



Program and Curriculum Development (II)

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CI@CI

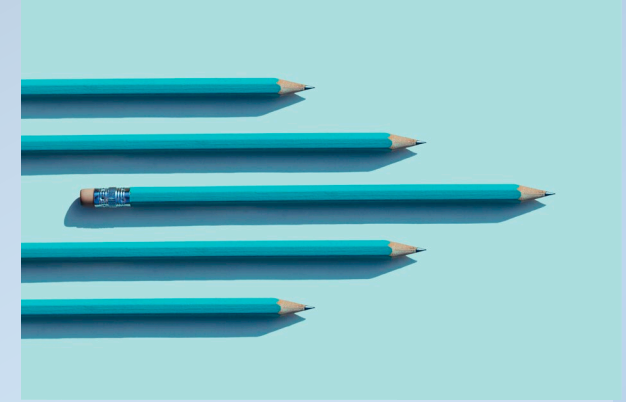
Topics

Curriculum development guidelines

- Pre-planning guidelines
- Guidelines -- before submission
- Titles and marketing effect
- Importance of descriptions and Outline of content
- Student Learning Outcomes / Program Learning Outcomes
- Sources and resources
- Technical review info
- Final thoughts and recommendations



Pre-planning guidelines

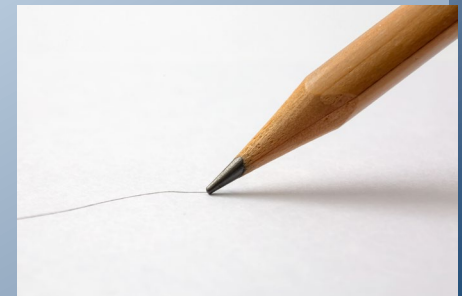


In advance of modifying or creating curriculum, program faculty needs to:

- Represent the overall design of the program via a curricular schema or visual layout that shows how the different areas relate and fit together.
- Consider how they want to approach curriculum building and course numbering, as course numbers cannot be recycled.
- Consult with the industry or community served or affected by the curriculum proposal, as well as campus stakeholders.
- Identify how the program content and perspectives respond to and serve our diverse students, given our status as an HSI.
- Study the effect of modifications to current students.

General Guidelines -- before submission

- Before submitting new proposals or modifications in Curriculog, the proposal should go through department-level review and check with Academic Programs Office, to
 - Confirm that individual courses fit into the program overall and have faculty who can teach them;
 - Provide additional editing to reduce potential delays later in the process;
 - Examine possible interactions between the course and curriculum requirements in the program/on campus;
 - Decide whether the proposal submission will incur on other curriculum, requiring the submissions of other modification proposals.
- *Before submitting, modifying or removing crosslistings on cross-listed courses*, the proposer's chair should explicitly collaborate with the cross-listed program chair.
- Proposers should research similar courses at other institutions to ensure currency and to ensure expertise in the area of the course or program proposal.

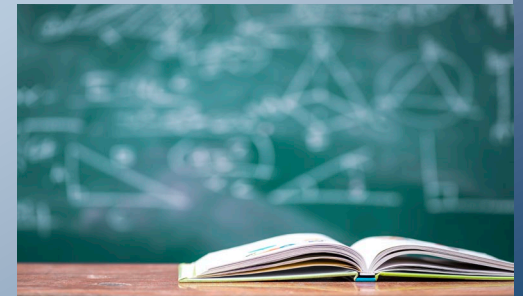


Titles and Marketing Effect

- Typically, the title should include one to several words that accurately reflect course or program content and be a concise summary for the catalog description.
- Consider the “marketing” effect of the title and its potential to impact future enrollment, such as how the title will be understood by majors vs. non-majors.
- Avoid overly long titles, as they tend to be truncated in the schedule of classes.
- Consider, if courses are part of a series, using the same title for each, with Roman numerals at the end to designate subsequent courses.
- Ask multiple faculty and students for feedback on a potential title to save time and potential revisions later on.

Importance of descriptions and Outline of content

- Consider students as the primary audience but also include sufficient information for articulation purposes to compare courses and to ADTs programs across institutions.
- Consider how the description aligns with the course and program content and the student learning outcomes or the program learning outcomes.
- Use the following at the end of the description for re-numbered or re-prefixed, courses: “Formerly (insert old course prefix/number), effective (academic year).” or “Effective fall 202x, changed from (insert old course prefix/number).”
- Avoid very specific topics or content that are likely to become outdated, so that courses do not need to be revised frequently



Importance of descriptions and Outline of content

- Avoid starting course descriptions with “This course...” Instead, begin with a verb that would follow that statement. Example:

Traces the relationship between the physical geography and the development of ancient civilizations throughout the world, from 15,000 years ago through the rise of feudalism in Europe and Japan. Discusses the change from hunting and gathering groups to sedentary agriculturalists and pastoralists that gave rise to later complex social and political organizations.

- For course descriptions:
 - These are typically 3-4 sentences long. Keep within 60 words or fewer as standard.
 - Description will be displayed in online publication of CSUCI Catalog, so after writing ensure to review carefully and use spell and grammar check.



Student Learning Outcomes (SLO) Program Learning Outcomes (PLO)

- The SLOs and PLOs should be numbered and be limited (no more than 8 unless there is some external pressure to expand them). Instructors assess each SLO in the course.
- SLOs should align with the content and the description.
- SLOs *do not need* to match every content or topic area. They do not represent an outline of the course, but rather the overall learning expected of students.
- The amount and level of learning specified in the SLOs should be appropriate for the course level (100, 200, etc.).
- Include the method or format that will be used to measure the outcome, like *through writing and discussion*.
- For example: Students will be able to *discuss ethical implications and challenges in representing a patient/participant's experience*.

Student Learning Outcomes (SLO) Program Learning Outcomes (PLO)

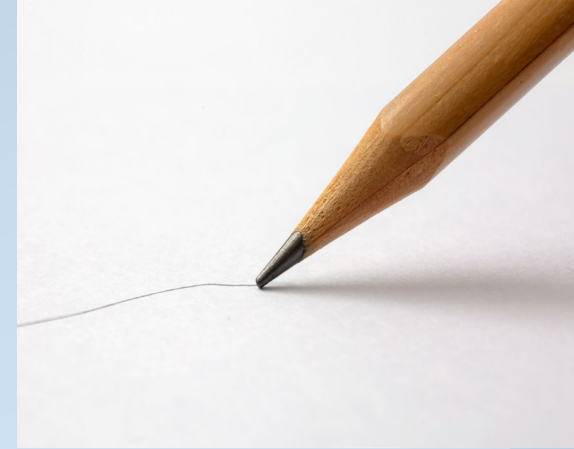
- The SLOs and PLOs should be numbered and be limited
 - no more than 8 unless governed by external accreditation agency
 - e.g. Education, Nursing, Engineering, Business, etc.
- Refer to Curriculum Committee's "Writing Quality Learning Objectives" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy.
- General Education (GE) courses must have at least one SLO aligned with appropriate GE Goal(s) and Outcome(s).
- At end of any SLOs that align with GE Outcomes, indicate in parentheses which Outcomes they align with (GE Committee will check for this). Example: Discuss how music relates to historical, political, economic and cultural events (GE 7.2)
- For more info, see: GE Goals and Outcomes

Assessment Plan

- Include an assessment plan with
 - Matrix of each SLOs identifying the course and the timeline for when assessments occur
 - Matrix map connecting SLOs and PLOs
 - Identify assessment three levels of the PLOs
 - Introduction
 - Development
 - Mastery



Guidelines for Course Content



- Rather than listing week-by-week, list content in a potential order.
- Consider the relationship between the course content, the course description, and the student learning outcomes (SLOs)
- Identify core content in this section that every instructor should address. If additional content is added, provide a statement that allows for the diversity of faculty that may teach the course, and state that not all that is listed will be attended to in a given semester.
- Avoid describing projects/ assignments unless they are signature projects that expected to be completed every time the course is taught.
- Avoid naming specific items that are likely to become outdated within a few years, like names of software or media platforms.

Course pre-requisites and co-requisites

Review requisites to confirm necessity, accuracy, & eliminate “hidden” requisites

- ONLY APPLY requisites if students need course content to succeed in future/concurrent course(s)
- DO NOT USE requisites as enrollment management tool that create barriers to students

Create program flowcharts for visual display of requisite relationships



Sources



- Provide 4-5 sources (e.g. textbooks, journal articles, websites, readings) that could be used to develop the curriculum;
 - for source citation info, see [John Spoor Broome Library website](#).
- Provide complete bibliographic citations that include the date of publication.
- Utilize sources from the last 5 years or so (unless they are classical or seminal works in the field).
- Include a statement about the nature of the sources if they are dated, to explain why they have been included.
- Consider diversity, equity, inclusion and accessibility in your selection of sources.
- Update sources for course modifications as well as new courses.

Resources needs

- Identify human and fiscal resources (if additional needed)
- Discuss needs with Chair and School Dean
- Ensure that resources and support exists from Academic Affairs, before commitment



Submitting Program and Courses

When submitting a program modification with new courses or a new program curriculum:

- All courses must be developed for the new program to be approved;
- LCCs may start reviewing courses before the full program, to have them approved first;
- All new courses and program proposals will have to be submitted during the same approval cycle (academic year) and it is important to keep the LCC chair aware of which courses are part of a program “package” or process; and
- When in doubt, contact Academic Programs staff for guidance.

Support / Resources

- www.csuci.edu/app
- <https://www.csuci.edu/app/programdevelopment.htm>
- <https://www.csuci.edu/app/assessment.htm> (being updated)
- <https://senate.csuci.edu/comm/curriculum/resources.htm>

- Academic programs support
 - Kristen Dobson, Interim Lead for Curriculum Development
 - Andrea Skinner, Academic Programs Systems (Curriculog)
 - Kristen Linton, Faculty Director of Assessment (Sabbatical in Fall 2023)
 - Lina Neto for any questions

Reasons for Technical Review

To ensure compliance with:

- U.S. Department of Education's [National Center for Education Statistics \(NCES\)](#):
- [Integrated Postsecondary Education Data System \(IPEDS\)](#)
- [Classification of Instructional Programs \(CIP\)](#)
- [Title 5 \(Education\) of California Code of Regulations](#)
- [California State Senate & Assembly Bills](#) (SB 1440, SB 440, AB 386, etc.)
- [CSU Executive Orders](#) (1071, 1110, 1100-Revised, etc.)
- [CSU Coded Memoranda](#)
- [CI Academic Senate Policies](#)

Reasons for Technical Review

- Reasons for technical review:
- To ensure there aren't any unintended, negative consequences to students
- Non-compliant, inaccurate, and poorly-designed curriculum has potential legal implications:
 - There's now an entire office floor at CSU Chancellor's Office dedicated to lawyers, who defend
 - CSU from lawsuits related to issues like these
- To ensure accuracy: The [CSUCI Catalog](#) is a legal document, and contract between CI and our students, so CI curriculum must be accurate To ensure compliance with

Course Technical Review Considerations

- Course description:
 - Keep in mind that text is published verbatim in the [CSUCI Catalog](#)
- **Course Identification (C-ID) Numbering System:**
 - As much as is possible, recommend programs align courses with [C-ID Descriptors](#)
- Course numbering:
 - Numbers cannot be reused in PeopleSoft
 - Prerequisites should ideally have smaller numbers than courses they lead into
 - For more info, see: [CSUCI Academic Senate Policy 16-02](#)
- Prefixes:
 - No current policy/process to guide creation of new ones
 - APPC may likely address this in near future
 - For more info regarding cross-listing, see: [CSUCI SP 16-06](#)



Course Technical Review Considerations

- Requisites:
 - Only necessary if students need content to succeed in future/concurrent course(s) and should not be used as enrollment management tools
 - “Hidden” pre- and co-requisites cause program unit totals to be inaccurate
- Mode of Instruction:
 - Classifications set by CSU that have implications for classroom space and resource allocation
 - Consult [CSU Course Classification doc](#) on [CSUCI Curriculum Committee website](#) to determine which classification(s) fit course(s) best
- References:
 - Best practice in field to include at least one text published within 7 years of submission date
 - For more info, see pp. 11-12 of: [Guiding Notes for General Education Course Reviewers](#)

Program Technical Review Considerations

- **CSU Executive Order 1071**
 - Any degree with emphases, concentrations, or options must have at least 51% of units in common across emphases, concentrations, or options
 - For more info, see: [CSU Coded Memo ASA-2017-02](#)
- **CSU General Education Breadth (CSU GE-B) pattern**
 - Must be considered when calculating total number of units in undergraduate degrees
 - For more info, see:
 - [CSU Executive Order 1100-Revised](#)
 - [CSUCI Academic Senate Policies \(SPs\) 16-11 and 16-12](#)



Program Technical Review Considerations

- **CSU Graduation Requirements**
 - Must be considered when calculating total number of units in undergraduate (and graduate -GWAR only) degrees
- **American Institutions Requirement (AIR)**
 - For more info, see: [CSU Executive Order 1061](#)
 - [Title 5, Section 40404](#)
- **Graduation Writing Assessment Requirement (GWAR)**
 - For more info, see: [CSUCI Academic SP 17-05](#)
 - [CSU Executive Order 665](#)
- **CSUCI Graduation Requirements**
 - Again, must be considered when calculating total number of units in undergraduate degrees
 - **Language Graduation Requirement**
 - For more info, see: [CSUCI Academic SP 17-06](#)
 - **Multicultural Perspectives (MP) Graduation Requirement**
 - For more info, see [CSUCI Academic SP 17-07](#)



Program Technical Review Considerations

Program flowcharts/road maps

- Flowcharts: show pre- and co-requisite relationships
 - Curriculum Committee began requiring these to be included with all program modifications beginning in AY 16-17
- Road maps: show when in academic careers students should ideally complete courses, but can show requisite relationships as well
 - Student Systems maintains electronic versions of these in [Degree Planner](#)
- [Transfer Model Curricula \(TMC\)](#):
 - As much as is possible, recommend programs align undergraduate degrees with these
 - For more info, see: [Cal State](#) and [A Degree with a Guarantee](#) websites
- Units:
 - Changes to course units will alter unit totals for majors/minors/certificates and subtotals for subsections within them

Comments or Questions?

