**The Nuts and Bolts of the Curriculum Review Process**
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# Overview of the Curriculum Review Process

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# Overview of Curriculum Review/Curriculum Review Process

- Definition: A systematic process for evaluating and improving educational programs.

- Importance: Ensures alignment with institutional goals, accreditation standards, and student needs.

- Objectives of Today's Session:

❑ Understand the curriculum review process

❑ Explore the steps of the curriculum review process

❑ Discuss the outcomes and benefits of effective curriculum review

# Role of Key Stakeholders

- Faculty Members: Role in curriculum development and review.
- Academic Departments: Coordination and implementation of curriculum changes.
- Curriculum Committee: Oversight and approval of curriculum proposals.
- Students: Feedback and impact on learning experiences.
- Administration: Support for resources and policy implementation.

# Curriculum Review and Approval Process
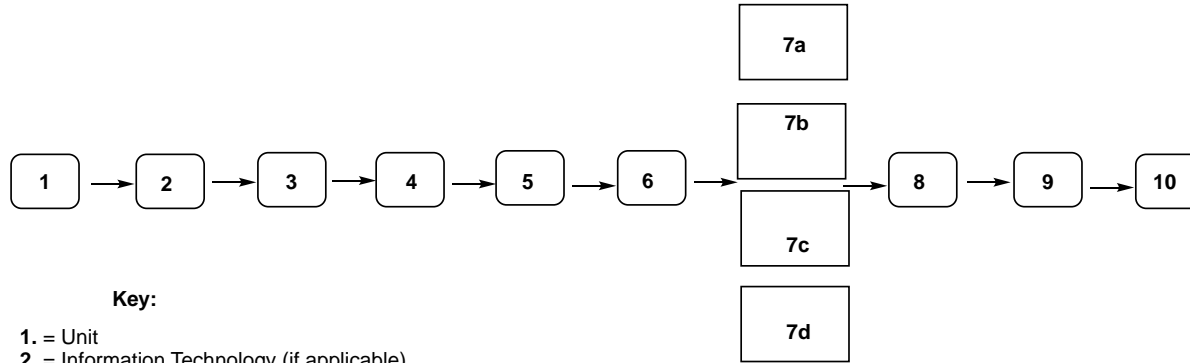


**Key:**

**1.** = Unit
**2.** = Information Technology (if applicable)
**3.** = University Libraries (if applicable)
**4.** = OEMC (online, hybrid, & badge proposals)
**5.** = College Curriculum Committee
**6.** = Dean
**7a.** = FSBC (new minors & majors)
**7b.** = GEC (general education proposals)
**7c.** = GC (graduate-level proposals)
**7d.** = AVP Graduate School (graduate-level proposals)
**8.** = UCC
**9.** = Office of the Provost (includes final processing)
**10.** = Registrar's Office

# Types of Curricular Proposals and Associated Curricular Actions

| Badge Proposal | Change Course Proposal | Curriculum Change Request | New Certificate Program | New Course Proposal | New Program Prospectus | New Program Proposal | New Unit Proposal |
|---|---|---|---|---|---|---|---|
| • New Badge Prospectus<br>• New Badge Proposal | • Add Course Prereqs<br>• Change Course-SWS<br>• Change Course Activity<br>• Change Course Credit<br>• Change Course Cross/Dual List<br>• Change Course Delivery Method<br>• Change Course Description<br>• Change Course Grade Type<br>• Change Course Number<br>• Change Course SOR<br>• Change Course Title<br>• Change Course Usage<br>• Community-Based Learning (CBL)<br>• Drop Course<br>• Drop Course Prereqs<br>• Exchange Course Prereqs | • Add Program Emphasis<br>• Change Badge<br>• Change Program Admissions<br>• Change Program Certificates<br>• Change Program Electives<br>• Change Program Emphasis<br>• Change Program Major<br>• Change Program Minor<br>• Change Program Requirements<br>• Drop Program<br>• Moratorium<br>• New Minor from Existing Courses | • New Certificate | • New Capstone Course<br>• New CBL Course<br>• New Elective Course<br>• New GE Course<br>• New Other Unit Course<br>• New Required Course<br>• New SWS Course | • New Program Prospectus | • New Major or Graduate Program<br>• New Minor with 1 or More New Courses<br>• New Program Proposal | • New Unit |

# University Curriculum Committee (UCC)
## Barb Hoogenboom, Chairperson & Cara Cadena, Vice Chair

*Reminders regarding SAIL:*

- **PCR** (Program Change Request) **= CCR**!

  **"Curriculum Change Request"**
- "How the Course Fits into the Curriculum" (Gen  Ed, CBL)
- "*Syllabus of Record"* (SOR) check box

*Check **ALL** boxes that reflect what's proposed

For example, if you are making **_any_** changes to the SOR, please check that box.

*Grouping proposals** at the onset of a CCR or group of related course changes really helps the review process!

**Type of Change**

- [ ] Prefix and/or Number
- [ ] Title
- [ ] Description
- [ ] How the Course Fits into the Curriculum (including General Education, Community Based Learning)
- [ ] Add prerequisite
- [ ] Drop prerequisite
- [ ] Exchange prerequisite
- [ ] Credit
- [ ] Course delivery method (online/hybrid/traditional)
- [ ] Activity
- [ ] Grade Type
- [ ] Cross-Listed/Dual-listed
- [ ] Drop
  If you are dropping a course that is required for a given program, then you must also submit a Curriculu...
- [ ] Syllabus of Record
- [ ] Other (describe):

**Add proposal to group**

- No Group -

A group is a collection of proposals that are dependent upon each other and should be reviewed together.

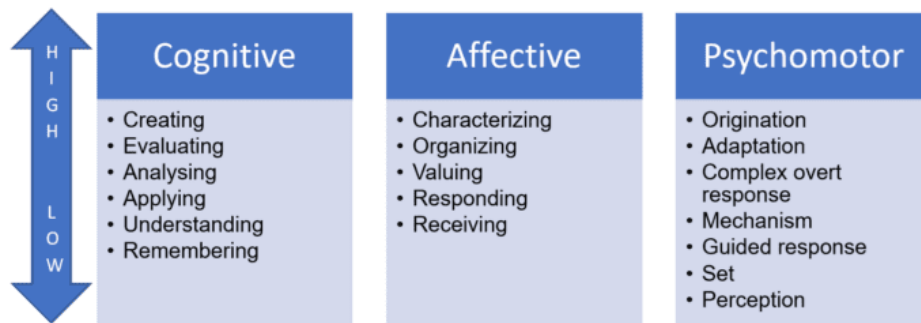# Common Issues Encountered during Curricular Review!

- **Alignment:** Do the the course description, objectives, topics, and methods of evaluation **align**?
- **Rationale:** provided for all changes and are **all of the appropriate prompts in SAIL addressed carefully and thoughtfully**?
- **Overlap in content:** with other courses or units, provide evidence of communication as appropriate
- **SOR Content**: are there single verb behavioral objectives, topics spanning 14 weeks (or %)
- **Clarity of catalog copy**: "Is it clear enough for students to understand"?

# Why Do Curricular Changes Take Time?

- Multiple steps in the review process, all hinge on people and committees

- Curriculum committees do not meet over the summer; timing of submissions is critical!

- "Cleaner" proposals move faster!

- Often "hold-up's" seem to be related to the time taken to respond to amendment requests ⟶ faster responses **=** faster progression!

- Packages not moving through the system at the same speed (need ALL parts of a CCR to perform a review).

# UCC, continued

| | Cognitive | Affective | Psychomotor |
|---|---|---|---|
| HIGH ↕ LOW | • Creating<br>• Evaluating<br>• Analysing<br>• Applying<br>• Understanding<br>• Remembering | • Characterizing<br>• Organizing<br>• Valuing<br>• Responding<br>• Receiving | • Origination<br>• Adaptation<br>• Complex overt response<br>• Mechanism<br>• Guided response<br>• Set<br>• Perception |

## HELPFUL LINKS

**UCC page**  (has definitions, verb list from SAIL, etc)

**UCC Guidelines**

**Syllabus of Record (SOR) repository**  (Located on Blackboard)

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# Online Education and Microcredential Council (OEMC)
# Krista Benson, Chairperson

- Ensure all proposal content is clear to faculty outside your discipline

**Hybrid/Online Course Proposals**

- Be specific to each syllabus of record
- List and address each method of evaluation from syllabus of record, separately, and address how *each* will be facilitated and assessed in a hybrid and/or online format.

**Course Proposal Exemplar**

**Badge Proposal Exemplar**

**Badge Proposals**

- Focus on specific outcomes/competencies learned and demonstrated
- Clearly explain how the badge will have value outside of the learning environment and signal to external audiences the learner's skill and knowledge
- Group courses that comprise a badge

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# General Education Committee (GEC)
# David Vessey, Chairperson &
# Griff Griffin, General Education Director

## GE courses can be proposed in one of three categories:

- Foundations
- Cultures
- Issues

Each category/subcategory has its own set of Knowledge and Skill SLOs that a proposal must discuss.

## GEC is looking at how well:

1. the course "fits" in the proposed category

2. the proposer explains how they will:

   a. **teach** the GE Skill and Knowledge SLOs, and

   b. **assess** the GE Skill and Knowledge SLOs

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# GEC continued

## Additional Information for Curriculum Proposers

1. Assume your audience is not as familiar with your field as you are. Help us understand what and how students will be learn the knowledge/skill outcomes by using specific examples.

2. There is no minimum requirement for the number of sections of a GE course.

3. There is no minimum expectation for how frequently a GE course is offered.

4. In general, proposed courses:

   a. should not be restricted to a single major/minor.

   b. should have few (if any) prerequisites (Issues courses have a Jr. standing prerequisite and a cap of 40 students)

5. Courses can be in two categories (Foundation+Cultures, or Issues + Cultures)

More resources can be found on GE's **"Proposing a Course"** page.

# Graduate Council Curriculum and Program Review (GCCPR)
## Mark Staves, Chairperson

The GCCPR Reviews all new graduate courses, programs and curriculum changes.

Focuses on:

- Rigor appropriate to graduate education
- Presence of qualified faculty to guide students in the proposed program

- Cross-college *communication* when necessary
- Cross-college *collaboration* when it would benefit students, the program or university

# GCCPR continued

We encourage proposers of graduate program changes or new graduate programs to:

- Consider how their program may benefit by collaboration to gain teaching capacity and expertise as well as interdisciplinary exposure for their students
- Consider how their program compares to peers and competitors in rigor, accessibility, time to graduation and student support
- Communicate with the GCCPR representative from your college
- Come to the GCCPR meeting when your proposal is being discussed

# Questions & Answers