARNING DOMAIN: INTRAINTERPERSONAL SKILLS & COMPETENCIES	
Self Reflection / Assessment	
1	By the successful completion of the first year, a student will be able, at an introductory level, to reflect on creative skills learned, choices made, and connections fostered between learning initiatives throughout the year, as instantiated through the creation of a learning portfolio
2	utilize relevant terms in the discourse of art, design and visual culture to discuss aesthetic principles in their own and others' work
3	begin to articulate a statement concerning how their own studio practices relate to the larger context of the fields of art and design
4	display critical self-evaluation skills, to begin to assess relative strengths and weaknesses in one's own work and practice vis-à-vis mentorship relationships, i.e. mentor-mentee experiential learning and knowing
LEARNING DOMAIN: INTRAINTERPERSONAL SKILLS & COMPETENCIES	
Collaboration	
5	By the successful completion of the first year, a student will be able, at an introductory level, to demonstrate an ability to work constructively with others in collaborative contexts, and to engage with team models and modes of assessment
LEARNING DOMAIN: INTRAINTERPERSONAL SKILLS & COMPETENCIES	
Peer-To-Peer Learning / Relation Of Self To Context	
6	By the successful completion of the first year, a student will be able, at an introductory level, to reflect on relationships of self to context, in the relation of individuals to groups, institutions, and socio-political entities such as Parsons, The New School, and New York City
7	exhibit an awareness of and sensitivity toward differing cultural specificities and their relevance to the individual's practice
LEARNING DOMAIN: INTRAINTERPERSONAL SKILLS & COMPETENCIES	
Organization and Executive Skills	
8	By the successful completion of the first year, a student will be able, at an introductory level, to demonstrate executive, self-regulation skills, including planning, scaling, and managing one's productive efforts according to task
9	evidence a transition from prevalent information-acquisition techniques of learning from second-hand sources to first-hand embodied and analytic learning techniques
LEARNING DOMAIN: GENERAL EDUCATION SKILLS AND PRACTICES	
Communication and Rhetorical Skills	
10	By the successful completion of the first year, a student will be able, at an introductory level, to begin to develop skills and vocabulary necessary for persuasive argumentation, by learning to craft coherent thesis statements and support arguments
11	Demonstrate active and critical participation in the class room through paying attention, full sensory "listening", note taking, contributing to discussions
LEARNING DOMAIN: GENERAL EDUCATION SKILLS AND PRACTICES	
Writing	
12	By the successful completion of the first year, a student will be able, at an introductory level, to be conversant with a variety of writing forms, both formal and informal, including free writing and process-writing as well as the critical thesis-driven essay

Learning outcomes

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Writing



Studio



Liberal Arts and General Education



Events



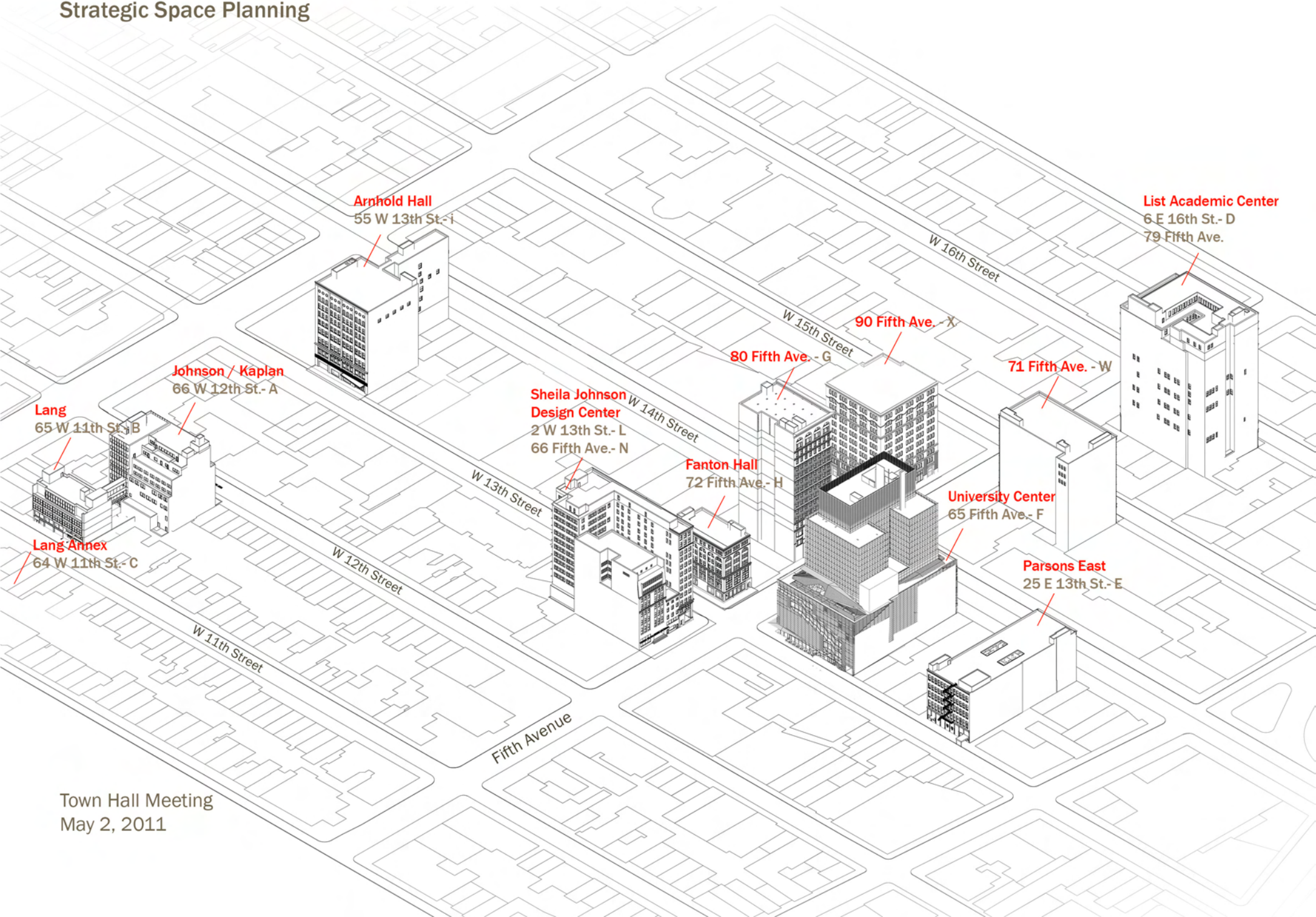
New York City

Learning Portfolio

Parsons & The New School: Campus Planning

THE NEW SCHOOL

Strategic Space Planning



Town Hall Meeting
May 2, 2011

THE NEW SCHOOL

W 16TH STREET

Greenwich Village Campus

W 15TH STREET

90 5TH

W 14TH STREET

ARNHOLD

80 5TH

FANTON

W 13TH STREET

SJDC

W 12TH STREET

JOHNSON/
KAPLAN

LANG

W 11TH STREET

ANNEX

E 16TH STREET

LIST

E 15TH STREET

71 5TH

E 14TH STREET

UC

25 E
13TH

E 13TH STREET

E 12TH STREET

E 11TH STREET

UNION
SQUARE

SIXTH AVENUE

FIFTH AVENUE

UNIVERSITY PLACE

BROADWAY

GOAL

**Concentrate Student Services
at center of campus
*along Fifth Avenue***

W 16TH STREET

E 16TH STREET

UNION
SQUARE

LIST

E 15TH STREET

71 5TH

90 5TH

W 15TH STREET

E 14TH STREET

80 5TH

ARNHOLD

FANTON

UC

**25 E
13TH**

W 14TH STREET

E 13TH STREET

SJDC

W 13TH STREET

E 12TH STREET

**JOHNSON/
KAPLAN**

LANG

W 12TH STREET

E 11TH STREET

W 11TH STREET

ANNEX

STUDENT SERVICES

SIXTH AVENUE

FIFTH AVENUE

UNIVERSITY PLACE

BROADWAY

GOAL

**Match academic functions to
building capabilities**
technical resources along 13th St.

W 16TH STREET

E 16TH STREET

LIST

UNION
SQUARE

W 15TH STREET

E 15TH STREET

71 5TH

90 5TH

W 14TH STREET

E 14TH STREET

80 5TH

ARNHOLD

FANTON

UC

25 E
13TH

W 13TH STREET

TECHNICAL RESOURCES

E 13TH STREET

SJDC

W 12TH STREET

E 12TH STREET

JOHNSON/
KAPLAN

LANG

W 11TH STREET

E 11TH STREET

ANNEX

STUDENT SERVICES

SIXTH AVENUE

FIFTH AVENUE

UNIVERSITY PLACE

BROADWAY

GOAL

Encourage communities
undergraduate focus at 66 W 12th St.
graduate focus at 6 E 16th St.

LIST
**GRADUATE
COMMUNITY**

UNION
SQUARE

71 5TH

90 5TH

80 5TH

ARNHOLD

FANTON

UC

25 E
13TH

SJDC

JOHNSON/
KAPLAN
**UNDERGRADUATE
COMMUNITY**

LANG

ANNEX

STUDENT SERVICES

SIXTH AVENUE

FIFTH AVENUE

UNIVERSITY PLACE

BROADWAY

UNIVERSITY CENTER

Opening Fall 2013

LIST
GRADUATE
COMMUNITY

UNION
SQUARE

71 5TH

90 5TH

UNIVERSITY
CENTER

25 E
13TH

ARNHOLD

FANTON

SJDC

JOHNSON/
KAPLAN
UNDERGRADUATE
COMMUNITY

LANG

ANNEX

W 16TH STREET

E 16TH STREET

W 15TH STREET

E 15TH STREET

W 14TH STREET

E 14TH STREET

W 13TH STREET

TECHNICAL RESOURCES

E 13TH STREET

W 12TH STREET

E 12TH STREET

W 11TH STREET

E 11TH STREET

SIXTH AVENUE

STUDENT SERVICES

FIFTH AVENUE

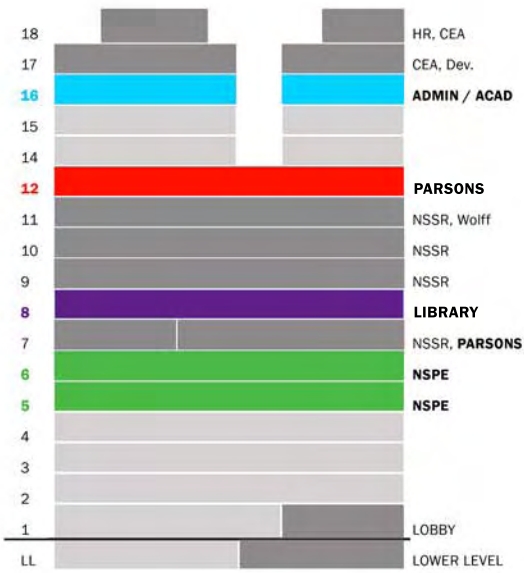
UNIVERSITY PLACE

BROADWAY

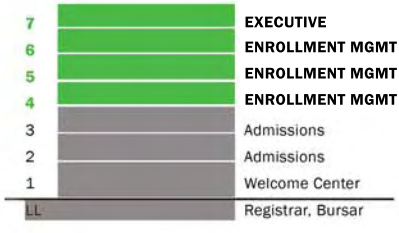
STACKING AND AREA DIAGRAMS

MASTER PLAN ROADMAP

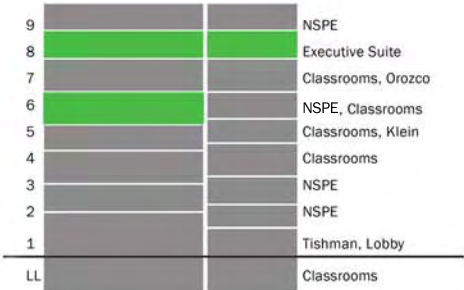
Revised 1/18/2012



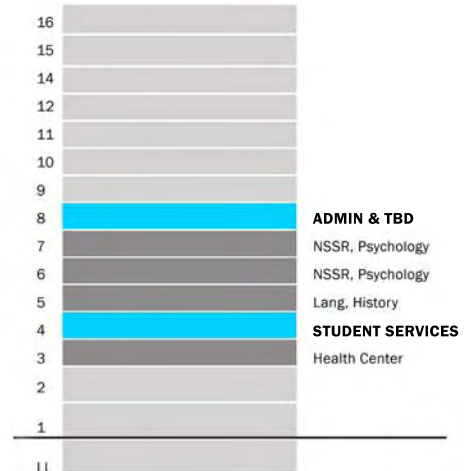
LIST CENTER
6 E 16th Street



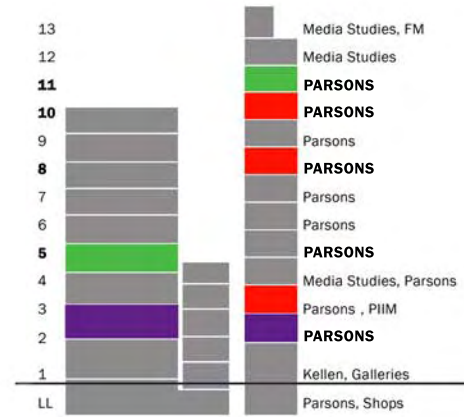
FANTON HALL
72 Fifth Avenue



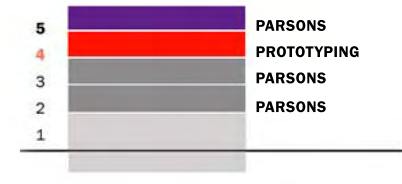
JOHNSON / KAPLAN
66 W 12th Street



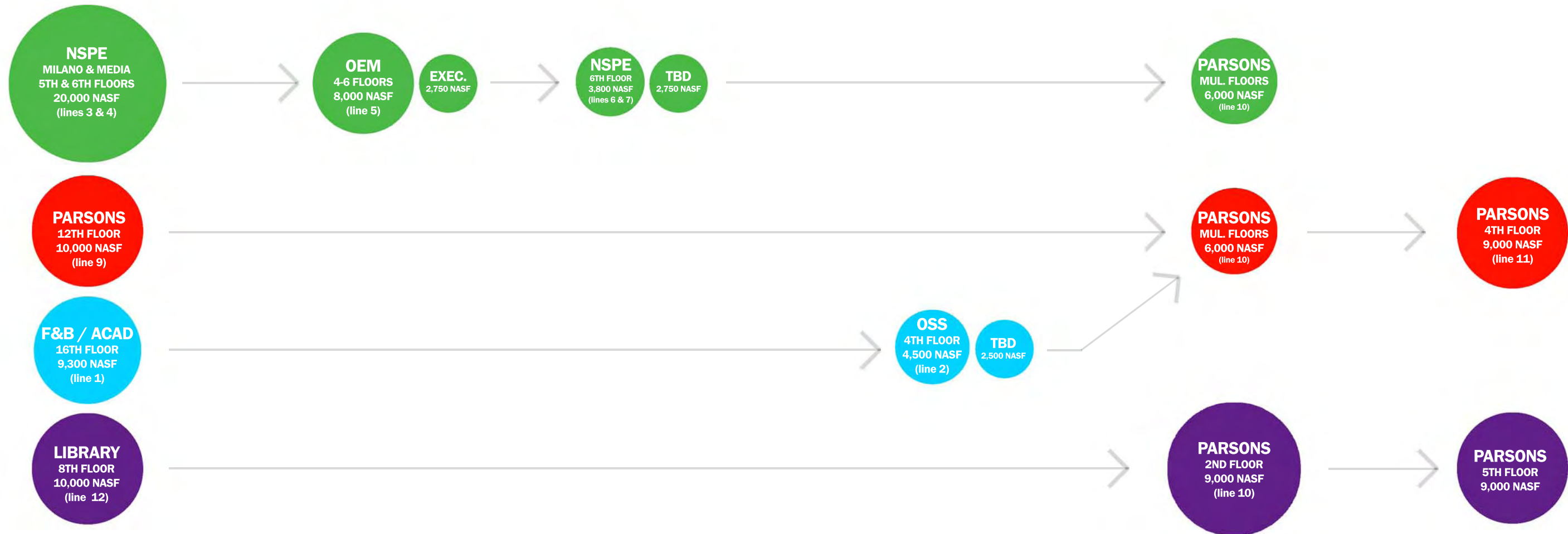
80 FIFTH AVENUE



JOHNSON DESIGN CENTER
2 W 13th Street & 66 Fifth Avenue



PARSONS EAST
25 E 13th Street





THE NEW SCHOOL

NEW SCHOOL FOR PUBLIC ENGAGEMENT
PROGRAMS AT THE LIST ACADEMIC CENTER

marble fairbanks

DESIGN GOALS

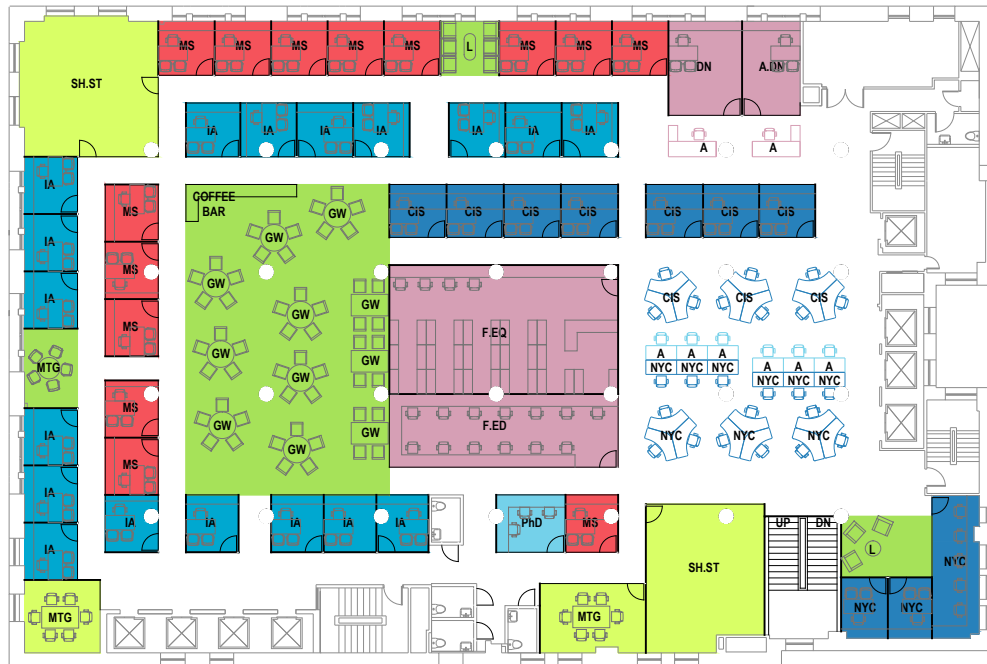
PRESERVE ACCESS TO PERIMETER LIGHT AND VIEWS FOR ALL USERS

MAXIMIZE CASUAL ENCOUNTERS BETWEEN FACULTY (AND STUDENTS)

DEVELOP UNIQUE AND FLEXIBLE ROOM LAYOUTS

ENCOURAGE COLLABORATION BETWEEN PROGRAMS

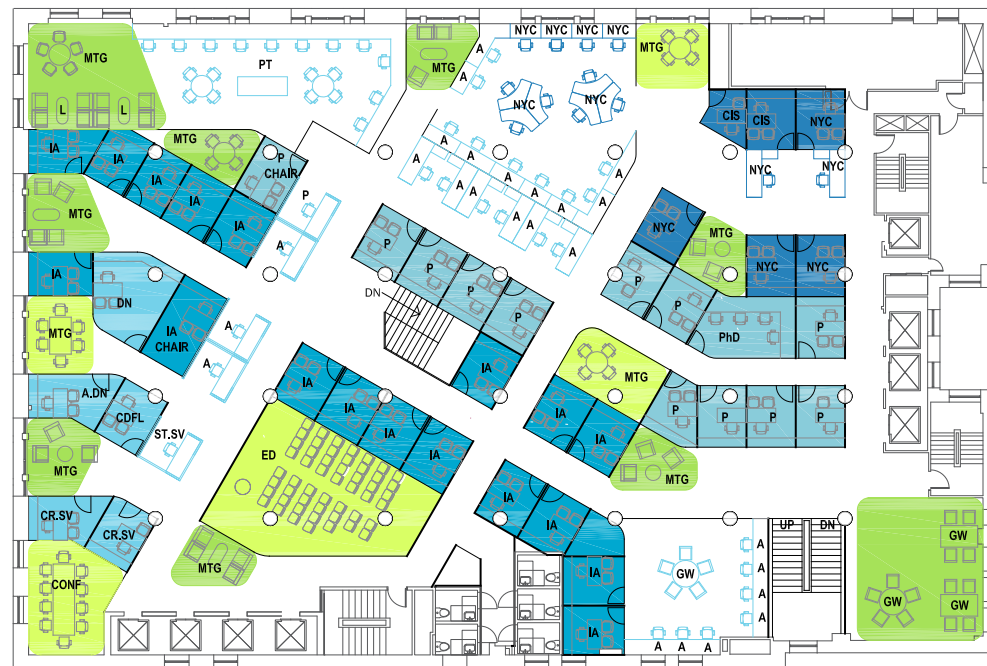
SCHEMATIC DESIGN MEETING #1: NOVEMBER 21 2011: FOUR SCHEMES



SCHEME 1: ALTERNATING PATHS



SCHEME 2: CROSSING PROGRAMS



SCHEME 3: PROGRAM STREETS



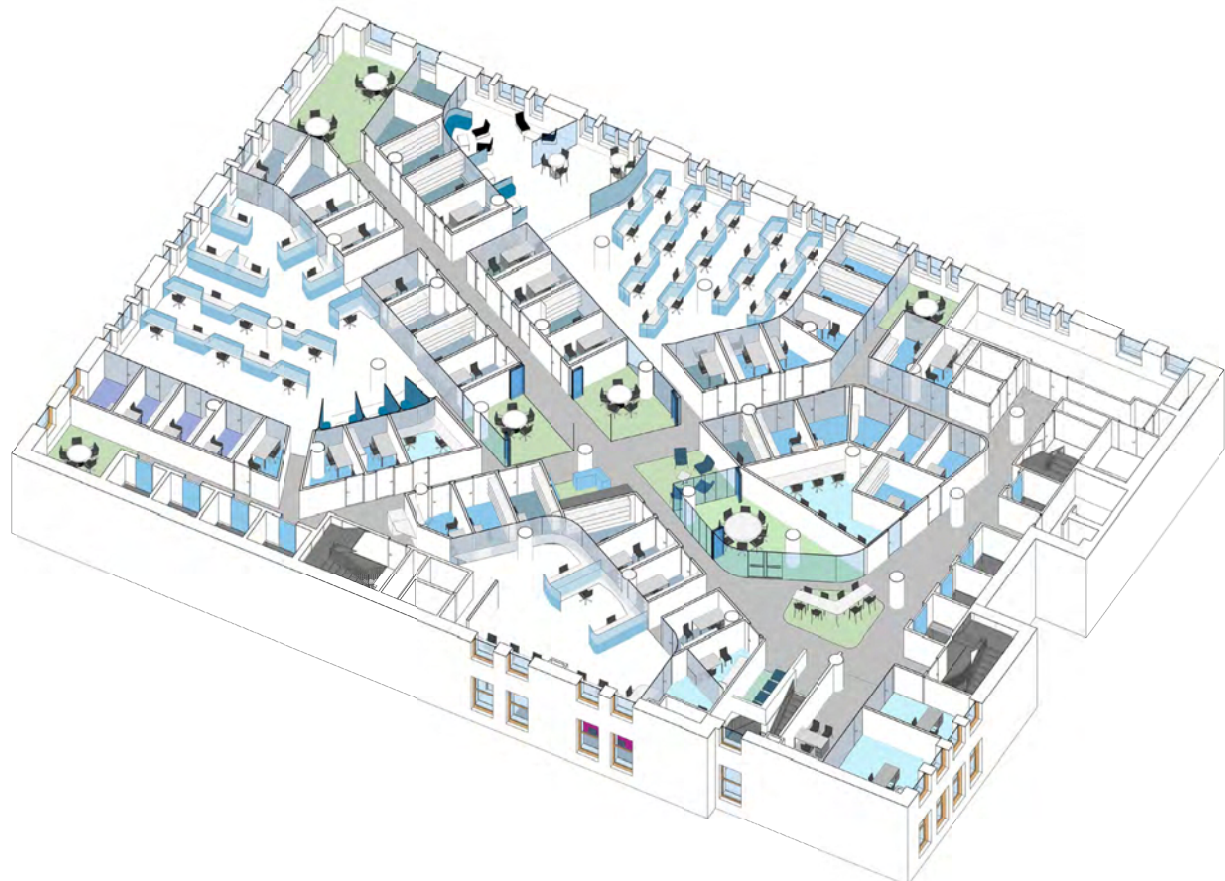
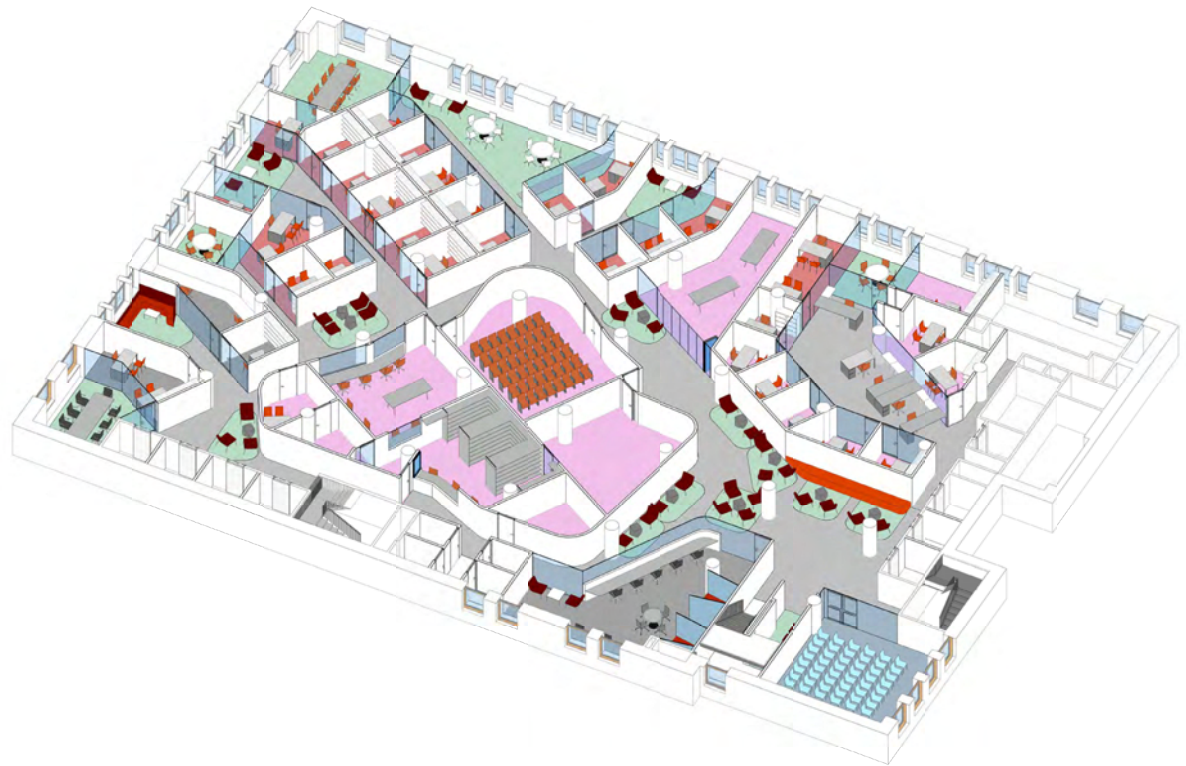
SCHEME 4: CONCENTRIC ACTIVITIES

SCHEMATIC DESIGN MEETING #2: DECEMBER 12 2011

5TH FLOOR



6TH FLOOR



FIFTH FLOOR - Light and Views from Shared Open Spaces



SIXTH FLOOR - Light and Views from Shared Open Spaces



Parsons in Shanghai





Q&A