CONVERSION CURRICULUM CHECKLIST

*** REVISED INSTRUCTIONS ***

This Checklist is provided to help departments preparing Curricular Proposals to ensure that all expectations are met. The list should be shared with department and college curriculum committee members as well as other interested individuals.

Departments and colleges are encouraged to begin considering these questions during the pre-proposal stage. Some of the questions can be answered at this time; some cannot be answered until the complete proposal is submitted. Departments are advised to start a checklist now, and continue to update it as they move through the process from pre-proposal to submission of proposal. Similarly, college committees can begin consideration of the elements on the checklist now, based on the pre-proposals, and offer feedback that can be addressed by the departments when the complete proposals are submitted.

The College Curriculum Committee (CCC) should refer to the Checklist as it reviews curricular proposals submitted by a department. If the CCC determines that a curricular proposal has not positively addressed an expectation in the Checklist, it should meet with that department to discuss the expectation. Follow-up meetings should be held as needed to ensure that the recommendations are being resolved satisfactorily.

Each Dean shall inform their department and college committees whether written responses to the checklist are required. The deans will complete and submit a Conversion Curriculum Considerations Form to the Office of Academic Programs.

Both documents shall be posted on the Conversion website under Faculty/Staff Resources.

Name of Department: _____

WHEN REVIEWING THE COURSE LIST:		
	Yes	**No**
Does the number and specializations of faculty (including lecturers) allow for each of the courses to be taught on a regular schedule?		
Are all courses that are 4 or more units justified?		
Are the prerequisites necessary for success in the course and reasonable to avoid bottleneck situations?		
Comments:		

WHEN REVIEWING THE COLLECTION OF DEPARTMENT PROPOSALS:		
	Yes	**No**
Does the department have the necessary resources to offer all of the proposed curricular packages?		
Does the structure of the combined curricular packages avoid bottleneck situations?		
If the department requested funds to add a HIP as a required activity, is this added to the curriculum?		
Comments:		

(Repeat the tables below for all curricular packages - program, options, minors, certificates - in department)

Name of Curricular Package: _____

WHEN REVIEWING EACH PACKAGE		
	Yes	**No**
Is the package reasonably related to student needs and market demands?		
If the package is a program and is new, has the entry proposal been submitted for consideration on the Academic Master Plan?		
If the package is a program, does it adhere to appropriate unit caps, or give a justification for the number of units?		
If the package is a program, option, or minor, does it have a Curriculum Sheet that clearly indicates the required, elective, and double counted courses?		
Does the structure of the package allow for multiple offerings of all courses on a regular basis?		
If the package is a program, option, or minor, does it have a Two Year Schedule that specifies when each course will be offered?		
Does the package take advantage of courses offered by other departments to avoid duplication of efforts?		
Has the department reviewed other departments' pre-proposals to ensure that courses in the program offered outside of the department will be offered on a regular basis?		
If the package is a program, option, or minor, does it have a Road Map that outlines a path to degree in four years?		

IF THE DEPARTMENT APPLIED FOR REVISIONING FUNDS:		
	Yes	**No**
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 (including any options or emphases) have a well-stated mission that aligns with the University mission?		
Does the program (including any options or emphases) have program objectives that state what the program intends to accomplish and the expectations for graduates?		
If the package is a program, option, or minor, does it have student learning outcomes that describe the significant and essential learning that graduates will be able to demonstrate?		
If the package is a program, option, or minor, does it have a curriculum map that indicates when in which course each outcome is introduced, developed, and mastered (or equivalent) and includes in which course assessment data will be collected?		
If the package is a program, option, or minor, does it describe the methods for assessment, including the direct and indirect evidence that will be collected?		
If the package is a program, option, or minor, does it include a timeline that indicates when data will be collected, evaluated, reviewed, and acted upon?		

Comments: