This proposal for moving to three forms is **meant to** **inspire conversation about what we need to include on the curriculum forms** and in what order that information should appear. Once we determine what we (collectively in this committee and as representatives for college stakeholders) need, Mel and Tammy will work with IT to create a form that is more accessible than the current form.

Any new forms we create should have supporting documentation that includes examples, steps for filling out forms, and where to get guidance. (Tammy is happy to collate the committee’s ideas and draft supporting documentation for review.)

**NOTE 1**: It is important to consider this less as “just a form” than as a means to ensure our curriculum process is in alignment with current standards, both internal and external, and that the process is both meaningful and efficient.

**NOTE 2**: Modification of curriculum forms is in response to the need for forms which are more accessible and easier to understand. However, this work should not (in Tammy’s vision) be the “end game” but rather a small step as we begin broader discussions about curriculum development as part of the larger system at Lane. For example: How can we more effectively connect curriculum work to program and institutional work regarding alignment, assessment, and institutional effectiveness? How can we leverage technology and IT expertise to build a systems approach to curriculum development?

## **Form 1: Course Subject, Number or Title Change**

**Need chart showing current information and proposed information**

* Course number
* Full course title for print catalog
* Abbreviated course title for banner (30-character limit)
* Explanation for change

## **Form 2: NEW Courses**

PART 1: Context and Course Overlap

* Need box to check if course currently 199 or 299 experimental
  + Attach current syllabus or outline
* Rationale and context for new course:
  + Why is there a need for the course?
  + What is the workforce or transfer demand?
  + Which program or discipline does it fit into?
* Indicate overlap with other courses
  + List courses with similar topics and content.
  + How will this course's topics and content be differentiated?

PART 2: Course Details

* Program, discipline or department (where will the course live?)
* Course number (look at state info and ask curriculum specialist to ensure number can be used)
* Course title
* Prerequisites
* Co-requisites
* Grade option
* Credits and contact hours (lecture, lec/lab, lab)
* Professional/Technical: List all degree or certificate programs for which this course will be required.

PART 3: Outcomes, Topics, and Competencies (What should students know and be able to do as a result of taking this course?)

**Form should include a chart that can be filled out and which shows alignment among CLOs, program/discipline outcomes, course outcomes, and assessments.**

* Core Learning Outcomes: Identify 1-2 most relevant CLOs addressed in course
* Program/Discipline Outcomes: Identify relevant program or discipline-specific outcomes addressed in course
* Develop course outcomes which are aligned to program/discipline outcomes and CLOs
* Match outcomes and course assessments
* Course outline showing main topics and major competencies/skills addressed in the course
* Degree requirements
  + AAOT, ASOT-Bus, OTM curriculum maps

PART 4: Library Support and Resources

**What information and process is most useful for the library?**

PART 5: Divisional Review and Approval (to be completed by Dean and Administrative Assistant)

* Human, Physical, and Financial Resources
* Required Certifications
* Fees
* Divisional Recommendation

PART 6: College Approval (to be completed by Curriculum Committee Chair, Executive Dean for Academic Affairs, VP for Academic and Student Affairs)

## **Form 3: REVISED courses**

If more than a third of the course content (description, outline, assessments, topics, etc.) is changing, the course should undergo review by the division and Curriculum Committee.

PART 1: Context and Course Overlap

* Rationale and context for new course:
  + Why is there a need for the course revision?
  + What is the workforce or transfer demand?
  + Which program or discipline does it fit into?
* Indicate overlap with other courses
  + List courses with similar topics and content.
  + How will this course's topics and content be differentiated?

PART 2: Course Details

**Chart showing Current and Proposed course details so we can see at a glance what has changed**

* Program, discipline or department (where does the course live?)
* Course number
* Course title
* Prerequisites
* Co-requisites
* Grade option
* Credits and contact hours (lecture, lec/lab, lab)
* Professional/Technical: List all degree or certificate programs for which this course will be required.

PART 3: Outcomes, Topics, and Competencies (What should students know and be able to do as a result of taking this course?)

**Form should include a chart that shows current outcomes/assessment/alignment and proposed changes.**

* Core Learning Outcomes: Identify 1-2 most relevant CLOs addressed in course
* Program/Discipline Outcomes: Identify relevant program or discipline-specific outcomes addressed in course
* Develop course outcomes which are aligned to program/discipline outcomes and CLOs
* Match outcomes and course assessments
* Course outline showing main topics and major competencies/skills addressed in the course
* Degree requirements
  + AAOT, ASOT-Bus, OTM curriculum maps

PART 4: Library Support and Resources

**What information and process is most useful for the library?**

PART 5: Divisional Review and Approval (to be completed by Dean and Administrative Assistant)

* Human, Physical, and Financial Resources
* Required Certifications
* Fees
* Divisional Recommendation

PART 6: College Approval (to be completed by Curriculum Committee Chair, Executive Dean for Academic Affairs, VP for Academic and Student Affairs)