

CONVERSION CURRICULUM CONSIDERATIONS

This document is provided to offer all deans a similar perspective as they review department proposals. There are two areas of concern that deans should consider:

- (1) Resources: Do the resources exist to offer the proposed program as described and allow students to make efficient progress to degree;
- (2) Meaning, Quality, and Integrity: Is the program thoughtfully structured and its components well aligned?

The deans should consider the expectations for each area listed below as they review the curricular proposals submitted by their departments. If a dean believes that a curricular proposal does not appear to adequately address one or more expectations, the dean should contact the department to discuss the expectation. When the dean concludes that a departments' curricular package adequately meets these expectations, the dean should sign and date this document, and provide it to the Office of Academic Programs no later than **December 15, 2015**.

This document shall be posted on the Conversion website under Faculty/Staff Resources.

Name of Department: _____

Consideration of Resources:

WHEN REVIEWING THE COLLECTION OF DEPARTMENT PROPOSALS:

- Does the department have the necessary resources to offer all of the proposed programs?

WHEN REVIEWING EACH CURRICULUM PROPOSAL

- Is the program reasonably related to student needs and market demands?

- Does the structure of the program allow for specialization within the major while avoiding small student populations that might cause bottleneck situations?
- Does the degree program adhere to appropriate unit caps, or give a justification for the number of units?
- Do the number and specializations of faculty (including lecturers) allow for each of the courses to be taught on a regular schedule?
- Does the program take advantage of courses offered by other departments to avoid duplication of efforts?
- Does the program have a Curriculum Sheet that clearly indicates the required, elective, and double counted courses?
- Does the program have a Road Map that outlines a path to degree in four years?

- Does the department have a Two Year Schedule that specifies in which semester each course will be offered?

Consideration of Meaning, Quality, and Integrity:

WHEN REVIEWING EACH PROGRAM

- Did the program undertake a revision, asking fundamental questions about the purpose and structure of the program and its options and/or emphases?
- Does the program have a well-stated mission that aligns with the University mission?
- Does the program have program objectives that state what the program intends to accomplish and the expectations for graduates?
- Does the program have student learning outcomes that describe the significant and essential learning that graduates will be able to demonstrate?
- Does the program have a curriculum map that indicates in which course each outcome is introduced, developed, and mastered (or equivalent) and includes in which course assessment data will be collected?
- Does the program describe the methods for assessment, including the direct and indirect evidence that will be collected?
- Does the program include a timeline that indicates when data will be collected, evaluated, reviewed, and acted upon?
- If the department requested funds to add a HIP as a required activity, has this been added to the curriculum map?

Dean's Signature _____

Date _____