GVSU Curriculum Road Show

Headliners

Bradford Dykes (OEMC), Barb Hoogenboom & Cara Cadena (UCC), Mark Staves (Grad Council), Amy Ferdinandt Stolley & Griff Griffin (GEC)

With Special Guest
Erica Hamilton, Provost's Office

Fall 2022
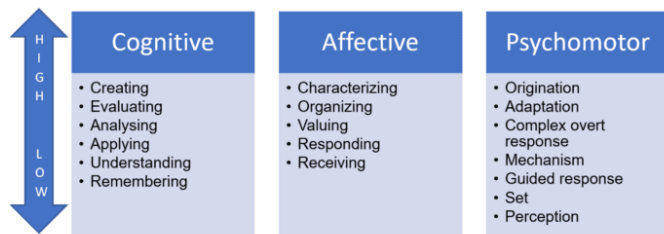
University Curriculum Council (UCC)
Barb Hoogenboom, Chairperson & Cara Cadena, Vice Chair

OVERARCHING QUESTIONS:

- Do the course description, objectives (SLO's), topics, and methods of evaluation align? Could the Syllabus of Record (SOR) guide any person who had to teach this course?
- Are there cogent and thoughtful rationale for New Program Proposals (NPP's), Program Change Requests (PCRs), New Course Proposals (NCPs), and Course Change Proposals (CCPs)? *Do they make sense*? Did the authors answer all of the appropriate prompts in SAIL carefully and thoughtfully?
- Do you perceive any overlap in content with other courses or units that have not been identified?

UCC, continued

	Cognitive	Affective	Psychomotor
HIGH / LOW	• Creating • Evaluating • Analysing • Applying • Understanding • Remembering	• Characterizing • Organizing • Valuing • Responding • Receiving	• Origination • Adaptation • Complex overt response • Mechanism • Guided response • Set • Perception

- Regarding the SOR ask:
  - Do the SLO's each use a **single, appropriate level action verb** in appropriate domains? NOTE: avoid vague objectives like "demonstrate knowledge of…."
  - Do the topics presented **cover 14 weeks of instruction** (for a typical 15-week course), by indicating a portion, percentage*, or a unit of time (e.g how many weeks)?
  - Are the MOE's **clear and related to the objectives?** Avoid too much specificity!
  - Does the SOR include some **sample sources of information**?
- Is the catalog copy clear enough for students to understand?
- Are all outward-facing documents (SOR and Catalog Copy) free of typographical, punctuation, and grammatical errors?

HELPFUL LINKS

Process oriented information: Curricular Review and Development Checklists - Faculty Governance - Grand Valley State University

SOR repository: https://lms.gvsu.edu/ultra/organization

UCC page: https://www.gvsu.edu/facultygov/university-curriculum-committee-ucc-6.htm

* %'s are especially important in courses that are NOT delivered in a 14-week semester!

Online Education and Microcredential Council (OEMC) Bradford Dykes, Chairperson

- Ensure all proposal content is clear to faculty outside your discipline

Online Proposals

- Be specific to each syllabus of record
- List and address each method of evaluation from syllabus of record, separately, and address how *each* will be facilitated and assessed in a hybrid and/or online format.

Badge Proposals

- Focus on specific outcomes/competencies learned and demonstrated
- Clearly explain how the badge will have value outside of the learning environment and signal to external audiences the learner's skill and knowledge

OEMC continued

Course Proposal Exemplar: https://www.gvsu.edu/facultygov/oemc-course-proposal-exemplar-193.htm

Badge Proposal Exemplar: https://www.gvsu.edu/facultygov/oemc-badge-proposal-exemplar-258.htm

General Education Committee (GEC)
Amy Ferdinandt Stolley, Chairperson &
Griff Griffin, General Education Director

GE courses can be proposed in one of three categories:

- Foundations
- Cultures
- Issues

Each category/subcategory has its own set of knowledge and skill SLOs that a proposal must discuss.

GEC is looking at how well:

1. the course "fits" in the proposed category

2. the proposer explains how they will:

   a. teach the GE skills and knowledge SLOs, and

   b. assess the GE skills and knowledge SLOs

GEC continued

Additional Information for Curriculum Proposers

1. Assume your audience is not as familiar with your field as you are. Help us understand what and how students will be learn the knowledge/skill outcomes by using specific examples.

2. There is no minimum requirement for the number of sections of a GE course.

3. There is no minimum expectation for how frequently a GE course is offered.

4. In general, proposed courses:

   a. should not be restricted to a single major/minor.

   b. should have few (if any) prerequisites.

More resources can be found on GE's "Proposing a Course" page.

Graduate Council Curriculum and Program Review (GCCPR)
Mark Staves, Chairperson

The GCCPR Reviews all new programs and program changes.

Focuses on:

- Rigor appropriate to graduate education
- Presence of qualified faculty to guide students in the proposed program

- Cross-college *communication* when necessary
- Cross-college *collaboration* when it would benefit students, the program or university

GCCPR continued

We encourage proposers of graduate program changes or new graduate programs to:

- Consider how their program may benefit by collaboration to gain teaching capacity and expertise as well as interdisciplinary exposure for their students
- Consider how their program compares to peers and competitors in rigor, accessibility, time to graduation and student support
- Communicate with the GCCPR representative from your college
- Come to the GCCPR meeting when your proposal is being discussed

Questions?
Please contact these [awesome!] chairpersons
(aka Rockstars)