# PROGRAM (RE)DESIGN MODEL FOR LEARNER-CENTERED CURRICULUM

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TEXAS A&M UNIVERSITY

## 1 Form & Orient Team

**FORM & ORIENT TEAM**

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

## 2 Gather Data

**GATHER DATA**

INTERNAL

- Identify the current program's strengths, opportunities, aspirations, & irrelevances
- Gather data from faculty, current students, & teaching assistants

EXTERNAL

- Gather accrediation & certification requirements
- Gather stakeholder's input
- Conduct literature review
- Gather peer institution data

## 3 Create Program Learning Outcomes

**CREATE PROGRAM LEARNING OUTCOMES**

- Define "ideal" graduate using data & disciplinary perspective
- Create program learning outcomes
- Obtain feedback on learning outcomes from faculty

## 4 Create Competency Rubrics

**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

## 5 Create Curriculum Map

**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

## 6 Create Curriculum Materials

**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

## 7 Implement & Assess

**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

## 8 Refine

**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

*Learner-Centered Curriculum*

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