

BEST PRACTICES FOR CURRICULUM DEVELOPMENT

This checklist is designed to provide initiators, and reviewers at all levels, with best practices to ensure quality curriculum.

PART ONE: BEFORE working in CurricUnet...

A. The initiator shares curriculum idea/concept as follows:

- Meet/Discuss with faculty peers in the discipline
- Meet/Discuss with department chair
- Meet/Discuss with academic dean
- **Highly Recommended:** Meet/discuss with counseling liaison
- **Recommended for a DL conversion:** Meet with DL Coordinator

Why?

- To identify the need, goals, and purpose for a new course/program, and/or modification of existing courses/programs
- To ensure the proposed curriculum doesn't duplicate efforts
- To ensure the proposed curriculum serves all students appropriately and adequately
- To ensure the proposed curriculum meets the mission of the college [local mission as well as statewide CCC mission]
- To ensure proposed curriculum meets compliance and curricular standards
- To identify and collect sources of data that support the creation and/or modification of curriculum. For example:
 - List of comparable courses or programs at other CCCs, UC and CSU.
 - Program review
 - Course review
 - Annual updates
 - Agency mandates
 - C-ID
 - Enrollment data
 - Changes at the UC/CSU level
 - Student surveys
 - Statistical validation for P/Cs out of discipline
 - SLO assessment data
 - Articulation to the goals of the Educational Master Plan
- To discuss aspects of the curriculum such as adequate facilities, equipment, technology, supplies, library resources, qualified instructors, and staffing support.

The work in CurricUnet goes much faster when initiators have all the required information at hand, including data ready to be attached.

Example of "curriculum gone wrong":

- Initiator X proposes a new course titled "ENGL 999: *Manga as Literature*". Whereas the course may have merit:
 - Is the course appropriate for the Hancock student community?
 - Is the course appropriate for a CCC?

- Is the course considered a lower-division course at the UC/CSU?
- Does the course transfer to the UC/CSU?
- Would it meet CSU/UC general ed?
- How many students would enroll in the course if offered? (Student survey would be needed to demonstrate campus-wide student demand)
- Besides student surveys, how else is demand for this course assessed?
- How does it fit in the overall plan for the ENGL AA, ENGL ADT or the general Liberal Arts AA? Is the course to remain as a standalone?
- **Philosophical questions:**
 - Would it be best to develop a new course titled “ENGL 999: Intro to Modern Storytelling” in which “manga as literature” is covered as a topic, among other topics?
 - Could it be offered as a workshop? A special topic course? Provide to interested students as an Independent Project?
 - How would this course advance a student’s educational goals?

B. The Articulation Officer:

- If suggesting a 100-level new course, it is crucial to meet with your Articulation Officer.
If the course/program was previously articulated, then to ensure articulation agreement is still valid.
- To identify if a C-ID descriptor is available for the proposed course.
- To identify an existing ADT

C. Institutional Research and Planning (IRP):

- Different types of data will be required, including data that shows a pre-/co-requisite is absolutely necessary for student success, or that pre- or co-requisite doesn’t cause disproportionate impact.
- Working closely with IRP provides the initiator with assistance in collecting and tabulating data PRIOR to working in CurricUunet.

D. Library Resources:

Librarians and teaching faculty are partners in developing the library collection.

- You are encouraged to consult with a faculty librarian regarding course proposals at the earliest possible stage and provide purchase suggestions for the collection.
- Librarians will review the course outline to determine if the library has adequate resources to support the course. This may include reviewing the library’s physical and online collections of books, newspapers, magazines, journals, models, and audiovisual materials for quantity, currency, and depth.
- If the library does not have adequate resources, you can help identify those that will assist your students in doing well in the course (including ancillary materials). For example, in a Spanish course, ancillary materials could be: Spanish-English dictionary, verb conjugation manuals, grammar outlines, DVDs, Spanish-language magazines, etc.
- The library dean will estimate the cost of additional resources. Funding these resources is the responsibility of the library, however, donation of items (such as textbooks) from the course department are encouraged after the course is approved since library district funds cannot be used to purchase textbooks.
- Purchase suggestions and recommendations from faculty are given the highest

consideration by librarians. On occasion a request for print materials cannot be met due to availability issues (for example, out-of-print materials). Also when expensive items such as a discipline-specific database is recommended, the library needs concurrence that the expense is warranted from all instructors in the discipline as well as an ongoing budget augmentation to cover the cost.

PART TWO

When the discussion with the parties listed **above is satisfactory** [i.e. give the “green light” to the curriculum project], initiators are encouraged to start work in CurricUnet.

Fill all screens accordingly. Do not skip fields. Provide meaningful information to assist reviewers at all levels to understand the nature, goals, and purpose of the proposal. Attach all relevant materials.

PART THREE

Finalize data input in CurricUnet, including attaching documentation. Below, the most frequently used documents are listed:

- Content review for prerequisites and/or corequisites
- Summaries that reflect info from program review and/or annual updates
- Statistical validation for pre-/co-requisites not within the discipline [i.e. an ENGL 101 prerequisite for a NURS 300 course]
- GE paperwork if modifying instructional objectives for a course already approved for
- AHC/CSU/UC GE, MCGS, H&W.
- GE paperwork for submitting a new course for AHC/CSU/UC GE, MCGS or H&W.
- Agency mandate if agency mandates new course or modifying existing course.
- Enrollment data [typically used when converting a workshop into a regular course; however, enrollment data can also be used in a variety of other ways].
- Student surveys that show demand for a course; also useful are community surveys, or copies of agenda/minutes from employers/CTE Advisory Committee/industry that demonstrate need for the course and/or program.
- If modifying a course with a prerequisite, it may be possible the initiator may have to attach data to prove **there IS NO** disproportionate impact as a result of re-establishing a pre- or corequisite.
- C-ID course descriptor if appropriate
- C-ID recommendations if course is not yet approved, or is conditionally approved.
- Other attachments as required and/or recommended.

PART FOUR

Submit/Launch proposal via CNET once submit button is available. Please review all info and that attachments are included for before submitting. If something is missing, the proposal will be sent back to the initiator.

IMPORTANT INFORMATION

Proposal will go through several steps before it reaches the dept. at Level Four. During these steps, reviewers may request corrections/further data. In such cases, there will

be a notification sent via email by Governet requesting corrections before moving proposal to the next level. Please check your email frequently once you submit the proposal.

The proposal is moving forward and has made it to an important level.

Level Four: The Department Level

When proposal reaches dept. level, the Dept. Chair shall schedule a dept. vote. Faculty at the dept. level have at least **one week to review AND comment** on the proposal prior to a department vote. Faculty may review the available proposal reports and comment on proposal. The department chair enters voting results in addition to any comments he/she may have on the proposal.

Why review AND comment?

- Faculty comments serve to confirm voting trend.
- These also allow dept. chair to confirm everyone has had a chance to review the proposal and to schedule a dept. vote.
- The dept. vote can happen via a regularly scheduled dept. meeting or other [electronic vote, paper vote by secretary's desk, survey monkey, etc.]

Level Five: The AP&P Committee

- Once the proposal reaches this level, it will be included in an AP&P agenda accordingly.
Initiators need to be patient, as the scheduling depends on the volume of proposals in Level 5.
- AP&P Committee members will review AND comment on proposal. Committee vote will take place during regularly scheduled meetings.
- AP&P Chair will act upon the recommendation of the committee: Approve, Disapprove, Table, Hold for Changes.

RESOURCES: AHC data resources available to initiators/deans:

- AHC IRP site: http://hancockcollege.edu/institutional_research_planning/index.php
- Learning Outcomes

External data resources available to initiators/deans:

- California Community College's Chancellor's Office (CCCCO) Datamart: <http://datamart.cccco.edu/>
- Student Success Scorecard: <http://scorecard.cccco.edu/scorecard.aspx>
- CCCCCO Research Reports: <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research.aspx>
- SalarySurfer: <http://salarysurfer.cccco.edu/SalarySurfer.aspx>
- California Association of Institutional Research (CAIR): <http://www.cair.org/>
- National Center for Education Statistics: <http://nces.ed.gov/>
- Society for College and University Planning: <http://www.scup.org/page/resources>
- Academic Senate of the California Community Colleges (ASCCC): <http://www.asccc.org/resources>
- CC League of California: <http://www.ccleague.org/i4a/pages/index.cfm?pageid=1>
- California Department of Education: <http://www.cde.ca.gov/>
- U.S. Department of Education: <http://www.ed.gov/>
- CA Employment Development Department: <http://www.edd.ca.gov/>
- Gainful Employment Information: <http://www.ifap.ed.gov/GainfulEmploymentInfo/GEResources.html>

QUICK CHECKLIST
NEW COURSE and MAJOR COURSE MODIFICATION PROPOSALS

PROPOSAL ELEMENTS	CHECKLIST and SUPPORTING ATTACHMENTS <i>(where applicable)</i>
Departmental Curriculum Discussion	<input type="checkbox"/> Faculty Peers, Department Chair, and Dean
	<input type="checkbox"/> Align with Department Goals / Existing Curriculum?
Appropriateness to AHC College Mission	<input type="checkbox"/> Strategic Plan Objectives/Educational Master Plan
	<input type="checkbox"/> Program Review
Justification / Need	<input type="checkbox"/> Analysis of course assessment data
	<input type="checkbox"/> AHC IRP Data
	<input type="checkbox"/> Student / employer survey
	<input type="checkbox"/> Advisory Board Recommendation
Adequate Resources	<input type="checkbox"/> Discussion with Academic Dean (<i>mandatory</i>)
	<input type="checkbox"/> Feasibility Analysis:
	<input type="checkbox"/> Instructional/Learning Resources
	<input type="checkbox"/> Facilities / Classroom and Lab Space
	<input type="checkbox"/> Equipment
	<input type="checkbox"/> Available and Qualified Faculty and/or Support Staff (<i>training, lab assistants, etc.</i>)
	<input type="checkbox"/> Technology / Software
	<input type="checkbox"/> Cost and Plan for Additional Resources
	<input type="checkbox"/> Scheduling (<i>when will the course be offered, who will teach the course, etc.</i>)
Curriculum Duplication	<input type="checkbox"/> Discussion with discipline faculty
	<input type="checkbox"/> Minority report
Comparable Courses	<input type="checkbox"/> Discussion with Articulation Officer (<i>for 100-level courses only</i>)
	<input type="checkbox"/> Comparable courses at the UC/CSU
	<input type="checkbox"/> Comparable CCC courses
Prerequisite, Corequisite, and advisory	<input type="checkbox"/> Content review
	<input type="checkbox"/> Statistical data (<i>contact Institutional Research Office</i>)
	<input type="checkbox"/> Discussion with discipline faculty (<i>and/or counselors</i>)

**QUICK CHECKLIST
NEW PROGRAM PROPOSAL**

Program Proposal Elements	CHECKLIST and SUPPORTING ATTACHMENTS <i>(where applicable)</i>
Departmental Curriculum Discussion	<input type="checkbox"/> Faculty Peers, Department Chair, and Dean
	<input type="checkbox"/> Align with Department Goals / Curriculum
Appropriateness to AHC Mission	<input type="checkbox"/> Strategic Plan /Educational Master Plan
	<input type="checkbox"/> Proposed Program Goals/Objectives
	<input type="checkbox"/> Similar Programs at Other Colleges (for new program proposals)
Justification / Need	<input type="checkbox"/> Discussion with Academic Dean (<i>mandatory</i>)
	<input type="checkbox"/> Analysis of Program Assessment data
	<input type="checkbox"/> Employer Survey
	<input type="checkbox"/> Advisory Board Recommendation
	<input type="checkbox"/> Comprehensive Program Review Current (<i>for program modification proposals</i>)
	<input type="checkbox"/> Comprehensive Program Review Current (<i>for program modification proposals</i>)
Adequate Resources	<input type="checkbox"/> Discussion with Academic Dean
	<input type="checkbox"/> Feasibility Analysis:
	<input type="checkbox"/> Instructional Materials and Learning/Library Resources
	<input type="checkbox"/> Facilities / Classroom and Lab Space adequate
	<input type="checkbox"/> Equipment
	<input type="checkbox"/> Available and Qualified Faculty
	<input type="checkbox"/> Instructional Support Staff
CO New Program Proposal Requirements	<input type="checkbox"/> Net Labor Demand (<i>CTE programs only</i>)
	<input type="checkbox"/> Completer Projections (<i>supported by IRP Data or other supporting data</i>)
	<input type="checkbox"/> Course Outlines (must be current)
	<input type="checkbox"/> % of Courses Offered via Distance Learning
	<input type="checkbox"/> Advisory Board Committee List
	<input type="checkbox"/> Advisory Board Committee Mtg. Minutes
	<input type="checkbox"/> Articulation Agreements (<i>for programs with a goal of transfer</i>)
	<input type="checkbox"/> Submit to Regional Consortium After Board Approval