Debra Fowler, PhD • Center for Teaching Excellence • Texas A&M University

**Program (Re)Design Model for Learner-Centered Curriculum**

**Form & Orient Team**
- Establish support from departmental and college leadership
- Identify (re)design team
- Complete Readiness for Change questionnaire
- Provide early opportunities for team building
- Design communication plan
- Create a research plan
- Define disciplinary perspective (theories, concepts, methods)
- Define vision for learning environment

**Gather Data**
- Internal:
  - Identify the current program’s strengths, opportunities, aspirations, & irrelevances
  - Gather data from faculty, current students, & teaching assistants
- External:
  - Gather accreditation & certification requirements
  - Gather stakeholder’s input
  - Conduct literature review
  - Gather peer institution data

**Implement & Assess**
- Re-evaluate curriculum map for gaps & redundancies
- Obtain feedback (faculty, students nearing end of program, & external stakeholders)
- Develop detailed implementation & assessment plans
- Review artifacts with assessment team
- Incorporate curriculum-based evidence of learning into accreditation process as appropriate
- Identify professional development needs for instructors
- Identify gaps & redundancies in content expertise
- Conduct scholarly dissemination of curriculum work

**Refine**
- Revisit entire program (re)design process every six to ten years or more frequently based on your current environment (internal & external) and program review timeline

**Create Curriculum Map**
- Organize your learning outcomes across the proposed courses and experiences
- Identify where program learning outcomes are introduced (I), reinforced (R), strengthened (S), & demonstrated (D)
- Design curriculum map one course or experience at a time
- Consider transformational learning experiences, educational technology, & ePortfolio

**Create Curriculum Materials**
- Use course guide template to design proposed course including course learning outcomes, assessments, teaching methods, & reflection
- Create course syllabi using uniform template including university required elements
- Create university documents for approval according to curricular approval process
- Eliminate content not supported by new program

**Create Program Learning Outcomes**
- Define “ideal” graduate using data & disciplinary perspective
- Create program learning outcomes
- Obtain feedback on learning outcomes from faculty

**Create Competency Rubrics**
- Create desired performance criteria versus developmental levels for each program learning outcome
- Obtain feedback on program learning outcome competency rubrics from faculty external to committee

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