Program (Re)Design Checklist

**Step 1: Orientation and Team Formation**

☐ Consider the following as you prepare for curricular change:
  - What is your organization’s level of commitment to change?
  - Is there a balance between intrinsic (desire to change) and extrinsic motivators (requirement to change) that will carry your degree program (re)design to completion and implementation?
  - Do you need to build more capacity in your organization before starting a curriculum redesign?
  - Self-assess readiness for change using the Change Assessment Instrument (available online)

☐ Review the major steps in the (re)design process

☐ Review curriculum (re)design services disclosure statements
  - Regarding potential sharing of information and future research and scholarship

☐ Bring completed signed disclosure statements (available online) to initial meeting with CTE personnel

☐ Establish clear support from Department and/or College leadership
  - What is the need and/or catalyst?
  - What are the expectations? Who is accountable?
  - What is in it for faculty? Is there an incentive to participate in this service?
  - Will faculty participation be ‘mandatory?’

☐ Identify the degree program (re)design team
  - Recommended members: Faculty, administrator, advisor, educational developer/pedagogical consultant, students, administrative support (graduate student within discipline or College of Education recommended)
  - Discuss results from the Change Assessment Instrument

☐ Provide early opportunities for team-building
  - Build trust
  - Reach a common understanding of need for a (re)design (answer the “why” from faculty)
  - Outline goals for process
  - Establish timeline

☐ Design communication plan
  - Continuous throughout process

☐ Develop a plan for conducting research on upcoming degree program (re)design
  - Anyone who will be a part of the research team will need to complete CITI training
  - Submit necessary documentation to the Institutional Review Board (IRB)

**Step 2: Internal Data Gathering**

☐ Gather/review data regarding the current program from:
  - Department program assessment (e.g., WEAVE online)
    - This data may have already been gathered for accreditation purposes
    - If this data has not already been collected, consider creating surveys to gather data from: current students and graduating students
  - Faculty teaching the program
    - Survey, focus group, or general session
  - Teaching assistants or graduate students who attended program under design
  - Academic advisor(s)
    - Summary of issues over the past few years during advising
Identify the strengths, weaknesses/irrelevances, opportunities, and threats for the current program

Gather institutional data
- Strategic goals (university, college, and department)
- Institutional learning outcomes
- Active institutional programs (Aggies commit, Education First, QEP, etc.)
- Gather relevant information from TAMU core curriculum courses (if applicable)

Step 3: External Data Gathering

Gather data on programs in the discipline from external sources
- Literature review (professional or educational trends)
- Peer institutions
- Accreditation requirements
- Faculty from peer institutions accepting our graduates for further education
- Former students and current employers

Gather pedagogical resources relevant to courses and curriculum
- AAC&U rubrics
- e-Portfolio articles and examples
- High-impact practices descriptions
- Engaging classrooms, etc.

Step 4: Create Program-Level Outcomes and Performance Criteria (Rubrics)

Identify the “ideal” graduate (knowledge, skills, values) using evidence from the data obtained

Create student program learning outcomes using “ideal” graduate knowledge, skills, and values
- Consider conducting a faculty development session on creating effective learning outcomes

Communicate and receive feedback on program learning outcomes from all faculty in department
- Reach consensus on program learning outcomes

Develop performance criteria (rubric) for each program learning outcome
- Incorporate various cognitive levels of development associated with a knowledge dimension

Communicate and receive feedback on program-level rubrics from all faculty in department
- Reach consensus on program-level rubrics

Step 5: Create Curriculum Map

Identify all courses and experiences that support the degree program including all options or tracks
- This may include courses your department manages directly, TAMU core courses, externally managed courses, field experiences, undergraduate research, study abroad, or internships
  - Create a coding system for courses that are shared across multiple specialized tracks or create a Core Departmental Curriculum
  - If your department receives a large number of transfer students, you may consider investigating the Texas Common Course Numbers (TCCNs) that TAMU accepts (http://www.tccns.org; course descriptions can also be found at the following website: http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm)
  - Also consider leveling courses that might be necessary for securing foundational knowledge in the discipline. Be aware of resources that will support students regarding foundational knowledge if they indicate weaknesses identified through prior knowledge identification.
☐ Use the CTE Curriculum Map Template to organize your approved program-level outcomes across the current course structure within your program
  - You may need to create multiple curriculum maps to reflect specific tracks within your program
☐ Identify where program learning outcomes are Introduced, Reinforced, and Demonstrated/Mastered/Assessed (I,R,D)
  - Confirm course sequence/pre-requisites
  - Some courses may need to be re-numbered or redefined as pre-requisite courses
☐ Design curriculum map one course or experience at a time
  - Develop courses using content to build identified skills and values (balance content and process)
  - Incorporate high-impact learning experiences
  - Infuse critical thinking and documentation across curriculum
    ▪ Recommend inclusion in an ePortfolio based on goal of portfolio (career, assessment, or showcase)
    ▪ Identify interdisciplinary experiences

**Step 6: Create Supplementary Curricular Materials**

☐ Make appropriate course changes
  - Incorporate instructional practices that enhance learning
  - Incorporate technology for increased efficiency or engagement purposes as appropriate
  - Create supplemental course information sheets
    ▪ Designed for ease of implementation of the curriculum and courses
    ▪ Include information such as the scope and sequence of each course within the larger program, samples of the program-level rubrics, assessment rubrics that have been designed as part of the course, details of high-impact practices, embedded technology, e-portfolio artifacts, and instructional supports that are in place to consider the diversity of personal backgrounds, educational experiences, and academic preparedness and abilities that students bring to the classroom.
    ▪ Include a list of artifacts used for assessment and how they are to be collected and disseminated
☐ Create course syllabi using uniform template
  - CTE Course Syllabus Template is available for direct use or for modeling
☐ Create University documents for approval according to the curricular approval process
  - May vary for undergraduate and graduate curricula
  - Requirements and deadlines available from the Office of the Registrar: http://registrar.tamu.edu/Our-Services/Curricular-Services/Curricular-Approvals/Program-Approvals
☐ Decide on format for curricular materials (e.g., Word documents saved on Departmental shared drive, web pages in a Google Site, etc.).

**Step 7: Develop Implementation Plan**

☐ Re-evaluate curriculum map for gaps and redundancies with regards to the use of high-impact practices, technology, e-portfolios, and effective pedagogical/teaching practices
☐ Communicate and receive feedback from all faculty, current students nearing end of program, former students, and external members/employers/advisory board members
☐ Create a detailed information dissemination plan for how academic advisors, students, and faculty will be informed of the changes
  - This may also require the creation of specific resources to guide stakeholders
  - There may also need to be specific training events or modules created to assist with the transition
- Identify professional development needs for instructors to implement new educational practices
  - Use the CTE self-reflection of teaching checklist (available online)
- Select appropriate activities for professional development as needed
  - These services may be offered by CTE or external sources (online modules, professional conferences)
- Identify gaps and redundancies in content expertise
- Stop teaching content not supported by new curriculum
- Conduct scholarly dissemination of curriculum work

**Step 8: Develop Assessment Plan**

- Incorporate new program-level outcomes and measures into current continuous assessment plan
  - This may require the design of new assessment components and artifacts
  - Update university assessment plan for the program (WEAVE online)
- Review curriculum redesign products created throughout the process for changes that need to be addressed to validate the new curriculum’s alignment to accreditation standards
- Incorporate curriculum-based evidence into accreditation process as appropriate
- Revisit entire degree program (re)design process periodically/every six to ten years or more frequently based on current environment (both internally and externally)

**Step 9: Implement New Curriculum**

- Identify gaps and redundancies in implementation of learning outcomes and educational experiences
  - Degree program (re)design team reviews existing syllabi
  - Review course sequences being offered
  - Discuss issues for students proceeding through program with advisors
- Once new curriculum is agreed upon by consensus team (faculty, administrator, employers, etc.), obtain University approval for changed courses (see Office of the Registrar for procedures and deadlines)

**References**


