

Checklist for Need and Success of a Curriculum (Program) & Course Design Projects

Use your answers to determine if there is a need for your curriculum design project and, if yes, where to aim your activities to enhance learning.

| Establishing the Need for Curriculum Design Projects | | | |
|--|-----|----|----------------|
| | Yes | No | Need More Data |
| External Factors | | | |
| 1. The Existing program meets the present and long-term needs of your students. | | | |
| Alumni Feedback | | | |
| Employer Feedback | | | |
| Recruiter Feedback | | | |
| 2. Graduates of your program are successful in finding a job or being accepted into further schooling | | | |
| 3. The curriculum meets accreditation standards (if appropriate) | | | |
| 4. The curriculum is up-to-date and sensitive to changing needs in the field | | | |
| Internal Factors | | | |
| 5. Attrition rate is acceptable | | | |
| 6. Enrollment is stable or increasing | | | |
| 7. Quality of students is stable or increasing | | | |
| 8. More students are transferring in than transferring out | | | |
| 9. Faculty like the sequence and content of the existing program | | | |
| 10. Students are pleased with the existing program | | | |
| 11. Core learning outcomes are clearly stated for all students | | | |
| 12. Discipline-specific learning outcomes are clearly stated for majors and required courses | | | |
| 13. Students are assessed on their ability to meet these goals. | | | |
| 14. Tests and other evaluation protocols emphasize higher-order competencies | | | |
| 15. Every student has the opportunity to receive the instruction and reinforcement necessary to meet these goals | | | |
| 16. There is a 'capstone' or comprehensive assessment at the end of the program | | | |
| Indicators of Potential Success for Curriculum Design Projects | | | |
| 1. There is administrative support for the project | | | |
| Vice-President Education | | | |
| Dean | | | |
| Director/Chair/Head | | | |
| 2. The individuals in key positions will be in place for the duration of the project | | | |
| 3. Strong faculty representing each discipline/department that will be affected are willing to participate | | | |
| 4. Faculty who will be serving on the design team are willing to follow the model selected | | | |
| 5. Someone from the institution's academic-support center or a faculty member from another discipline is willing to serve as facilitator | | | |

| | | | |
|--|--|--|--|
| 6. The institution is willing to provide the resources needed for planning and implementation (travel, release time, etc) | | | |
| 7. Necessary provisions have been made regarding promotion, tenure or merit pay for those faculty who will be donating extensive time to the project | | | |
| 8. These commitments are in writing | | | |

| Establishing the Need for Course Design Projects | | | |
|--|-----|----|----------------|
| | Yes | No | Need More Data |
| New Course | | | |
| 1. Meets need not met by existing courses | | | |
| 2. Will permit the elimination of courses or will reduce duplication | | | |
| 3. Will introduce a new area of content with a new or expanded set of learning goals | | | |
| Existing Course | | | |
| 1. Is not successful | | | |
| 2. Is outdated, new content must be added | | | |
| 3. Has no clear statement of goals | | | |
| 4. Does not measure student attainment of complex goals | | | |
| 5. Has a high failure or dropout rate | | | |
| 6. Does not prepare students for next course in sequence (if appropriate) | | | |
| 7. Depends primarily on lecture when other techniques may be more appropriate | | | |
| 8. Elicits negative student response | | | |
| 9. Uses resources inefficiently | | | |
| Indicators of Potential Success for Course Design Projects | | | |
| 1. There is top administrative support for the project (chair and dean) | | | |
| 2. The administrators supporting the project will be in place for the next two years | | | |
| 3. If the course is to be taught by more than one faculty member, everyone involved is willing to participate in the project | | | |
| 4. Faculty working on the project will be given enough time (released time, curriculum days) | | | |
| 5. Participants in the project are willing to follow the model selected | | | |
| 6. Someone from the institution's academic-support center or a faculty member from another discipline is willing to serve as facilitator | | | |
| 7. Administrators are willing to allow sufficient time for design, field testing, and revision of the course that is developed | | | |
| 8. No major curriculum revisions are under way or planned that would affect the goals and content of the course | | | |
| 9. The course will be required or the pool of students is sufficient | | | |
| 10. If resources are needed, they will be provided | | | |
| 11. Space for offering the course will be available | | | |