Curriculum Changes

"The measure of intelligence is the ability to change."

—*Albert Einstein*

CURRICULUM DEVELOPMENT & MODIFICATION HANDBOOK 2021-2022

https://www.sfasu.edu/docs/academic-affairs/curriculum-development-modification-handbook.pdf

The Alice in Wonderland Syndrome

Alice came to a fork in the road. "Which one will I take?" she asked.

"Where do you want to go?" responded the Cheshire Cat.

"I don't know," Alice answered.

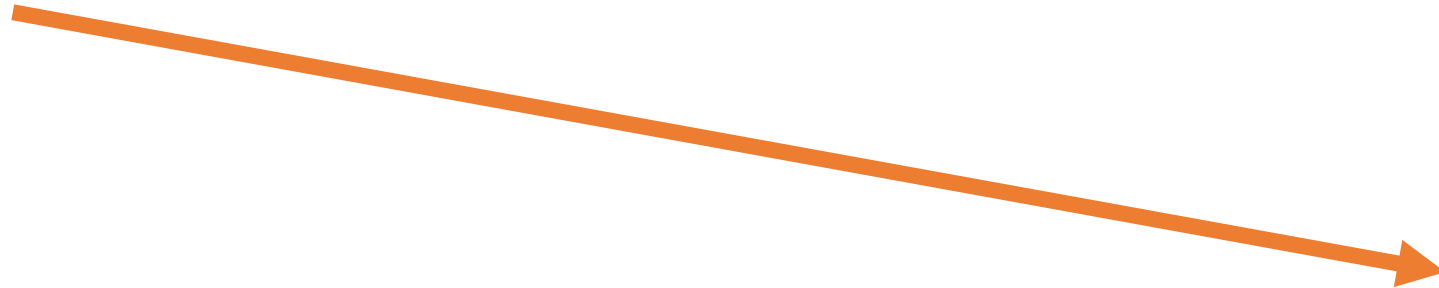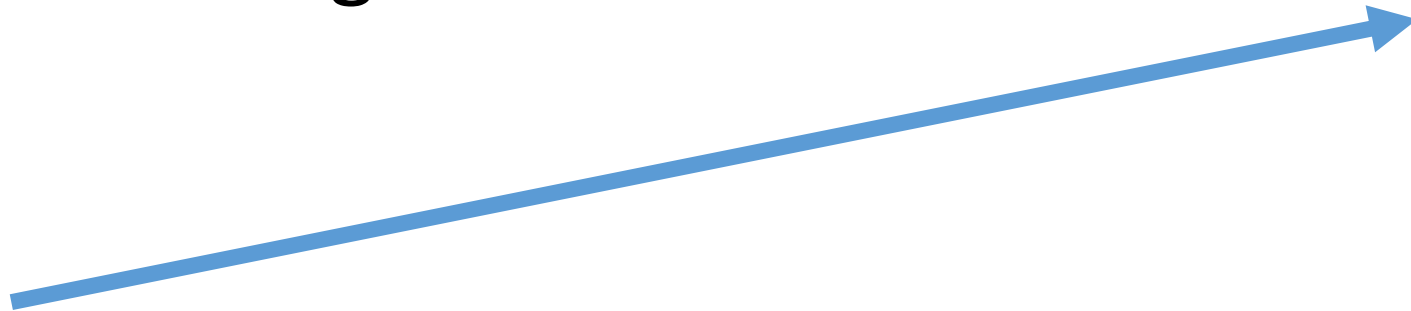"Then," said the cat, "It doesn't matter."

—Lewis Carol, Alice in Wonderland

Do Less with More

	Baccalaureate	Master's	Doctoral	Budget FY 2021
SFA	96	48	3	~$242 million
Lamar U	75	55	8	~$259 million
SHSU	91	72	10	~374 million

A Tale of Two Programs

- Both actual UG programs at SFA

- Both started the same year

- Both a reconfiguration of mainly existing courses

Headcount	2019	2020	2021	Clear Career Pathway
Program 1	8	5	3	✗
Program 2	8	36	60	✓

Every program must be
        Scheduled
        Taught
        Equipped
        Maintained for current curriculum
        Coordinated
        Advised
        Directed if thesis or dissertation
        Assessed
        Reviewed
        Marketed
        Reported

Qualities of Effective Curriculum

- Is student-centered and takes data concerning student needs (including career and professional development) into account, including but not limited to student surveys

- Has a clear career pathway or is clearly tied to professional skills

Qualities of Effective Curriculum

- Has a clear purpose (compelling reasons for offering the program)
- Focuses on the program, not the individual performance or specializations of professors
- Involves meaningful participation and inclusive input of faculty in the department

Qualities of Effective Curriculum

- Takes feedback from alumni and other external stakeholders such as industry advisory boards into account

- Incorporates multiple indicators and sources of evidence into its design, including what peer programs do (*benchmarking* against other schools)

Qualities of Effective Curriculum

- Allots sufficient resources to deliver effectively
- Results in improvement in unit objectives, program objectives, and student learning outcomes
- Is assessed both *formatively* and *summatively*

Why Is a New Program Needed?

- What is its appropriateness to the mission (university, college, department)?
- How does it address the employment/economic development/cultural/community needs of the region
- Is it redundant with existing program at SFA or other institutions in the region or state?

Why Is a New Program Needed?

What are the benefits of creating the new program?

✓Student opportunities

✓Student success

✓Student retention

✓Increased headcount/SCH's

✓Improved transfer rates

✓Increasing student diversity

✓Increased employment in the region

✓Enhanced regional economic development

✓Enhanced regional quality of life

Why Is a New Program Needed?

- What misconceptions about the program need to be avoided?

- If *Inside Higher Ed* wrote an article about your program five years from now, what would it identify as the highlights? What do students say attracts them to the program? What do alumni and employers say are the best features of the program? Why do faculty say they enjoy teaching in the program?

Other Questions to Ask When Developing a Program

- Are community college or ISD partners expressing an interest in the program?

- Is the state legislature advocating for the program?

- Can the objectives of the program be met by an already existing program, or can a current program be modified to address those objectives adequately?

Other Questions to Ask When Developing a Program

- What will the impact of the new program on existing programs be? Positive, negative, or neutral?

- Will it cannibalize enrollment from existing programs, or create a new niche leading to increased overall enrollment?

- Will it take faculty away from other programs where they are needed (if it is an interdisciplinary program)?
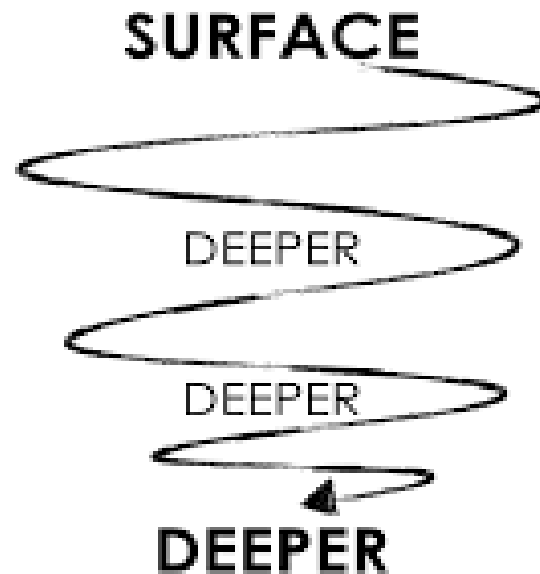
Other Questions to Ask When Developing a Program

- Will it adversely compete for facilities, equipment, operating resources, library/learning resources?

- How will the program be assessed?

The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.

Carl Jung

Program Design: Spiral

A recursive curriculum design organized around key concepts/skills/themes introduced in the 1st year and revisited for deeper understanding as the learner progresses through the program of study.

Program Design: Modular

A flexible curriculum design in which the learner can choose and combine courses in different ways. Each course is relatively autonomous and based on a limited number of student learning outcomes, yet the course must also maintain a purpose in the overall scheme of the degree. So the courses/modules are both discrete yet reciprocally reinforcing.

Program Design: Linear

A sequential model in which basic facts and concepts are introduced in prerequisite courses in the 1st year and built upon in more rigorous courses that present increasingly complex ideas, often leading to a capstone type experience in the final year. More hierarchical than the spiral model; more rigid than the modular model.

Evidence-Informed Curriculum

- Curriculum mapping

- Focus groups/surveys
  - Current students
  - High school/community college students
  - Alumni
  - Employers

- Model programs at other institutions

- Peer programs (benchmarking against other schools)

- Labor market statistics

Resources for Determining Marketability of the Program

Job Demand Forecast

- Bureau of Labor Statistics Occupational Outlook Handbook
- Texas Workforce Commission (https://www.twc.texas.gov/businesses/labor-market-information)
- Industry Associations (e.g. American Nurses Association, National Society of Professional Engineers, etc.)
- Burning-glass/Emsi (real-time employer demand analytics)

Resources for Determining Marketability of the Program

Salaries of Related Occupations

- Bureau of Labor Statistics
- payscale.com
- O*NET OnLine
- BurningGlass/EMSI
- ZipRecruiter
- Texaswages.com (hosted by the TWC)

Financial ROI & Pricing of Degrees

- Financial ROI by Degree
  - O*NET OnLine
  - Payscale.com

- Credential List Prices (Competitively Pricing the Program)
  - IPEDS
  - Competitor websites

Estimating Program Revenue

- Determine total SCH for program & breakout by term
- Determine appropriate formula funding discipline & rate
- Determine appropriate tuition rate
- Use cohort model to estimate revenue

Formula Funding = SCH x Rate   **Tuition Revenue = Annual Rate x Headcount**

Helpful Links:

https://www.sfasu.edu/ir/documents/Formula_Funding_Infographic_FINALpub_2020Update.pdf

https://www.sfasu.edu/controller/businessoffice/students/docs/2020-21-undergraduate-rate-table.pdf

https://www.sfasu.edu/controller/businessoffice/students/docs/2021-22-graduate-rate-table.pdf

Estimating Program Costs

- Consider all new and reallocated costs
  - What new faculty are needed? Tenure track or Non-tenure track? What is an appropriate salary?
  - Are you reallocating faculty?
  - Does that result in additional costs to backfill other courses?
  - Who will cover all administrative duties related to new program?
  - Would it require program coordinator? How will that be covered?
  - What graduate assistants, resources, and equipment is needed?
- Have a 5 year hiring plan
  - Each college should maintain a hiring plan and there should be strong communication with your dean

Common Mistakes

- Not accounting for all revenue from all cohorts
- Not tying revenue to enrollment projections
- Not accounting for costs from reallocating faculty
- Not ensuring table totals tie out throughout
- Including benefits in faculty salaries
- Hiring plan not matching costs to the institution

	Enrollment Projection				
	Year				
	1	2	3	4	5
Cohort 1	20	20	20		
Cohort 2		20	20	20	
Cohort 3			15	15	15
Cohort 4				15	15
Cohort 5					15
Total Enrollment per Year	20	40	55	50	45

Curriculum Deadlines

December 16   UG and G proposals intended to start the following AY must be approved in Curriculog through the college dean's level by this date

January 1   Deadline to submit substantive changes to be implemented the following Fall term

July 1   Deadline to submit substantive changes to be implemented the following Spring term

SFA Curriculum Proposal Deadlines

- 12/16/21   Approved by college dean
- 2/28/22   Approved by UG Council & G Council
- 3/2/22   Approved by Deans Council
- 3/9/22   Approved by Provost & President
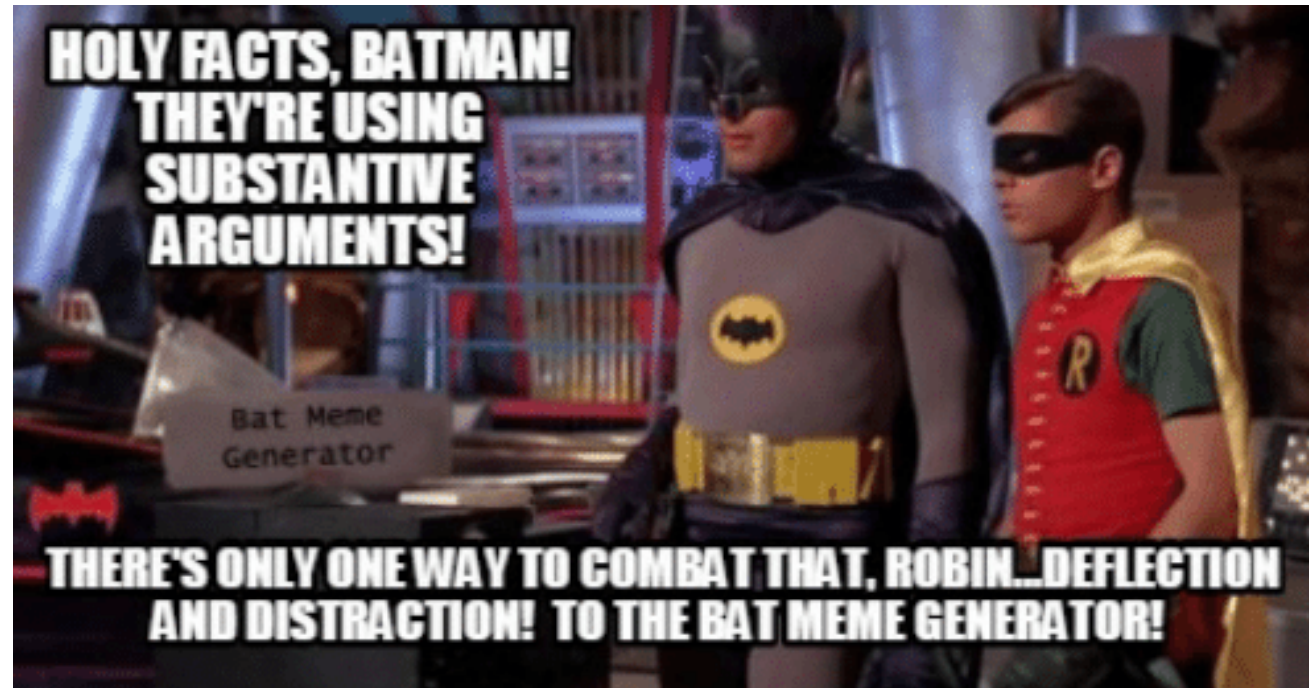- 4/12/22   Approved by BOR

THECB Curriculum Forms

See the Curriculum Handbook, pp. 5.
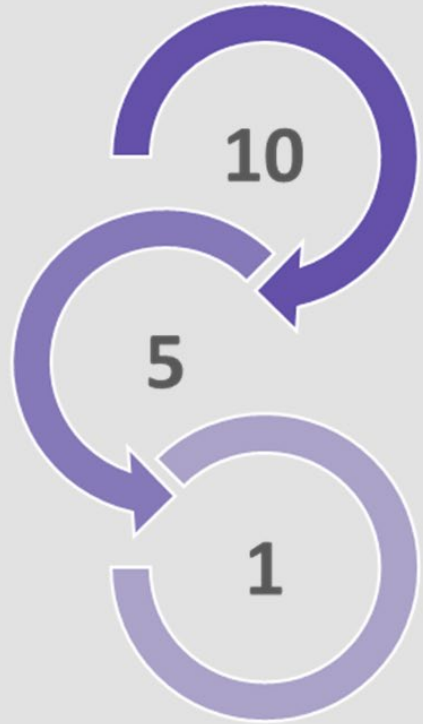
SACSCOC Substantive Change Prospectus

- https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf

Academic Program Review

- Inaugural year of new APR – 2020-21
- Continuous improvement (APR too!)
- Three types – 1 yr, 5 yr, 10 yr

APR Types

Academic Program Review (APR)

Self-Study Schedule and Contents

10 Year - Cumulative Review
- Improved APR for All
- < 31 Pages Content Prompts, Graphics, Responses
- Feedback Provided

5 Year - Brief Self-Report
- < 20 Pages Content Prompts, Graphics, Responses
- Feedback Provided

1 Year - Annual Check-up
- < 10 Pages Content Prompts, Graphics
- Feedback Provided

Each Cycle Uses:

*Key Metrics from Portal   *Program and Learning Outcomes   *All Levels (UG and G)   *Existing Tools and Processes

Future Updates & Expectations

- What to expect in 2021-22 APR format
- Data references
- Office of Institutional Research dedicated webpage
- Templates, videos, on-demand recording training, live scheduled custom training/assistance