Developing and Reviewing Course Proposals

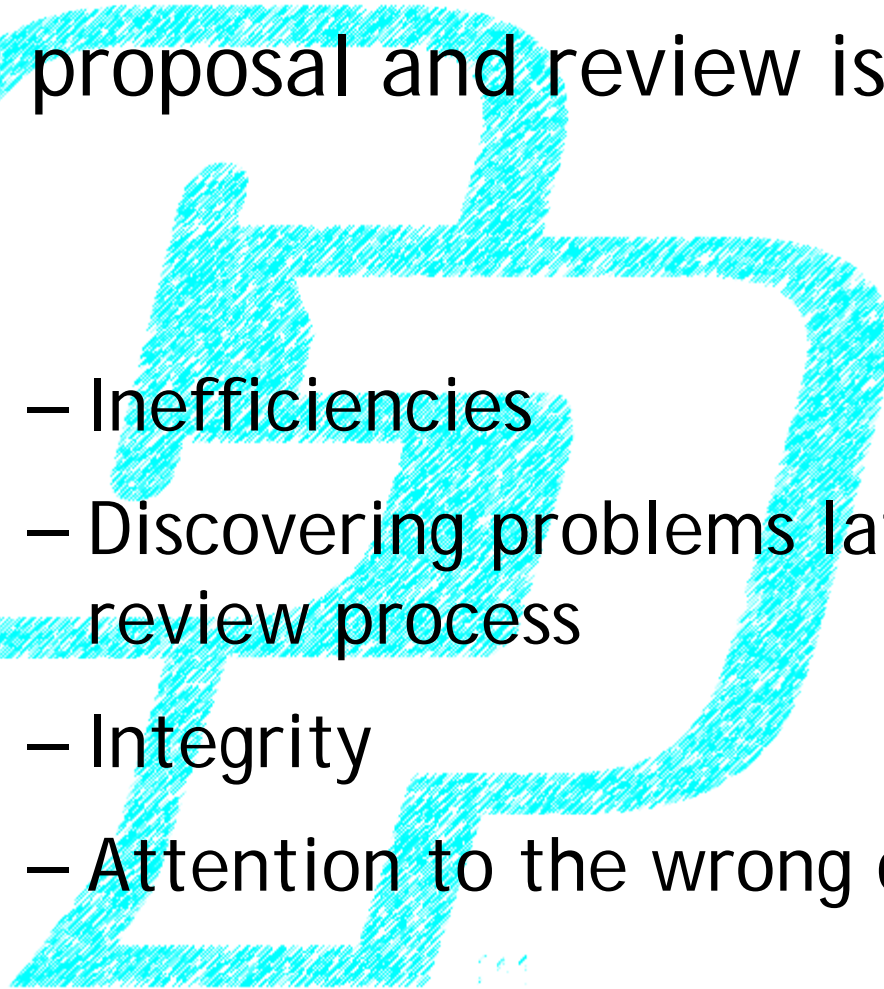Andrew Schaffner, ASCC Chair

Susan Olivas, Associate Registrar

Presented individually to all college curriculum committees Winter 2014
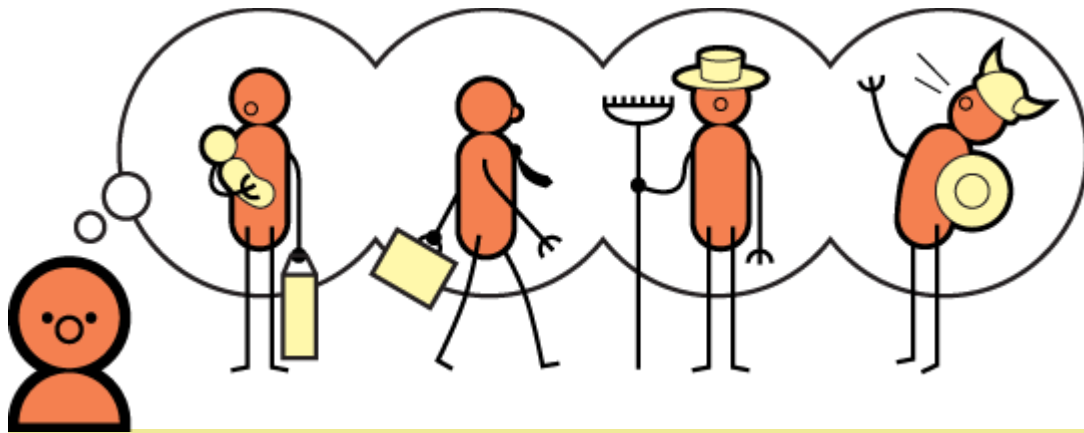
Purpose of meeting

- 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
- Introduction to new electronic curriculum management system
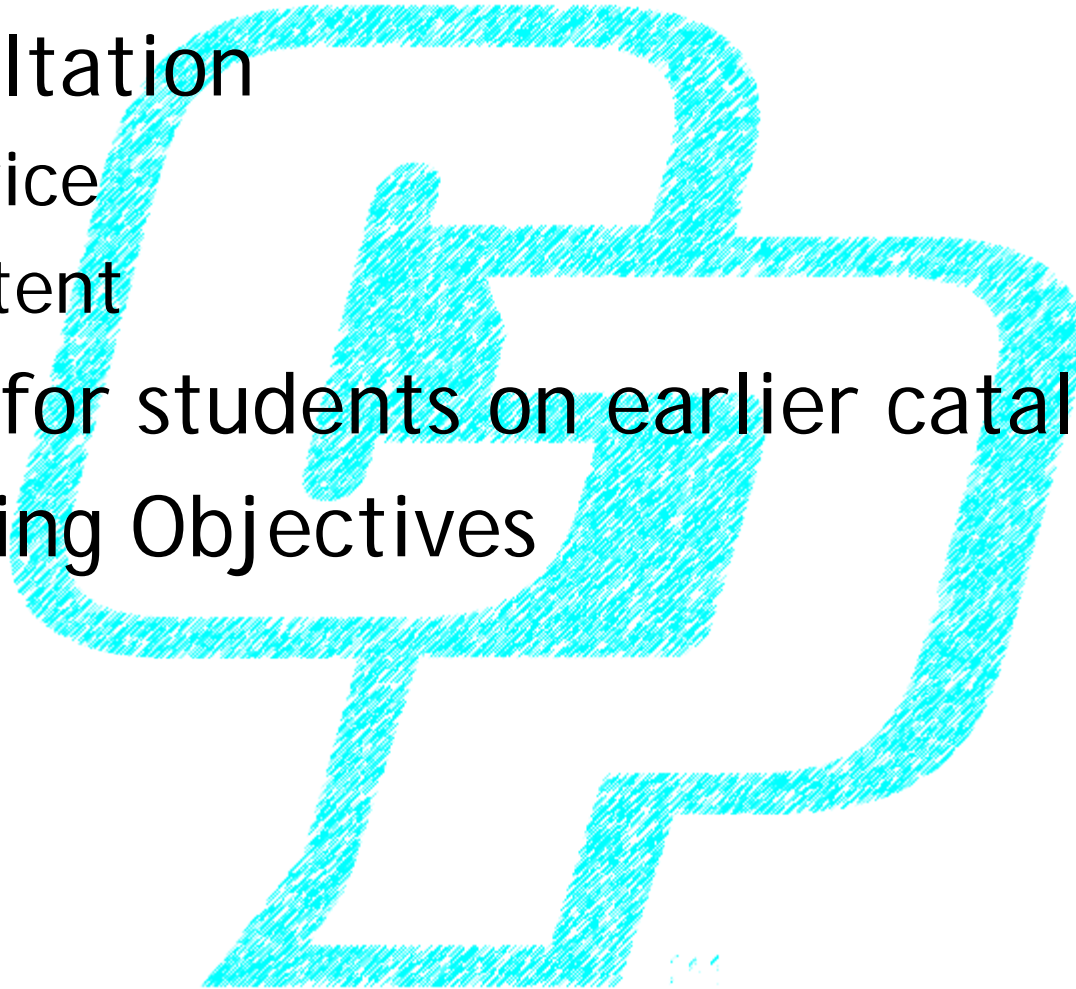
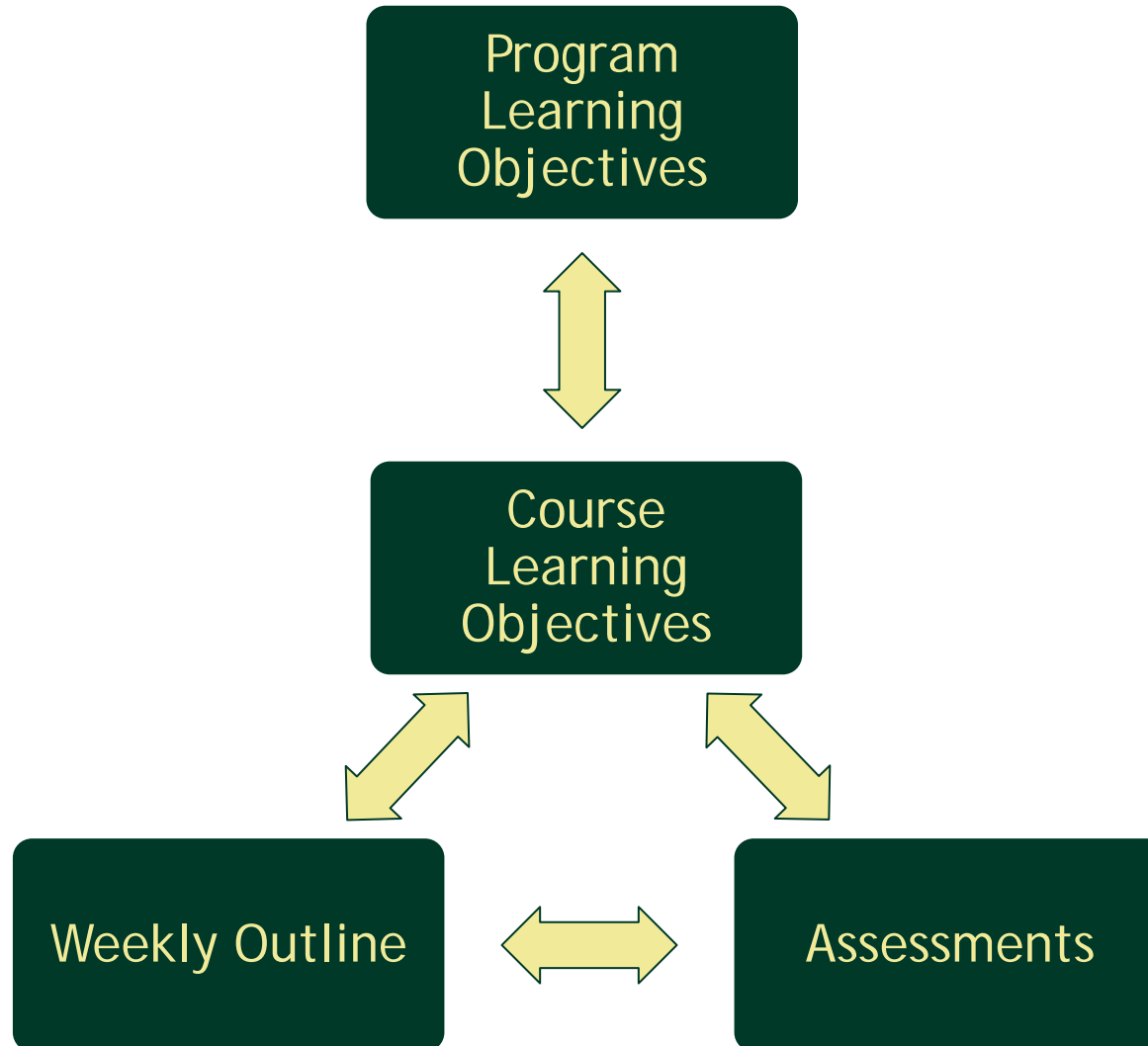# ROLES OF REVIEWERS

Levels

Registrar

Senate (ASCC)

College

Department

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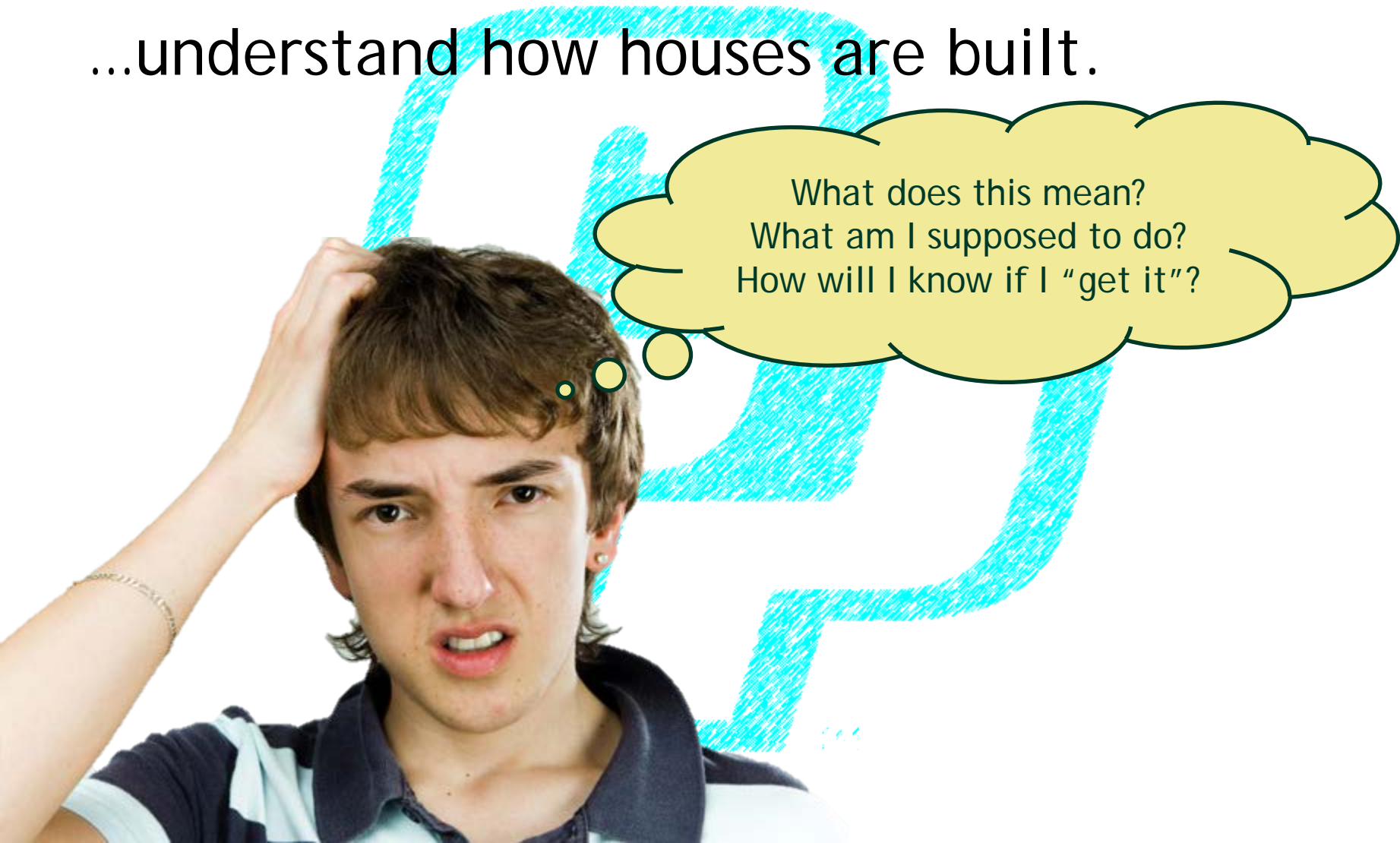- Learning Objectives

Learning Objectives

Learning Objectives

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

"By the end of the course, my students should be able to..."

Learning Objectives

...understand how houses are built.

What does this mean?
What am I supposed to do?
How will I know if I "get it"?

Revised Bloom's Taxonomy

Lower-Order Thinking		*Higher-Order Thinking*			
Remembering	**Understanding**	**Applying**	**Analyzing**	**Evaluating**	**Creating**
Recall of information about concepts.	*Represent concepts, e.g., in one's own words.*	*Use concepts in a new situation.*	*Use concepts to operate on information and/or show relationships among concepts.*	*Use concepts to form a new whole and/or build new relationships.*	*Use concepts to make judgments about information.*
define label list match name recognize recall repeat	define describe identify indicate locate restate select translate	apply categorize classify demonstrate discuss explain illustrate relate solve	analyze compare contrast criticize differentiate discriminate discuss distinguish interpret	argue assess compare defend evaluate judge predict rate score	compose construct create design explain formulate organize synthesize

Revised Bloom's Taxonomy

Lower Division Courses ←————————————→ Upper Division Courses

| *Lower-Order Thinking*		*Higher-Order Thinking*			
Remembering	**Understanding**	**Applying**	**Analyzing**	**Evaluating**	**Creating**
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define label list match name recognize recall repeat	define describe identify indicate locate restate select translate	apply categorize classify demonstrate discuss explain illustrate relate solve	analyze compare contrast criticize differentiate discriminate discuss distinguish interpret	argue assess compare defend evaluate judge predict rate score	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
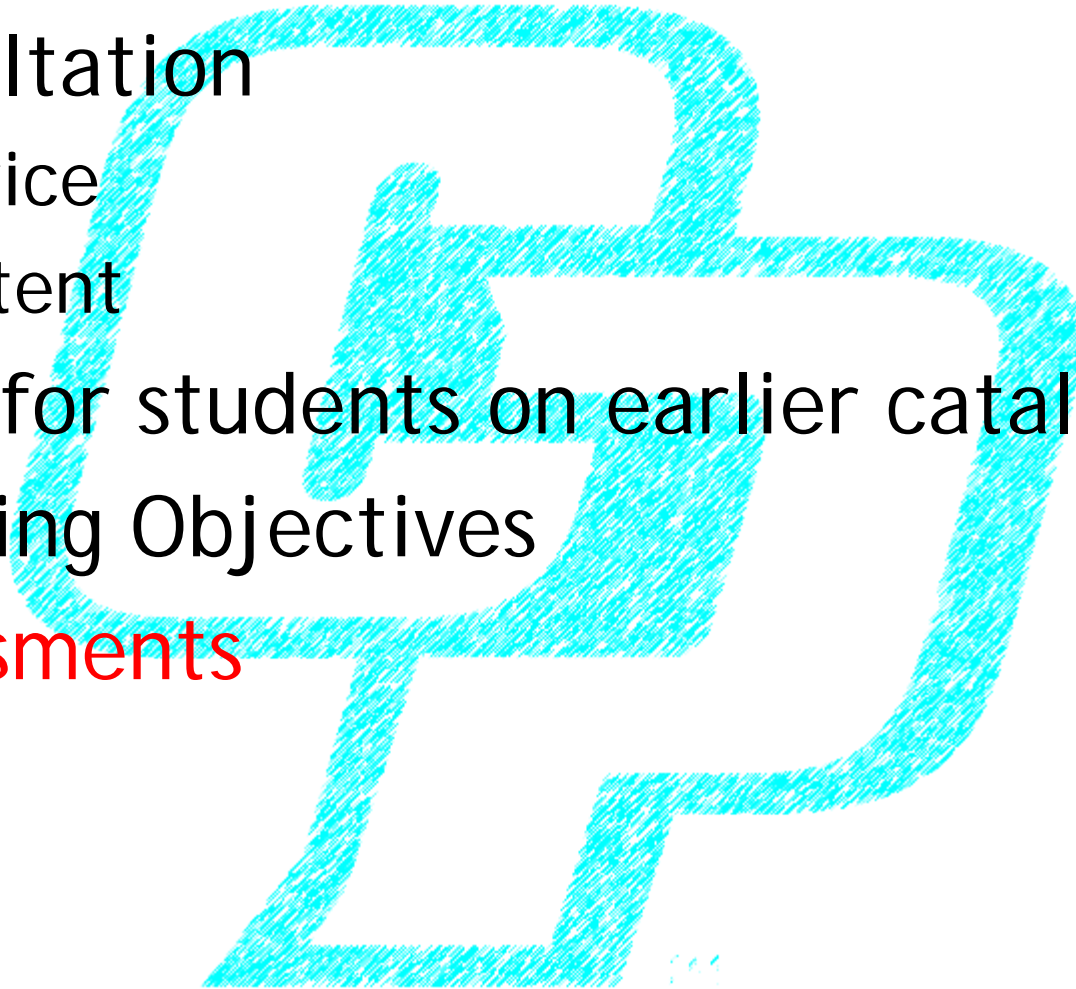
Assessments

- Assessments for each CLO

  <u>CLO</u>: Predict what is likely to happen when two chemicals are combined, and justify the prediction.

  <u>Assessment</u>: Pre-lab notebooks, midterm exam, final exam

Alignment

Course Learning Objectives and Assessment Methods

List the learning objectives for this course (e.g. what should students know or be able to do after taking this course) and the assessment method that will be used to collect direct evidence of student achievement of each learning objective. Consult the Associate Dean in your college about assessment resources.

Also, refer to the above program learning objectives (PLOs) and indicate which ones are supported by each course learning objective. Listing PLO numbers will suffice (e.g. PLO 1, PLO2). If the course is being proposed for General Education, indicate the GE educational objectives and criteria supported by the course (e.g. GE C3 EO 1, 2, 3, 6 and CR 2, 5).

Course Learning Objective	Assessment Method	Program Learning Objective	

Roles of Reviewers: **Department**

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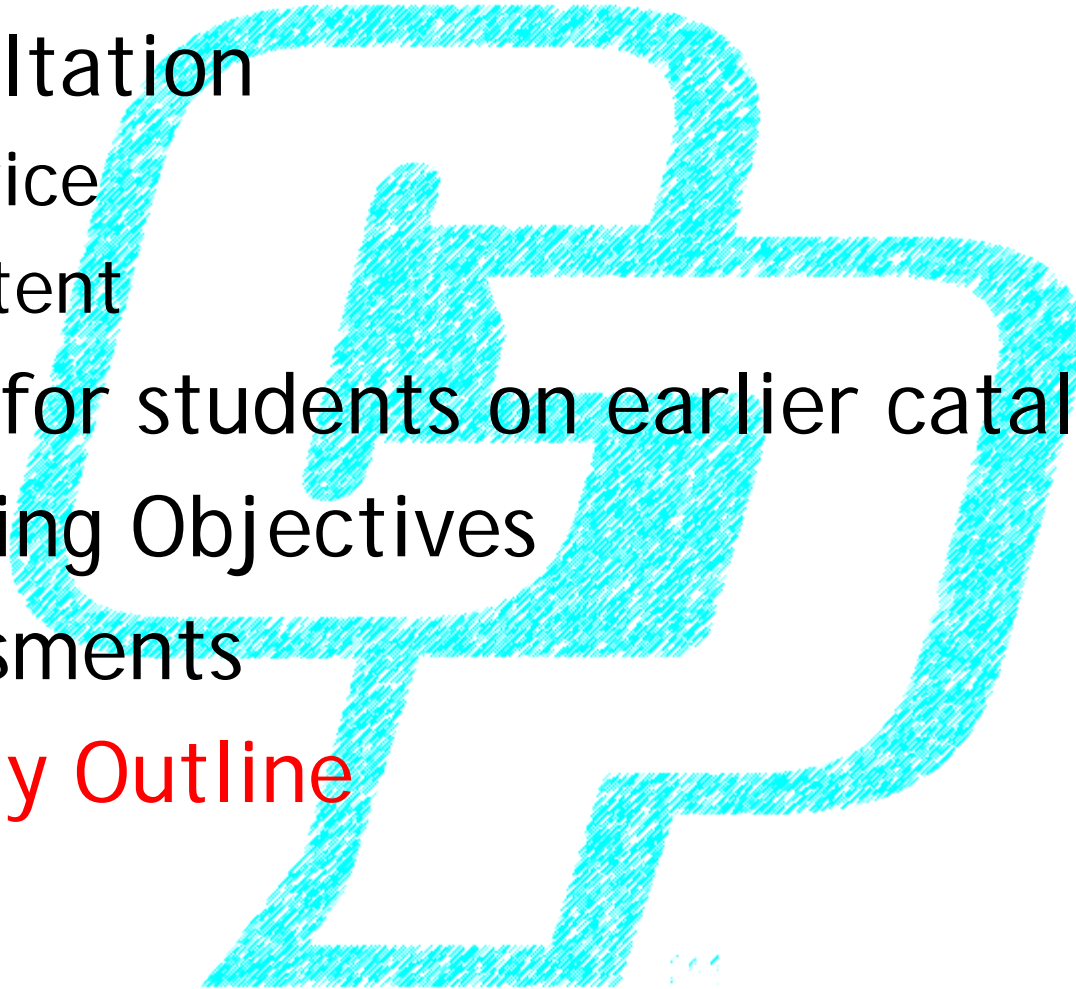
Weekly Outline

Smell test

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

– Content
– Depth
– Level
– Pace

Weekly Outline

Expanded Course Content

Provide a detailed outline of the content for this course:

Week	Readings or Assignments	Topics of Discussion	Lab Experiments, Activity

Final Assessment

Final assessments for 1-unit courses, labs, and activities occur during the regularly designated meeting time in the last week of instruction. Final assessments for all lecture and seminar courses (other than 1-unit courses) occur during the scheduled final assessment period ('finals week').

What will be the method for final assessment for this course?

Will the final assessment occur during the designated time period? 🔵 Yes ⚪ No

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: **College**

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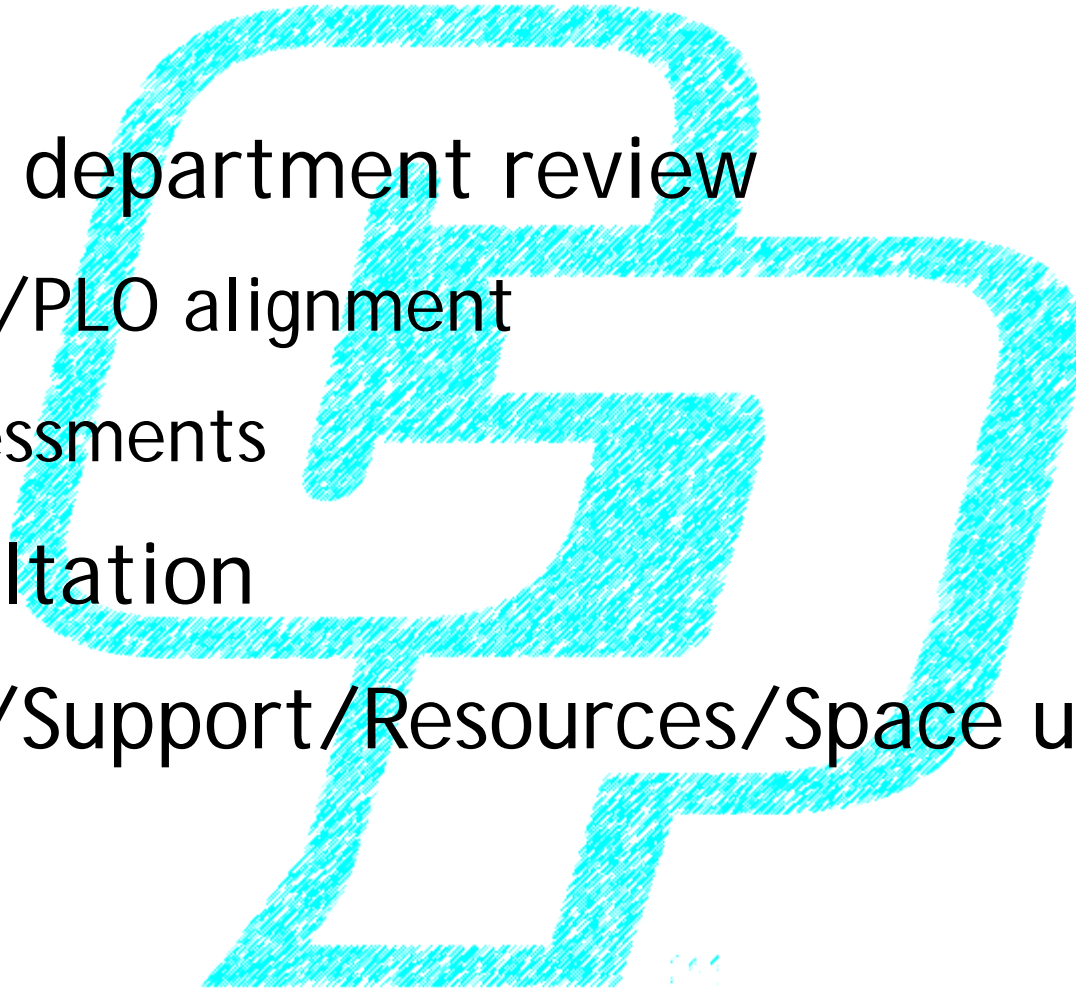
Consultation

- Are there groups the department overlooked?

  - Delivery
    - Similar courses/content in the college
    - Outside the college

  - Clients
    - Who is serviced by the course?
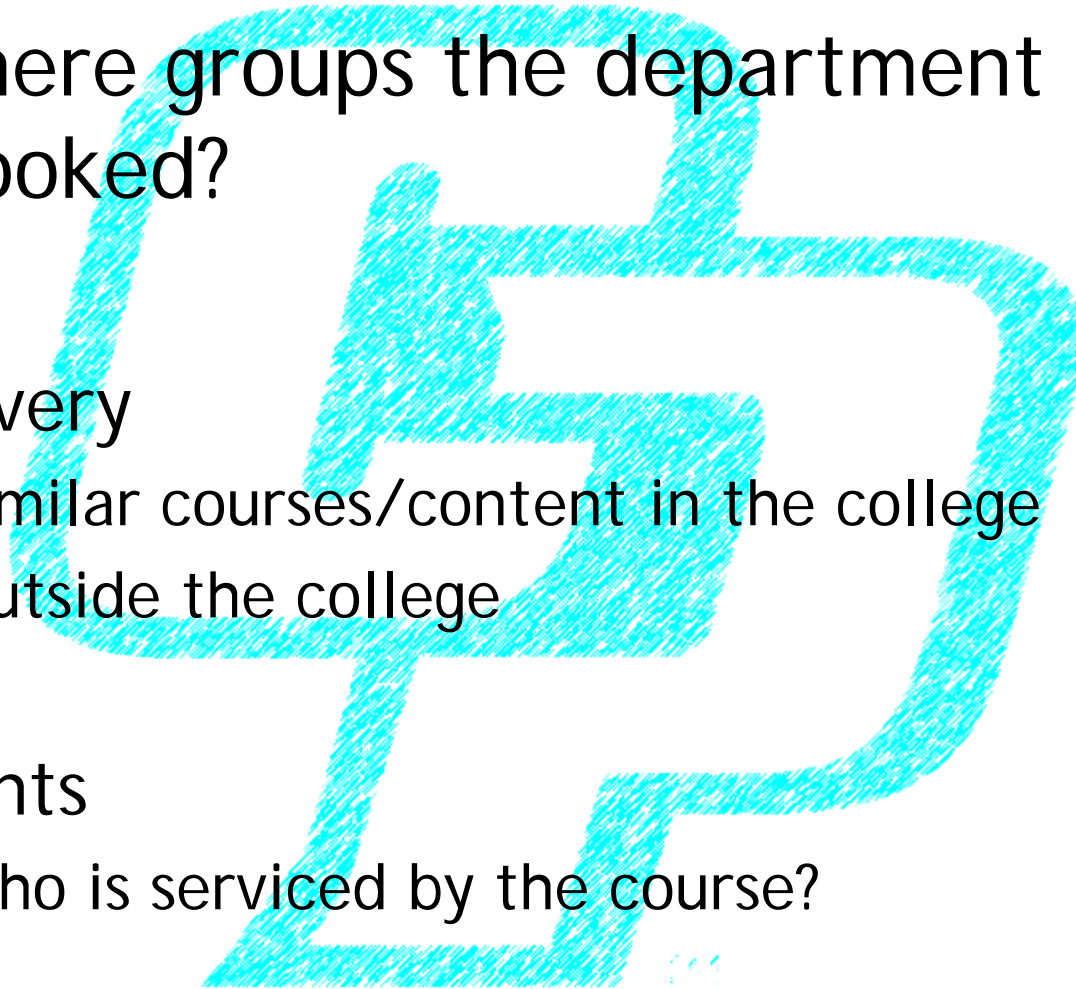
Support/Resources/Space

- Mode of delivery
  - Lab, activity, lecture, seminar

- Method of delivery
  - Face-to-face, hybrid, online
  - eLearning Addendum

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?

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
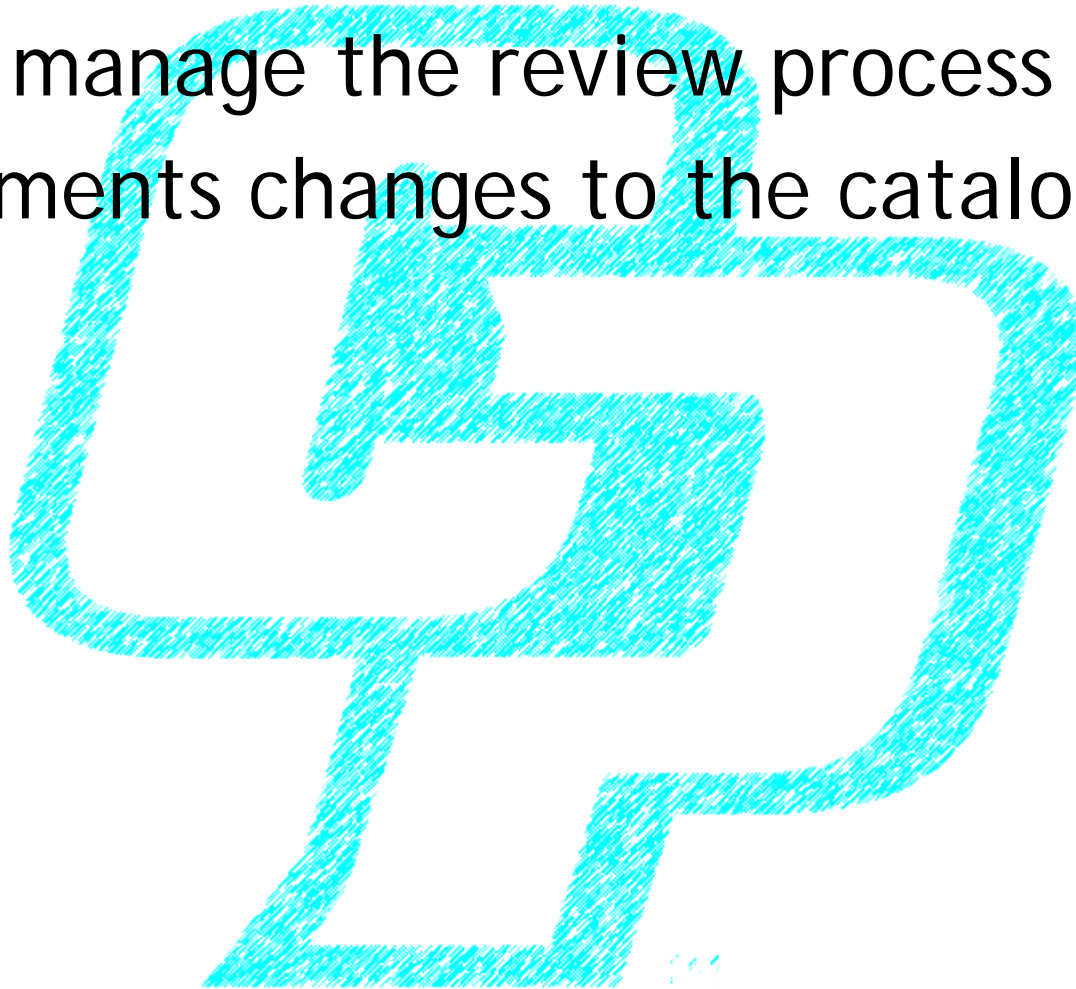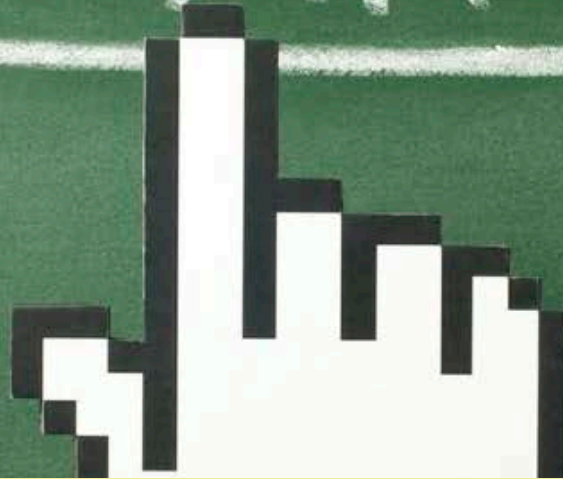
HYBRID AND ONLINE COURSES

eLearning Addendum

- Automatically prompted if >50% of the contact hours are not face-to-face
  - Synchronous vs. Asynchronous
  - Nature of technology used
  - Alignment to mission
  - Attainment of Learning Objectives
  - Cheating safeguards
  - Access to faculty
    - Questions, feedback
    - Student/faculty ratios

eLearning Addendum

Course Delivery and Resources

Estimated number of students in one section of this course:

Lecture/Seminar: [   ]

Lab/Activity: [   ]

Which is the **primary** format in which the course is intended to be taught: ⓘ

☐ In Person   ☐ Hybrid   ☑ Online   ☐ Other

Approximately, what percentage of faculty/student course contact hours will be replaced with technology? ⓘ   [   ] %

Indicate **other** formats in which the course is intended to be taught:

☐ In Person   ☐ Hybrid   ☐ Online   ☐ Other

eLearning Addendum

Enrollment

What is the typical or expected annual enrollment in all sections? [   ]

What is the typical or expected annual enrollment [   ]

eLearning Addendum

Degree of Contact

Approximately what percentage of faculty/student course contact hours will be **synchronous** computer mediated? ⊙ _____ %

Describe the nature of this interaction ⊙

Approximately what percentage of faculty/student course contact hours will be **asynchronous** computer mediated? ⊙ _____ %

Describe the nature of this interaction ⊙

Approximately, what percentage of faculty/student course contact hours will be **replaced** with technology?

For example, instructorless self-paced learning modules consisting of web-based video lectures, demonstrations, and automatically-graded quizzes.

faculty/student interaction ⊙

Real instructor contact

Instructorless fully automated

Adds to % contact listed on previous screen

WORKFLOW

Portal Access: Academics Tab

New link for review process

Workflow – It's a Brave New World

- ## User can preview workflow before submitting a proposal
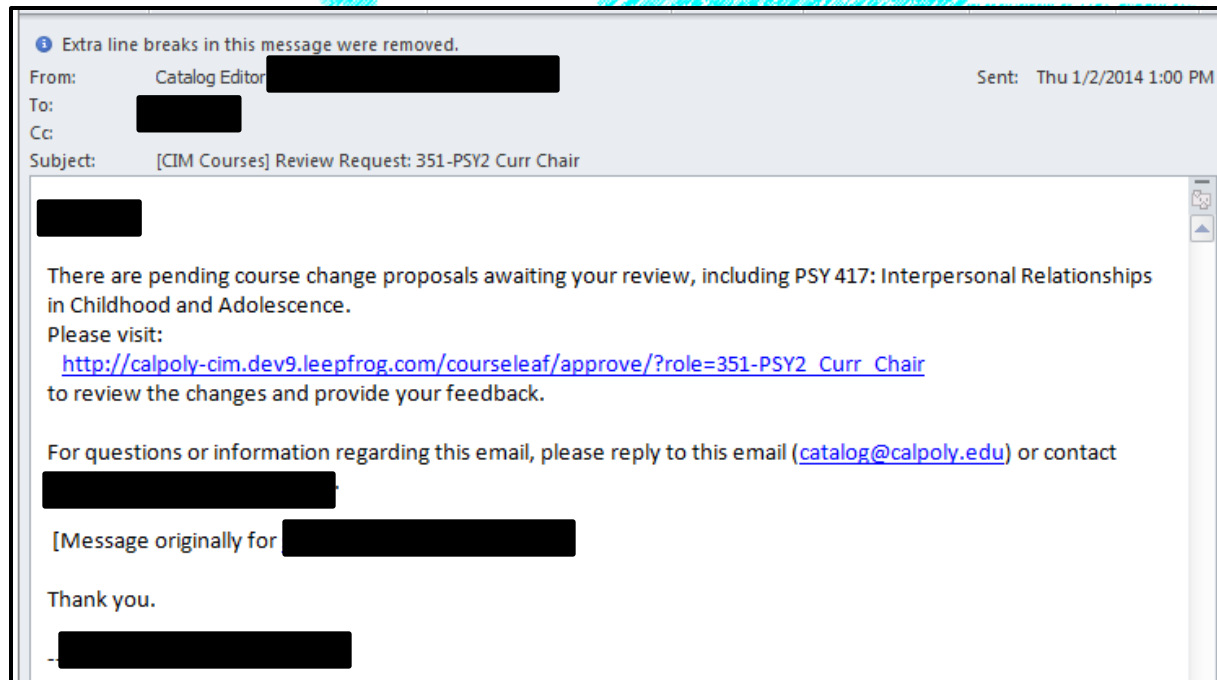
Workflow – Email Notification

- Save & Submit the online form to place a proposal into workflow
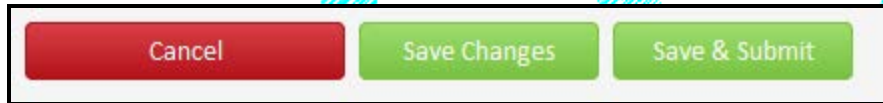
- Automated email notification is sent to first approver in workflow

Workflow – Email Notification

- Example of email notification to an approver

Workflow – Email Notification

- Automated FYI email sent…
  - To notify college librarian of a new course proposal
  - To notify department chair/head if another department has proposed a new course and has indicated that it has similar content to a course in their department
  - To notify department chair/head if another department has proposed a change to an existing course that is in their program's curriculum

Workflow – Email Notification

- No automated email notifications for following roles
  - College Curriculum Chair (notified by memo)
  - Associate Dean (notified by memo)
  - GEGB Chair
  - USCP Chair
  - ASCC Chair

Workflow Review

- Select Workflow in Curriculum Management portlet (Academics tab)

Workflow Review

- Pages Pending Approval

Committee Review

- All committee members can access workflow for reviewing proposals in the committee's queue by selecting the appropriate Curriculum Chair role in the pull-down menu, for example:
  - 112-AERO Curr Chair (Aerospace Engineering department's curriculum committee)
  - 52-CENG Curr Chair (College of Engineering's curriculum committee)
- The curriculum committee chair is the only member who can edit, approve, and roll back proposals
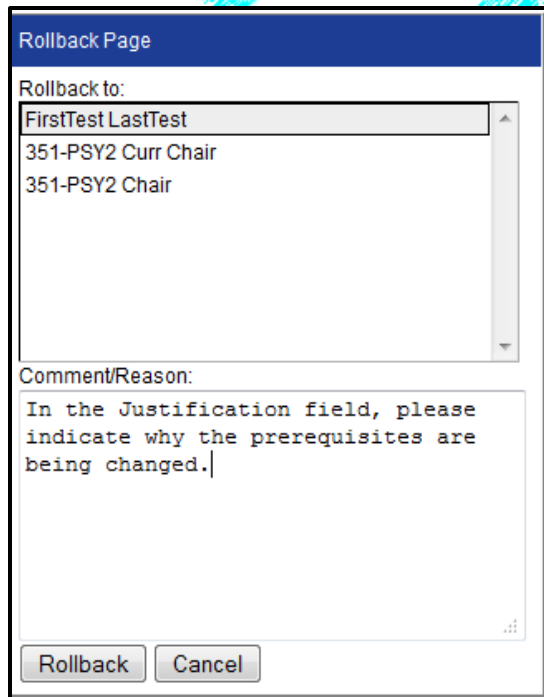
Edit, Approve or Rollback Proposal

- Edit
  - Edit proposal to make minor adjustments and facilitate workflow
  - After editing the proposal, then need to approve it
- Approve
  - Chair of curriculum committee approves proposal on behalf of committee
  - Approving the proposal moves it forward in workflow
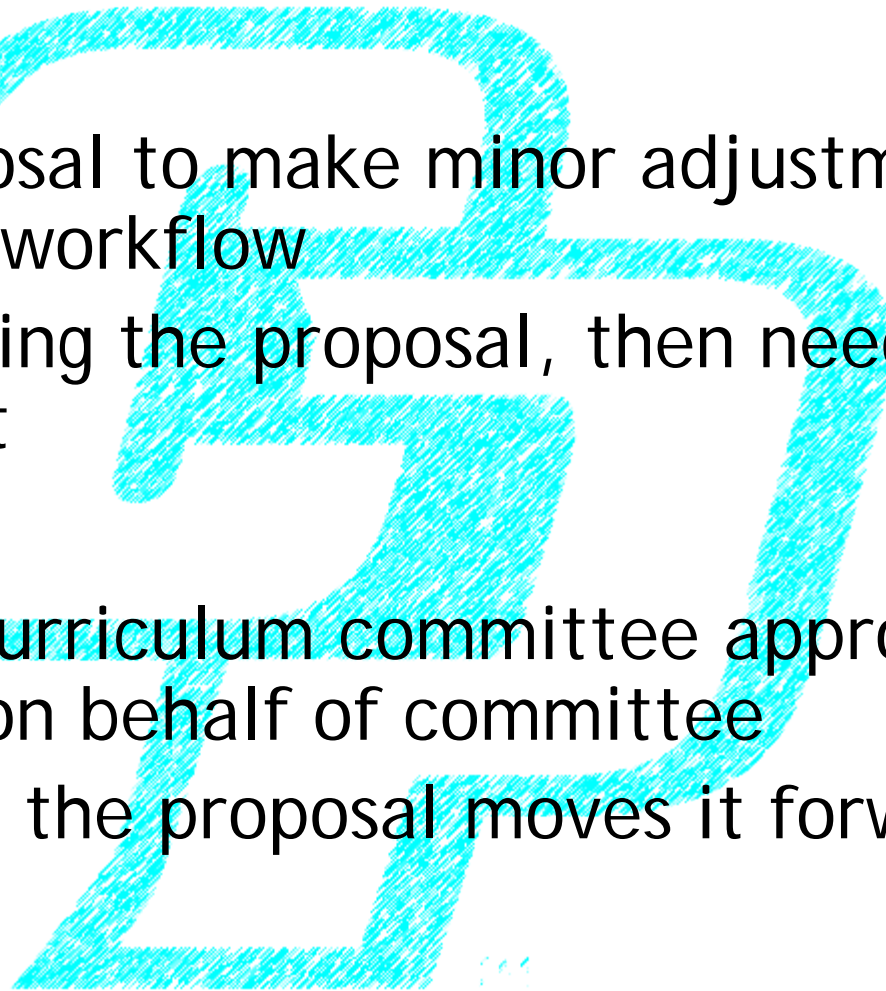
Edit, Approve or Rollback Proposal

- Rollback
  - Sends proposal "backwards" in workflow
  - Select person to whom proposal will be returned
  - Enter comments and/or questions

Edit, Approve or Rollback Proposal

- Rollback
  - Individual will receive an email notifying them that a proposal has been returned to them
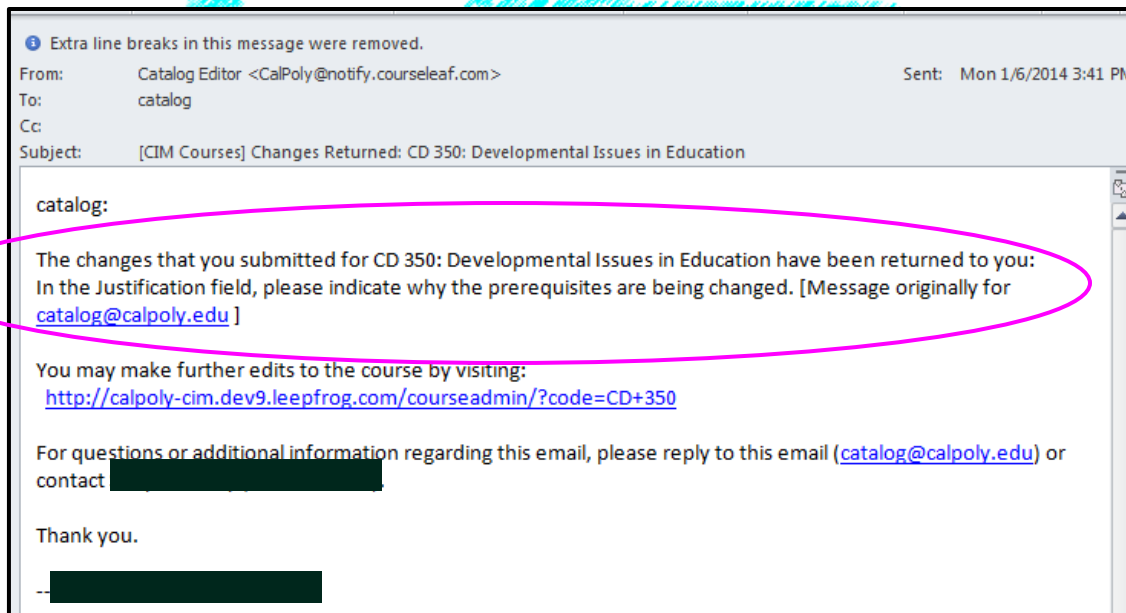
Edit, Approve or Rollback Proposal

- Rollback
  - Comments will be recorded at the bottom of the proposal

Course Reviewer Comments	**calpoly (01/02/14 6:44 pm):** Rollback: Please provide more detail when explaining the need for this course. Also, provide higher level course learning objectives to better align with the upper-division nature of this course.

College Level Review

- Department drafts memo to notify college curriculum chair that department's proposals are ready for review
- Sample memo available in PolyLearn
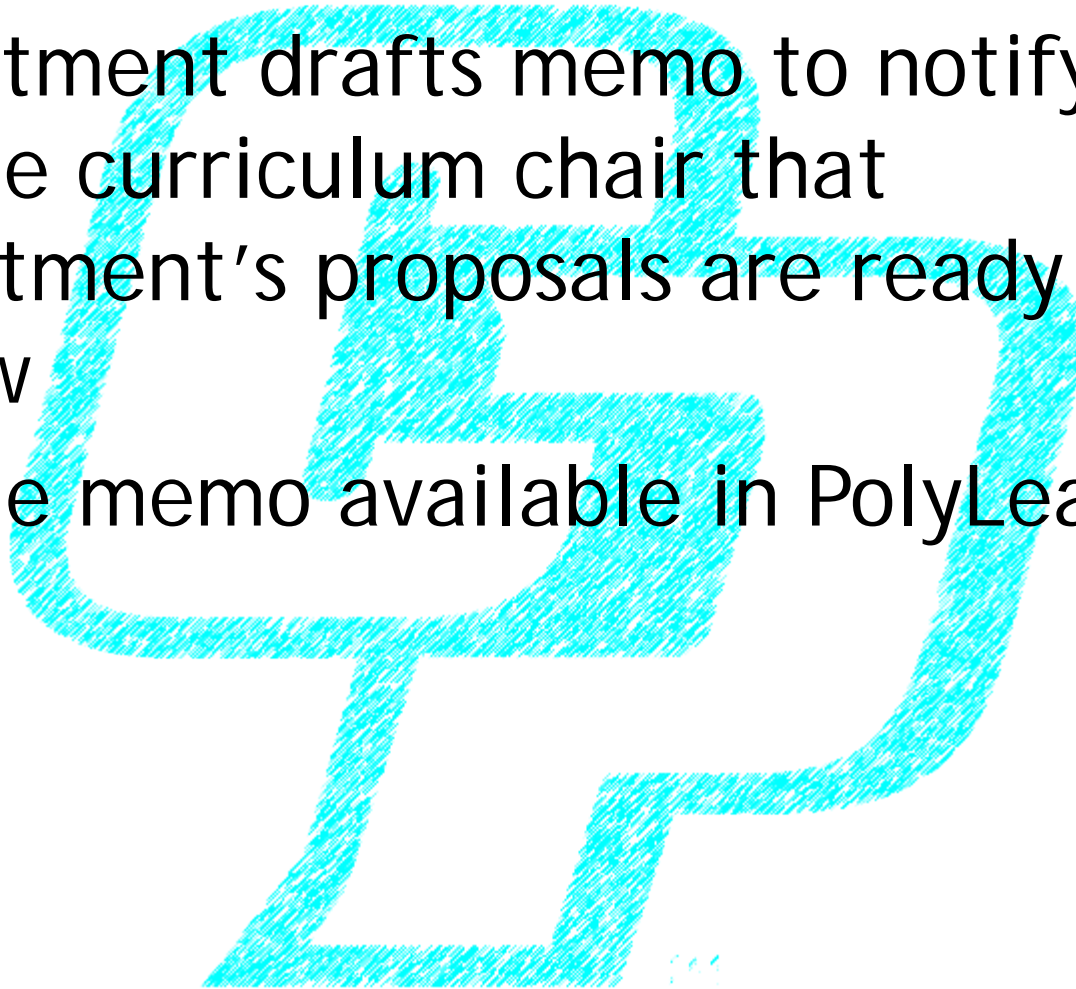
College Level Review

- ## Sample memo:

State of California
Memorandum

CAL POLY
SAN LUIS OBISPO

Date: February 10, 2014

To: Susan Olivas, Associate Registrar
Office of the Registrar

Fred DePiero, Associate Dean
College of Engineering

Brian Self, Chair
College Curriculum Committee

From: Andrew Davol, Chair
Mechanical Engineering Department

Subject: Proposals for 2015-2017 Catalog

The Mechanical Engineering department has completed submission of its online proposals for the 2015-2017 catalog. Below is a summary.

New Courses Proposed	Courses Modified or Edited	Courses Deactivated
ME 128	ME 234	ME 134
ME 129	ME 303	ME 151
ME 130	ME 326	ME 152
ME 163	ME 328	ME 236
	ME 329	ME 321
	ME 404	ME 445
	ME 501	

Changes made to the BS Mechanical Engineering curriculum ….. (provide a brief explanation of the reasons behind any changes to each program that has been edited.)

Other Things to Know

- Update descriptions of programs and program learning objectives/outcomes, using the Edit Program form in Program Management

- Contact catalog@calpoly.edu for assistance with updating a program's curriculum

- Save & Submit: Users will be advised of any required fields that need to entered
  - Watch for unit values

Winter Quarter Open Labs

- Following Fridays:

January 17	February 7
January 24	February 14
January 31	February 21

- 1:00 pm – 3:00 pm
- Kennedy Library, 35-217D
- Can't make an open lab?
  - Email catalog@calpoly.edu to schedule another time
  - Contact Shayna Bailey (ext. 6-2227) or Susan Olivas with questions (ext. 6-2533)

Other

- Course proposals versus course mods
  - Clos and role