Developing and **Reviewing** Course Proposals

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Presented individually to all college curriculum committees Fall 2015
Purpose of meeting

- Curriculum proposal and review is dreaded.
  - Inefficiencies
  - Discovering problems late in the review process
  - Integrity
  - Attention to the wrong details
Purpose of meeting

• Understanding roles and responsibilities
  – Levels of review
  – Focal points
• Tips for your review process

http://registrar.calpoly.edu/curriculum-handbook
Catalog Review Cycle - Curriculum Development & Approval Process

- Faculty
  - Department Curriculum Committee
    - Department Chair/Head
      - USCP Committee
        - USCP Course?
          - YES
            - GE Course?
              - YES
                - GE Governance Board
              - NO
                - Academic Programs (new or discontinued degree program) or Office of the Registrar
          - NO
            - NO
              - Academic Senate
              - Provost/President
                - NO
                  - Cal Poly Catalog
                - YES
                  - New Academic Program
                    - YES
                      - Chancellor's Office
                    - NO
                      - Academic Programs (new or discontinued degree program) or Office of the Registrar

http://registrar.calpoly.edu/departments-colleges
Roles of Reviewers: Department

• Consultation
  – Service
  – Content
• Plans for students on earlier catalogs
• Learning Objectives

http://registrar.calpoly.edu/course-policies-guidelines
Learning Objectives

- Program Learning Objectives
- Course Learning Objectives
- Weekly Outline
- Assessments

Classroom Activities
Learning Objectives

• Student-focused
• Action-oriented
• Assessable
• Aligned with Program Learning Objectives

“By the end of the course, my students should be able to…”

http://registrar.calpoly.edu/course-learning-objectives
# Revised Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Lower-Order Thinking</th>
<th>Higher-Order Thinking</th>
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<th>Analyzing</th>
<th>Evaluating</th>
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# Revised Bloom’s Taxonomy

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**Recall of information about concepts.**
- Define
- Label
- List
- Match
- Name
- Recognize
- Recall
- Repeat

**Represent concepts, e.g., in one's own words.**
- Define
- Describe
- Identify
- Indicate
- Locate
- Restate
- Select
- Translate

**Use concepts in a new situation.**
- Apply
- Categorize
- Classify
- Demonstrate
- Discuss
- Explain
- Illustrate
- Relate
- Solve

**Use concepts to operate on information and/or show relationships among concepts.**
- Analyze
- Compare
- Contrast
- Criticize
- Differentiate
- Discriminate
- Discuss
- Distinguish
- Interpret

**Use concepts to form a new whole and/or build new relationships.**
- Argue
- Assess
- Compare
- Defend
- Evaluate
- Judge
- Predict
- Rate
- Score

**Use concepts to make judgments about information.**
- Compose
- Construct
- Create
- Design
- Explain
- Formulate
- Organize
- Synthesize
Learning Objectives

Sample CLOs from Linda Suskie’s *Assessing Student Learning: A Common Sense Guide* (Jossey-Bass, 2009) and from Cal Poly courses:

- **Apply** economic principles to everyday life.
- **Explain** the impact of the Korean War on U.S.-East Asian relations today.
- **Identify** an audit problem in a financial statement, and recommend ways to address it.
- **Predict** what is likely to happen when two chemicals are combined, and justify the prediction.
- **Design** a community service project.
- **Write** a poem that uses imagery and structure typical of early-nineteenth-century American poets.
- Accurately **solve** engineering problems using methods from perturbation theory.
- **Compare** how structure and function are related for key structures of the human nervous system.
Roles of Reviewers: Department

- Consultation
  - Service
  - Content
- Plans for students on earlier catalogs
- Learning Objectives
- Assessments
Assessments

• Assessments for each CLO

  **CLO:** Predict what is likely to happen when two chemicals are combined, and justify the prediction.
  **Assessment:** Pre-lab notebooks, midterm exam, final exam

In general, the assessment method(s) should not be the same for every CLO (e.g., don’t just copy and paste Homework, Test, Final exam to every CLO)
Roles of Reviewers: Department

- Consultation
  - Service
  - Content
- Plans for students on earlier catalogs
- Learning Objectives
- Assessments
- Weekly Outline
Roles of Reviewers: College

- Verify department review
  - CLO/PLO alignment
  - Assessments
- Consultation
- Mode/Support/Resources/Space usage
- Need
Weekly Outline

**Smell test**

Could another instructor look at the outline and teach the course with respect to...

- Content
- Depth
- Level
- Pace
Consultation

• Are there groups the department overlooked?

  – Delivery
    • Similar courses/content in the college
    • Outside the college

  – Clients
    • Who is serviced by the course?
    • Automatic emails for course edits for courses that are listed in another program

http://registrar.calpoly.edu/consultation-other-departments
Need

Has **need** been demonstrated by the department?

- How does the proposed course fit into the program’s curriculum?

- Is there additional documentation as to how the curriculum needs to be modified to accommodate the course?

- Is there a plan for students on older catalogs?
New Programs, Editing Programs

- Academic policy requirements
- Concentrations
- Graduate degree programs
- Minors
- Graduate certificate programs

http://registrar.calpoly.edu/program-policies-guidelines
Roles of Reviewers: College

You shouldn’t need to duplicate the department’s work!

• Send proposals back to the department review level if their job is not adequate.
Roles of Reviewers: ASCC

- University-wide input
  - Consultation
- Attention to campus need
  - Avoiding duplication
- Verification that department and college reviews were completed
- Part of Senate approval process
The Office of the Registrar

- Helps manage the review process
- Implements changes to the catalog
2017-19 Catalog Review Cycle Timeline

- Found in the Curriculum Handbook
- College curriculum committee establishes and communicates timelines to departments for submitting their proposals for college-level review
- Keep in mind that the associate dean needs to complete their review by May 1, 2016
- Why May 1????

May 1, 2016
# 2017-19 Catalog Review Cycle Timeline

## FALL 2015
- **Departments** review their courses, programs, and program learning objectives, submitting proposals for any revisions to the 2017-19 catalog.
- All proposals for the catalog are due to colleges for review, based upon deadlines set and communicated by a department’s College Curriculum Committee and Dean’s Office.

## WINTER 2016
- **College Curriculum Committees** and Deans' Offices review catalog proposals.

## MAY 1, 2016
- **Deans’ Offices** must approve proposals on or before this date for the proposals to be considered for the 2017-19 catalog.

## MAY-JUNE 2016
- **Office of the Registrar** begins first-level review and follows up with departments as needed to prepare proposals for Academic Senate Curriculum Committee review.
- Review must be completed before the end of the academic year, while faculty are available for questions and consultation.

## SUMMER 2016
- **Office of the Registrar** notifies departments and colleges of courses that have not been offered for six or more years and will be inactivated with the 2017-19 catalog. (Academic Senate resolution AS-776-14)

[http://registrar.calpoly.edu/submission-timelines](http://registrar.calpoly.edu/submission-timelines)
2017-19 Catalog Review Cycle Timeline

**FALL 2016**
- Academic Senate Curriculum Committee and, as needed, the General Education Governance Board and/or U.S. Cultural Pluralism Subcommittee review 2017-19 catalog proposals and make recommendations to the Academic Senate.
- Summaries of proposed changes and ASCC’s recommendations are placed on the Academic Senate consent agenda.
- Academic Senate forwards recommendations to Provost or their designee for approval.

**DECEMBER 2016**
- Office of the Registrar updates courses in the student information system (PeopleSoft) with changes effective Summer 2017, so data is in place for building the Summer 2017 and Fall 2017 class schedules.

**WINTER 2017**
- Departments plan Summer 2017 and Fall 2017 class schedules based upon approved course proposals for the 2017-19 catalog.
- Office of the Registrar begins build of the degree audit, flowcharts, PolyPlanner roadmaps, and curriculum worksheets for new catalog.
- Departments and colleges receive proof copy of the new catalog from the Office of the Registrar and update their respective college/department descriptions and faculty information.
- Office of the Registrar makes the final edits and prepares the catalog for publication.

**SPRING 2017**
- 2017-19 Catalog is published.
- Summer 2017 and Fall 2017 class schedules are published, so students may plan for registration.

**SUMMER 2017**
- Office of the Registrar updates faculty information in the catalog per the University’s announcement of promotion and tenure awards.
Curriculum Management System

- Automated email notifications during catalog review cycle
  - Enabled for college librarians, department curriculum committee chairs, and department chairs/heads
  - Disabled for college curriculum committee chairs, associate deans, ASCC chair, GEGB chair, and USCP chair

Receiving an email that says my inbox is almost full seems to be counterproductive.
Curriculum Management System

• How is the college curriculum committee notified when a department’s proposals are ready to be reviewed?
  – A good, old-fashioned memo
  – Memo template found in Curriculum Handbook
Curriculum Management System

• Review proposals in Workflow
Curriculum Management System

- Select the college’s Curr Chair role
Curriculum Management System

- Click on a proposal in the list to view it.
- Chair of the curriculum committee is the only member who can edit, roll back and/or approve a proposal in workflow.
Curriculum Management System

- Select **Edit** to open a proposal and...
  - Make minor adjustments, before approving the proposal in workflow, or
  - Enter comments and questions that need to be addressed, before rolling back the proposal in workflow

Remember to Save Changes before closing the form
Curriculum Management System

- Select **Rollback** to return a proposal for further revision
- Recommend rolling back to the department’s chair/head or curriculum chair to coordinate revisions
  - If a proposal is rolled back to the proposer, the approval history will be deleted and restarted
  - Proposal may not make its way back through workflow in time to be considered for the new catalog
- Recommend entering a re-submission deadline in the Comment/Reason field
- Automated email notification will be sent to the recipient; the email will include the Comment/Reason entered in the Rollback Page
- Comment/Reason will also be automatically appended to the bottom of the proposal form
Curriculum Management System

• Select Approve to indicate the committee has completed its review, using the course or curriculum checklist found in the online Curriculum Handbook, and approves the proposal

• Approving the proposal moves it forward in workflow and it may no longer be edited by the college curriculum committee chair
Review of a Department’s Proposals Completed – What’s Next?

- The college curriculum committee chair must notify their associate dean via email or a memo when the committee has completed their review of a department’s proposals.
- Associate dean must complete their review by May 1.
Resources

- **Curriculum Handbook**
- Read the “Catalog Review Insider” emails you receive
- Request 1:1 or department training on the Curriculum Management System by sending email to catalog@calpoly.edu
- For questions on the catalog review cycle, send email to catalog@calpoly.edu
- For questions on CLOs, contact your college’s ASCC representative