Academic Program Design and Assessment to Support Semester Conversion: A Guide for Faculty

California State University, East Bay
Office of Educational Effectiveness, APGS
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Contents
How this guide will help your program with semester conversion ........................................... 4
How does this guide support semester conversion? ................................................................. 4
How should academic programs proceed? ............................................................................... 4
What curriculum revision is required? ....................................................................................... 4
What additional deliverables are required for “transformation?” ........................................... 5
What is the current policy for required approvals? ................................................................. 5
Where can I get help? ............................................................................................................... 6
What are some additional resources? ....................................................................................... 6
Key Program Design Considerations ....................................................................................... 7
What is the role of our Institutional Learning Outcomes (ILOs)? ........................................... 7
What is a bachelor’s program? ................................................................................................. 7
How does Transfer Model Curriculum impact bachelor program design? ............................. 8
Graduate Programs ............................................................................................................... 8
What is a Master’s program? ................................................................................................. 8
What is the definition of graduate level instruction in the CSU? ............................................. 9
What constitutes an online program? ...................................................................................... 10
What are the options for elevating a concentration to a degree or making a change in degree type? ..................................................................................................................... 10
How are semester course units determined? ......................................................................... 10
Curriculum Planning .............................................................................................................. 11
What are the foundational questions of curriculum planning? .............................................. 11
How can I get a broad view from both the faculty and student perspectives? ...................... 11
Step 1: Review and revise program descriptions and learning outcomes for semesters .......... 12
What is a program description? ............................................................................................. 12
What is a program learning outcome? .................................................................................. 12
Do any of the existing PLOs require modification? ............................................................. 12
What are some tips for developing and strengthening PLOs? ............................................. 12
What are some examples of PLOs? ...................................................................................... 13
How many levels of learning outcomes are there? ............................................................. 13
What is Bloom’s Taxonomy and how is it useful? ............................................................... 14
Are there examples of action verbs for use in instructional planning using Bloom’s Taxonomy? 15
What does the nature of knowledge have to do with learning outcomes? .......................... 16
How do the levels of thinking and the domains of content knowledge work together as we prepare learning outcomes? ..............................................17
Is there a taxonomy for the affective domain? ..............................................18
Is there a taxonomy for the psychomotor domain? ..............................................20
How does assessment fit into the curriculum design process? ..............................................22
Step 2: Develop (or revise) curriculum maps and assessment plan ..............................................23
  What is curriculum mapping? ..............................................................................23
  What is the value of curriculum mapping? .........................................................23
  What are the guidelines for PLO(s)/course alignment? ........................................23
  What does a sample curriculum map look like? ..................................................24
  What is an assessment plan? ................................................................................24
  What is the purpose of assessment, and why is it important? ...............................25
  Why can’t we just use grades for purposes of PLO and ILO assessment? ...............25
  How can assessment be enhanced to better demonstrate mastery of learning? ..........25
  What is going on with ILO assessment at the university level and how does that affect our program? ..............................................................................27
Step 3: Develop/modify courses .............................................................................28
  Where should we start? .......................................................................................28
  How can courses be improved through High Impact Practices (HIPs)? ...................28
Program Design Templates ..................................................................................31
  Program Description and revised Program Learning Outcomes (PLO) template ..........31
  Curriculum Map #1: PLOs Aligned to Required and Elective Courses template ........32
  Curriculum Map #2: PLOs Aligned to ILOs template ..........................................33
  Five Year Assessment Plan template ..................................................................33
References .............................................................................................................34
Appendix 1: CSUEB Institutional Learning Outcomes ..............................................1
Appendix 2: CSUEB STAR Act Eligible Programs: effective through 2015-16 ..................5
Appendix 3: Step-By-Step Curriculum Conversion Checklist ......................................7
Appendix 4: Department and College Curriculum Committees Checklist ......................9
Appendix 5: Detailed Syllabus for Transformed Course Template ...............................10
Appendix 6: Deadlines for Programs and Departments ............................................13
How this guide will help your program with semester conversion

How does this guide support semester conversion?
The purpose of this guide is to provide academic programs with information and resources to support the start of their program design work for semester conversion and transformation. This includes providing program descriptions, program learning outcome statements, curriculum maps, and assessment plans. The guide was developed by Academic Programs and Graduate Studies, the Office of Semester Conversion, and the Faculty Development Semester Conversion Subcommittee. Definitions, examples, templates, and links are included, along with guidelines to clarify the conversion process from a faculty perspective. This is a unique opportunity to make meaningful changes to curriculum, instruction, and assessment.

How should academic programs proceed?
• Begin by reviewing the Key Program Design Considerations section.
• Next, complete Steps 1-3. This guide primarily supports the start of your conversion/transformation with guidelines and templates for:
  o Program description and revised PLO statements
  o Curriculum Map #1: PLOs aligned to required and elective courses
  o Curriculum Map #2: PLOs aligned to ILOs
  o Five Year Assessment
• Finally, complete the paperwork in the checklist below. There is also a Step-By-Step Curriculum Conversion Checklist in Appendix 3, and a Department and College Curriculum Committees Checklist in Appendix 4.

What curriculum revision is required?
Here is the checklist of requirements for all programs:

☐ Program Revision Materials (via Curriculog) Electronic forms currently available are on the APGS Curricular Revisions Procedures Information for Semester Conversion webpage.
  ☐ New Course Requests for all courses (all quarter-based courses will automatically be discontinued)
  ☐ Program Modification Requests (Concentrations – formerly named “options” - will be included in the Program Modification Requests, with indication of whether the concentration is new or revised)
  ☐ Minor Revision Requests
  ☐ Certificate, Credential, or Subject Matter Preparation Program Revision Request
☐ **Program Design Packet**: These templates are available now.
  - Program description and revised PLO statements
    (conversion-only programs are not required to revise PLOs but may wish to do so)
  - Curriculum Map #1: PLOs aligned to required and elective courses
  - Curriculum Map #2: PLOs aligned to ILOs
  - Five Year Assessment Plan

**What additional deliverables are required for “transformation?”**
- New or revised PLOs
- New or revised curriculum maps
- New or revised assessment plan
- Detailed syllabi for transformed course template
- New or revised roadmap: including GE, pre-requisite, required, and elective courses

**What is the current policy for required approvals?**
Once your program structure and requirements have been finalized and all course development is complete, the next step is to begin the curriculum approval process. Detailed information about this process will be available in the *Curricular Procedures Manual* (under revision). The number and type of forms required will depend on the extent of the changes being proposed, and the order of the approval may vary depending on your College and the type of curriculum change being requested. Consult your College Curriculum Coordinator for the proper routing in your College. This sequence is fairly typical:

- Department Chair review and approval
- College Dean/Associate Dean approval
- College Curriculum Committee approval
- University-wide review
- Forward to APGS for determination if the change is significant. If yes, go to next step.
- Submit to Senate committees as appropriate
Where can I get help?

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<th>Contact</th>
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<tbody>
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What are some additional resources?

- Semester Conversion Website
- Academic Senate Course Numbering Policy
- Academic Senate GE Framework
- Curricular Review Process policy
- Pre-requisite/Co-requisite Policy
**Key Program Design Considerations**

**What is the role of our Institutional Learning Outcomes (ILOs)?**

The California State University, East Bay Institutional Learning Outcomes (ILOs) are a shared, campus-wide articulation of expectations for all degree recipients (see appendix for ILOs).

Institutional Learning Outcomes serve to:
- orient students to their learning process,
- guide faculty, staff, and administrators as they design, develop, and update educational programs,
- provide a foundation for meaningful assessment and improvement, and
- represent CSUEB’s commitments to students and the greater community.

Both the broader Institutional Learning Outcomes and the more discipline-specific Program Learning Outcomes should be considered as you revise and transform programs to semesters.

**What is a bachelor’s program?**

A bachelor’s program is comprised of the core, required, and elective courses that lead to a degree. Unless an exception has already been approved by the CSU Chancellor’s Office, the bachelor’s degree will be 120 semester units (note the BFA must be between 120 and 132 semester units). A typical baccalaureate program will have the following features:

- Major units
  - at least 24 semester units for the Bachelor of Arts
  - at least 36 semester units for the Bachelor of Science
  - no more than 70 semester units for the Bachelor of Fine Arts
- General Education units (at least 48 semester units)
- Other requirements (may include extra units for American Institutions, etc., to be determined by CSUEB Academic Senate committees)

To ensure the integrity of degree programs, each approved degree title is to be associated with only one set of curricular requirements. The program core requirements within the major units should represent a sufficient number of required units so that the program’s student learning outcomes can be achieved by all enrolled students, regardless of concentration. Further, the requirements in the concentration should be minimal relative to the major core requirements. (CSU Source: Adding Options, Concentrations, Special Emphases and Minors).
**How does Transfer Model Curriculum impact bachelor program design?**

Through Senate Bill 1440 (also known as the Star Act), students are given guaranteed admission into the California State University (CSU) system, and further are given priority consideration when applying to a particular program that is similar to the student's community college major. The law prohibits the CSU from requiring a transferring student to repeat courses similar to those taken at the community college that counted toward their associate degree for transfer. Starting from the Fall 2011-12 academic year, it has been expected that community college students are able to declare an interest in pursuing specific transfer AA-T/AS-T degrees which match certain CSU BA/BS degrees. The curriculum pathway for these students is called a Transfer Model Curriculum (TMC).

Prior to conducting a curriculum review, please check and see if your department has a Transfer Model Curriculum (TMC). If your program currently has an approved TMC, please contact Kyle Burch, University Articulation Officer, at kyle.burch@csueastbay.edu to ensure that your revised curriculum meets the regulation and is compliant with SB1440.

The majors/options that currently have approved TMCs at CSUEB are listed in Appendix 2 of this guide and on the CSUEB Associate Degrees for Transfer webpage.

An excellent resource for curriculum planning is the [Course Identification Numbering System (C-ID)](http://www20.csueastbay.edu/faculty/senate/committees/cic/cic-14-15-14-15-docs/14-15-cic-35-master-prog-guidelines-and-q2s.pdf). C-ID is a supra-numbering system being developed to ease the transfer and articulation burdens in California's higher educational institutions. Currently, C-ID has over 280 approved descriptors and 21 draft descriptors from over 31 different disciplines.


**Graduate Programs**

**What is a Master's program?**

A master's program is comprised of the core, required and elective courses that lead to a degree including a capstone experience - a thesis, project or comprehensive exam. The program has a minimum of 30 semester units. Additionally, a minimum of 50 percent of all of the units required for the master's degree must be in stand-alone graduate level courses. Further information regarding semester conversion for master's programs will be forthcoming from the CIC Graduate Subcommittee. However, the general conversion principles that follow in this guide apply to both undergraduate and graduate programs.

What is the definition of graduate level instruction in the CSU?

“The graduate course deals with more complex ideas, materials, techniques, or problems than the undergraduate course and demands searching and exhaustive analysis.”

Graduate Students Possess:
- Maturity, responsibility, and scholarly integrity appropriate to study beyond the baccalaureate level.
- A broad base of knowledge, usually represented by the possession of the bachelor’s degree.
- Competence in the specified field, usually represented by a substantial body of upper division study in the field or in a closely related field.
- A command of basic techniques and skills essential for independent, self-directed study in the field.

A Graduate Course Requires:
- The identification and investigation of theory or principle.
- The application of theory to new ideas, problems, and materials.
- Extensive use of bibliographic and other resource materials with emphasis on primary sources of data.
- Demonstration of competence in the scholarly presentation of the results of independent study.
- More creative thinking than an upper division course.


Questions to ask for program design: What does a graduate of our Master's or Doctoral program look like?

- How will our graduating graduate student be different from the undergraduate?
- How will our graduate be able to think, behave, and contribute to our diverse society?
- What theories, concepts, systems and techniques will he/she be able to apply?
- What skills, attitudes, and beliefs should our graduate students practice?

Adapted from: http://www.uc.edu/content/dam/uc/cetl/docs/ProgramBased_SLOmodules1.pdf
Sample Graduate Program Curriculum Map

<table>
<thead>
<tr>
<th>Example</th>
<th>Program Learning Outcomes</th>
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<tr>
<td>Courses</td>
<td>PLO #1</td>
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<td><strong>689, 691, 692, or 699</strong></td>
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* Required course for major
**All graduate programs must include one of the following: 689: Project; 691: University Thesis; 692: Comprehensive Exam Review; 699: Department Thesis

What constitutes an online program?
Programs that are comprised of 50% or more online and/or hybrid coursework (a hybrid course counts as .50 online) are considered “online programs” by WASC so must get WASC approval. If your program revision contains any pathway that is 50% or more online and is not already approved as an online program, please consult with your Dean’s office and APGS as soon as possible.

What are the options for elevating a concentration to a degree or making a change in degree type?
If your program is considering any of the major changes (e.g. M.A. to M.S, B.A. to B.S., etc.) please consult with your Dean’s office and Donna Wiley in APGS immediately. All of these changes require Chancellor’s Office approval.

How are semester course units determined?
The number of units to be assigned to individual courses in a degree program is a decision made by the faculty in each program. Using Title 5 guidelines and CSU Chancellor’s Office policies, many typical semester courses will be 3 units of credit (1 semester unit = 15 instructional hours per semester or 1 hour of class time per week), and a typical semester lab will be 1 unit of credit (3 hours of laboratory time per week). Here is the link to the Quarter to Semester Unit Conversion Calculator. For more information about the types of course classifications and hours they meet per week, see the CSU Course Classification System document in the Curricular Procedures Manual.
Curriculum Planning

What are the foundational questions of curriculum planning?

In Basic Principles of Curriculum Planning (1949, 2013), Ralph W. Tyler posed questions about curriculum planning that continue to be relevant today:

**Key Questions**

- What educational outcomes should we seek to attain?
- What learning experiences are likely to be useful in attaining these outcomes?
- How can those learning experiences be organized for effective instruction?
- How can the effectiveness of learning be assessed?

**Curriculum Planning**

- Developing PLOs and SLOs
- Designing pedagogy, including HIPS
- Curriculum mapping
- Course and program-level assessment

*Source: Ralph Tyler, Basic Principles of Curriculum Planning, (1949, 2013)*

How can I get a broad view from both the faculty and student perspectives?

In designing course outcomes:

- Start first by examining the broad outcomes expected of all students, the ILOs
- Then work with those outcomes in mind as you consider your PLOs
- Design course outcomes that will lead to the achievement of both program and institutional outcomes
- Individual faculty plan the unit and lesson outcomes within their own courses

Students experience the curriculum in reverse:

- Students first participate in experiences that address lesson and unit outcomes
- The accumulation of experiences in achieving the lesson and unit outcomes should culminate in the attainment of the course outcomes (SLOs)
- The learning that results from these experiences accumulates as students proceed through the courses and other experiences in the program and attain the PLOs
- Learning should demonstrate increasing levels of sophistication and integration of skills as students' progress through the program

*Adapted from* http://assessment.uconn.edu/primer/mapping1.html
Step 1: Review and revise program descriptions and learning outcomes for semesters

What is a program description?
A program description includes a summary, its purpose and strengths, and fit with the institutional mission. It may also explain program philosophy, design, target population, and any distinctive pedagogical methods.

What is a program learning outcome?
Program learning outcomes (PLOs) are statements that describe what learners will know and be able to do when they graduate from a program - consistent themes that carry over from course to course. This includes the level of mastery and depth of disciplinary knowledge (knowledge, skills, and dispositions) that faculty expect of all program graduates. The conversion to semesters provides a great opportunity to examine your program's existing PLOs and (re)align them with campus ILOs.

Do any of the existing PLOs require modification?
PLOs do not necessarily need to change because of the conversion to semesters. However, faculty may elect to modify, add, or remove PLOs to more clearly reflect what the program expects of today's graduates and to further refine their curricula. Each program should have approximately four to eight well-crafted PLOs.

What are some tips for developing and strengthening PLOs?
Consider starting the conversation with faculty by asking the question:

*What does an ideal graduate of our program look like?*

- How will our graduate be able to think and behave?
- What theories, concepts, systems, and techniques will s/he be able to apply?

Outcomes incorporate **ACTION VERBS** (such as identify, distinguish, diagram, etc.) to describe what students are expected to do to demonstrate they have achieved faculty expectations for learning. They also include a **DESCRIPTION** explaining the knowledge, skill, attitude, value, or competency expected. For example:

Students who graduate with a BS in Veterinary Science will be able to:

- **Identify** (action verb) key components of animal anatomy, biology and physiology (description)
- **Write and speak** clearly and persuasively on veterinary science issues
- Critically and creatively **analyze** research data and **formulate** a testable hypothesis
- **Generate** a personal ethical position regarding treatment of animals
What are some examples of PLOs?

*Anthropology:* Examine human diversity holistically and scientifically, discriminating among and analyzing conceptions and misconceptions of ethnicity, “race,” and human biological variation.

*Biology:* Apply methods of scientific inquiry by formulating testable hypotheses, collecting and analyzing data, and reporting conclusions.

*Business:* Integrate functional knowledge and critical thinking skills to address opportunities and solve business problems.

*Counseling:* Work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments.

*Criminal Justice:* Analyze and discuss issues of crime and justice from different perspectives that reflect critical and independent thinking.

*Health Sciences:* Evaluate scientific and policy research to solve problems in the health care sciences.

*Nursing:* Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community.

*Teacher Education:* Identify, describe, and evaluate a variety of factors that influence integration of technology into K-12 curricula in California public schools.

How many levels of learning outcomes are there?

Our university has Institutional Learning Outcomes (ILOs) for all students. Each of our programs has Program Learning Outcomes (PLOs). Each of our courses has course level outcomes (sometimes called learning objectives or Student Learning Outcomes). So we are dealing with three levels of outcomes—what the university expects, what the program expects, and what the individual instructor expects.

When planning program revisions to deliver learning outcomes:

- start with the broad outcomes expected of all students: ILOs;
- then work from there to design academic program outcomes: PLOs;
- finally, design course outcomes that will lead to the achievement of both program and institutional outcomes.
What is Bloom's Taxonomy and how is it useful?

Bloom’s Taxonomy of learning objectives (in the cognitive domain) is a common tool used by faculty for creating clear and meaningful learning outcomes.

Beginning in 1948, a group of educators undertook the task of classifying education goals and objectives for three domains:

- Cognitive domain (intellectual capability, mental skills, i.e., *Knowledge*)
- Affective domain (growth in feelings, emotions, or behavior, i.e., *Attitude*)
- Psychomotor domain (manual or physical skills, i.e., *Skills*)

The intention was to create classification systems that could be useful for planning curriculum, instruction, and assessment. The most widely used of the three systems is the one in the cognitive domain, and it is probably the one most useful in our planning.

The taxonomy identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.

A revision published by Lorin Anderson and his collaborators in 2001, *A Taxonomy for Learning, Teaching, and Assessing: Revision of Bloom’s Taxonomy of Educational Objectives*, has gained wide acceptance. Its authors, two of whom also collaborated on the original taxonomy, describe their work as an extension of the original framework rather than a replacement.

In the revised taxonomy, *evaluation* is no longer the highest level of the pyramid. A new category, *creating*, claims the peak. (This category was originally known as synthesis.) Another significant change is that category names are no longer nouns, but verbs. For example, what had been known as knowledge has been replaced with *understanding*. As a consequence, objectives developed using the revised taxonomy now describe students’ thinking processes. The revised taxonomy appears below. It can be a guide for us in thinking about the curriculum sequences we design for students, the kinds of learning activities we engage them in, and the ways we assess what they have achieved.

![Bloom's Taxonomy Diagram](image)

**Creating**: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

**Evaluating**: Present and defend positions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.

**Analyzing**: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

**Applying**: Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way.

**Understanding**: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

**Remembering**: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.

*Adapted from Anderson, Lorin W., David R. Krathwohl, and Benjamin Samuel Bloom. A taxonomy for learning, teaching, and assessing: A revision of Bloom’s taxonomy of educational objectives. Allyn & Bacon, 2001.*
Are there examples of action verbs for use in instructional planning using Bloom’s Taxonomy?

Undergraduates at the junior and senior level can be expected to achieve higher order thinking: analyzing, evaluating, and creating. Graduate students are expected to achieve the highest levels of thinking.

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<th>Definitions</th>
<th>Remembering</th>
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<th>Applying</th>
<th>Analyzing</th>
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<th>Creating</th>
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<tr>
<td>Bloom’s Definition</td>
<td>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers</td>
<td>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.</td>
<td>Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way.</td>
<td>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.</td>
<td>Present and defend opinions by making judgements about information, validity of ideas, or quality of work based on a set of criteria.</td>
<td>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</td>
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| Verbs | Choose | Define | Find | How | Label | List | Match | Name | Omit | Recall | Relate | Select | Show | Spell | Tell: | What | When | Where | Which | Who | Why |
|-------|--------|-------|------|----|-------|-----|------|-----|------|-------|-------|-------|-----|-------|----|-----|------|-------|-----|-----|
|       | Classify | Compare | Contrast | Demonstrate | Explain | Extend | Illustrate | Infer | Interpret | Outline | Relate | Rephrase | Show | Summarize | Translate | Apply | Build | Choose | Construct | Develop | Experiment | Identify | Interview | Make use of | Model | Organize | Plan | Select | Solve | Utilize | Analyze | Assume | Classify | Compare | Conclude | Contrast | Discover | Dissect | Distinguish | Divide | Examine | Function | Infer | Inspect | Simplify | Survey | Take part in | Test for | Agree | Appraise | Assess | Choose | Compare | Conclude | Criteria | Decide | Deduct | Defend | Determine | Disprove | Disprove | Estimate | Evaluate | Explain | Influence | Interpret | Judge | Justify | Mark | Measure | Opinion | Prioritize | Prove | Rate | Recommend | Rule on | Select | Support | Test | Value | Adapt | Build | Change | Choose | Combine | Compile | Compose | Construct | Create | Delete | Design | Develop | Discuss | Elaborate | Estimate | Formulate | Imagine | Improve | Invent | Make up | Maximize | Minimize | Modify | Originate | Plan | Predict | Propose | Solve | Suppose | Test |

What does the nature of knowledge have to do with learning outcomes?

There are many ways to look at the kinds of content knowledge we want students to learn in our individual disciplines. One simple and useful way is to consider the knowledge acquired (e.g. factual, conceptual, procedural, or metacognitive) meaning principally that students can think about their own thinking processes. These domains of knowledge can be considered as a continuum. We want to assure that students who graduate from our institution can think in sophisticated ways.

The Knowledge Dimension – major types and subtypes (cognitive domain)

www.celt.iastate.edu/pdfs-docs/teaching/RevisedBloomsHandout.pdf
How do the levels of thinking and the domains of content knowledge work together as we prepare learning outcomes?

We generally use a verb to describe the kind of thinking involved and then the object of that verb is the kind of knowledge required, when we write student outcomes. The following chart illustrates the intersection of thinking skills and content knowledge. Iowa State University's online version is interactive and shows examples of each intersection.

www.celt.iastate.edu/pdfs-docs/teaching/RevisedBloomsHandout.pdf
Is there a taxonomy for the affective domain?

While the cognitive domain focuses on knowledge, the affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivations, and attitudes. The five major categories are listed from the most complex behaviors (Internalizes Values) to the simplest behavior (Receiving Phenomena):

<table>
<thead>
<tr>
<th>Affective Domain Category</th>
<th>Example and Key Words (verbs)</th>
</tr>
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</table>
| **Internalizes Values (characterization):**| **Examples:** Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.  
**Key Words:** acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies |
| **Organization:**                          | **Examples:** Recognizes the need for balance between freedom and responsible behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.  
**Key Words:** compares, relates, synthesizes |
| **Valuing:** The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable. | **Examples:** Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.  

**Key Words:** appreciates, cherish, treasure, demonstrates, initiates, invites, joins, justifies, proposes, respect, shares |

| **Responds to Phenomena:** Active participation on the part of the learners. Attend and react to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation). | **Examples:** Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practice them.  

**Key Words:** answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, presents, tells |

| **Receiving Phenomena:** Awareness, willingness to hear, selected attention. | **Examples:** Listen to others with respect. Listen for and remember the name of newly introduced people.  

**Key Words:** acknowledge, asks, attentive, courteous, dutiful, follows, gives, listens, understands |

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Adapted from [http://www.nwlink.com/~donclark/hrd/Bloom/affective_domain.html](http://www.nwlink.com/~donclark/hrd/Bloom/affective_domain.html)
Is there a taxonomy for the psychomotor domain?

While the cognitive domain focuses on knowledge, and the affective domain on attitude, the psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. Thus, psychomotor skills range from manual tasks, such as digging a ditch or washing a car, to more complex tasks, such as operating a complex instrument or dancing. They are listed from the most complex behavior (Origination) to the simplest (Perception):

<table>
<thead>
<tr>
<th>Psychomotor Domain Category</th>
<th>Example and Key Words (verbs)</th>
</tr>
</thead>
</table>
| **Origination**: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills. | **Examples**: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.  
**Key Words**: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates. |
| **Adaptation**: Skills are well developed and the individual can modify movement patterns to fit special requirements. | **Examples**: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).  
**Key Words**: adapts, alters, changes, rearranges, reorganizes, revises, varies. |
**Complex Overt Response (Expert):** The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.

**Examples:** Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.

**Key Words:** assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

**Mechanism** (basic proficiency): This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.

**Examples:** Use a personal computer. Repair a leaking faucet. Drive a car.

**Key Words:** assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

**Guided Response:** The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.

**Examples:** Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.

**Key Words:** copies, traces, follows, react, reproduce, responds

**Set:** Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person’s response to different situations (sometimes called mindsets).

**Examples:** Knows and acts upon a sequence of steps in a manufacturing process. Recognize one’s abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the “Responding to phenomena” subdivision of the Affective domain.

**Key Words:** begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.

**Perception (awareness):** The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.

**Examples:** Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.

**Key Words:** chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.

*Adapted from http://www.nwlink.com/~donclark/hrd/Bloom/psychomotor_domain.html*
How does assessment fit into the curriculum design process?

After outcomes have been established, and before the instruction is planned, it is a good time to consider how faculty will know that students have achieved the stated outcomes. If we know what we expect students to be able to create, perform or produce at the end, it is much easier to plan the instructional activities and experiences most likely to make them successful. In this approach, the curriculum is purposefully organized so that students are likely to achieve the outcomes.

![Diagram]

*Adapted from Understanding by Design: Stages of Backward Design*
Step 2: Develop (or revise) curriculum maps and assessment plan

What is curriculum mapping?
A curriculum map is a table or matrix that shows where learning outcomes are fostered in a program. It is developed by program faculty to chart the relationship between the program outcomes (PLOs) and what is taught in the core courses. It can provide a basis for making decisions about teaching and learning at both the course and the program levels. It can also be useful to faculty in the process of conversion from quarters to semesters, as it focuses attention on how what we are teaching relates to what we have stated as our goals for students to attain.

What is the value of curriculum mapping?
The curriculum mapping process helps determine any gaps or unintended repetitions by charting what is planned and what is actually occurring in individual courses and across the program. By explicitly identifying which learning outcomes are addressed in each course, programs can more easily determine whether the program addresses all learning outcomes in a balanced way, or whether there are gaps or an overemphasis on any particular learning outcome. The curriculum map also makes it easier for faculty to check the sequencing of courses throughout the program to assure students the opportunity to achieve mastery of the program’s PLOs.

What are the guidelines for PLO(s)/course alignment?
Using both the ILOs and your program’s PLOs, use a curriculum map template from your college or one of the Assessment Plan Templates at the end of this guide to map pre-requisite and required courses for a student’s program of study. List the core program course numbers and mark/map their alignment by identifying within courses where each PLO is Introduced, Developed, and Mastered. In addition, indicate where each PLO will be Assessed for mastery.

All required courses must align with at least one PLO, and all PLOs must align with at least one required course. While assessment of course-level student learning occurs in all courses for the purpose of providing students with feedback and evaluation, in courses where the PLO is mastered, the Committee on Academic Planning and Review (CAPR) requires that there will be assessment of that mastery for the purpose of program assessment. Mastery in a PLO may be assessed in one or in several courses.

In addition, all academic degree programs’ learning outcomes (PLOs) should be aligned in the curriculum map with the ILOs indicating where a program learning outcomes aligns with an Institutional Learning Outcomes the program faculty select. These are in addition to two ILOs that the program faculty aligns with one of its PLOs. The program will identify an assignment in one or more upper-division major courses which can be sampled for secondary assessment of student work according to the University’s ILO assessment cycle. (This process is overseen by the GE Sub-Committee and the ILO Sub-Committee of the Senate.) Programs are encouraged to coordinate this assessment with their program assessment processes and timelines. Resources are available from the Office of Educational Effectiveness Services to assist programs with the development of assignments, collection of student work, etc.
What does a sample curriculum map look like?

<table>
<thead>
<tr>
<th>Courses</th>
<th>PLO #1</th>
<th>PLO #2</th>
<th>PLO #3</th>
<th>PLO #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>100*</td>
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<td></td>
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<tr>
<td>110*</td>
<td>I, D</td>
<td></td>
<td>I, D</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td></td>
<td>D</td>
<td></td>
<td></td>
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<tr>
<td>202*</td>
<td></td>
<td>D</td>
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<td>300</td>
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<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>310</td>
<td></td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>405*</td>
<td>M</td>
<td>M (A)</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>499*</td>
<td>M (A)</td>
<td>M (A)</td>
<td>M (A)</td>
<td>M (A)</td>
</tr>
</tbody>
</table>

* Required course for major

Students who graduate with a BS in Veterinary Science will be able to:

PLO #1: Identify (action verb) key components of animal anatomy, biology and physiology (description)

PLO #2: Write and speak clearly and persuasively on veterinary science issues

PLO #3: Critically and creatively analyze research data and formulate a testable hypothesis

PLO #4: Generate a personal ethical position regarding treatment of animals

**Course numbering guidelines (see Curriculum Map #1 template)

I = Introduced
D = Developed and practiced with feedback
M = Demonstrated at the mastery level appropriate for graduation
(A) = Assessment of mastery (this will be included in your assessment plan)

What is an assessment plan?

A five-year assessment plan is developed by each program with the goals of self-evaluation and curricular revitalization to plan for the challenges of the future and maintain leadership in their respective field. Program review is extremely important for development of informed decisions about program, faculty and student needs, resource allocation, and management.

All program PLOs must be assessed within a five-year cycle (see Program Design templates). Indicate the year that each of the PLOs will be assessed. Assessment results will be reported annually to CAPR and summarized in the five-year review.
What is the purpose of assessment, and why is it important?
The purpose of student learning assessment at CSUEB is to continually improve the quality of our academic and co-curricular programs. Faculty answer the questions “How are students doing in achieving the outcomes we have established for them?” and “What does this tell us about how we might strengthen our curriculum and/or our instructional practices? Faculty design and conduct the assessments, and the entire campus commits to supporting a culture of evidence and a spirit of inquiry. Assessment is conducted at three different levels:

1. At the course level, the instructor creates and carries out assessments to provide feedback to students and use in grading.
2. At the program level, the program faculty create and carry out assessments to learn about their program’s effectiveness, report to CAPR and plan program improvements.
3. At the institutional level, secondary review of (anonymous) samples of student work allows faculty to see how students are performing overall and to reflect on the effectiveness of curriculum and instruction across the entire University.

Learn more about assessment from the Academic Programs and Graduate Studies Student Learning Assessment Guide here.

Why can’t we just use grades for purposes of PLO and ILO assessment?
Faculty sometimes ask why it is that the university can’t assess ILOs and PLOs by using students’ grades. There are a number of reasons why this is not a good idea – especially for ILO assessment. Chief among them is the preservation of academic freedom for faculty. To use grades in any statistically meaningful way for institution-wide assessment would require standardizing grading policies. As it is, some faculty give extra credit and others don’t, some allow make-up work and others don’t, some require participation or attendance and others don’t, and so forth. Each faculty member makes those choices and, in order to preserve that freedom, the university would not want to impose, for ILO assessment purposes, any standardized grading practices.

How can assessment be enhanced to better demonstrate mastery of learning?
Consider strengthening course assignments, especially those demonstrating mastery in undergraduate upper division courses.

Strong assessments (assignments) often:

- Align appropriately to the outcome
- Help students achieve multiple learning outcomes.
- Have real-world application.
- Are designed at the level of targeted performance (e.g. senior level undergraduate work should achieve higher order thinking).
- Are designed in the medium(s) appropriate for the discipline or GE area (paper, presentation, project, portfolio, performance, internship, activity, skill demonstration, or product).
- Make meaningful use of students’ learning time.
Consider breaking a large assignment into smaller assignments (with clear, concrete prompts) that are due at different times. This provides students more opportunities to improve skills and confidence by receiving faculty feedback before final work is due. This approach also reduces panic, last minute work, and plagiarism and helps faculty target feedback to students in high priority areas.

Consider Using Signature Assignments: In courses where mastery is assessed – such as a Capstone course, a signature assignment may be appropriate. This is a single assignment used in multiple sections of a course that is clearly aligned with learning outcomes, and well designed - often as a collaborative venture by faculty (to get the full perspective). Signature assignments also enable faculty to collect common information across course sections for program and ILO review.

Use Rubrics: A rubric is a faculty-developed scoring guide for use in assessing student work along specific dimensions. Rubrics can be developed and applied to virtually any student work such as a paper, portfolio performance, or multimedia product. Rubrics help faculty make grading more consistent, accurate, and unbiased. Rubrics help students to better understand faculty expectations, inspire better performance, provide a clearer picture of strengths and weaknesses, and reduce arguments about grading practices.

New for fall 2015 is a CSUEB Rubrics Library, a Blackboard resource. This organizational site is now available to faculty to share and use rubrics for course assignments. They are simple to download from the site into your course and easy to customize.

Available on the Rubrics Library Blackboard site are:
- Institutional Learning Outcome rubrics that have been developed by CSUEB faculty.
- Disciplinary rubrics that have been either developed by faculty or identified as being useful.
- Link to a peer-reviewed database of sample rubrics and course assignments.
- Links to additional resources.

To access the site:
Log onto Blackboard, first select “Organizations and Clubs.”
If you have a rubric you would like to share with colleagues or like support using rubrics in your course, contact Bernie Salvador bernie.salvador@csueastbay.edu or Julie Stein julie.stein@csueastbay.edu.

**What is going on with ILO assessment at the university level and how does that affect our program?**

A plan for assessing how well we are doing as a university in supporting our students to attain the ILOs upon graduation was developed by the ILO sub-committee, endorsed by CIC and adopted by the Senate (May, 2015). This [Senate policy](#) calls for each program to align its PLOs to a minimum of two ILOs. Beginning in 2018, programs will be required to provide student work from a class assignment for secondary assessment for two aligned ILOs. The PLOs must have individual senior-level course assignments, called key assignments. Student work will be made available for secondary scoring by the faculty of either the ILO Sub-Committee or the GE Sub-Committee, using a rubric developed by university-wide faculty for that ILO.

The secondary review process is conducted by the faculty committee members using the Outcomes feature of Blackboard. The system randomly selects a small percentage of student assignments and distributes them to the faculty reviewers for rating, using the faculty-approved university rubric. Assignments can be writing, photographs, video clips, etc., but must be submitted by the students to Blackboard as assignments. Results of this process are used for the faculty to determine how well our students are doing overall at attaining the ILOs by graduation so that we can continually improve our curriculum and instruction.

As you create your program’s Curriculum Map #1 (described in a following section), program faculty should think about which of the courses will contain a key assignment for assessing the two ILOs with which the program is choosing to align. As an example, below is the faculty-developed rubric for critical thinking that will be applied (pending Senate approval) to student work samples in the area of Critical Thinking.

<table>
<thead>
<tr>
<th>Explanation of factors</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of evidence</td>
<td>Provides sufficient evidence to support claims and conclusions made</td>
<td>Provides some evidence to support claims and conclusions made</td>
<td>Provides little information to support claims and conclusions made</td>
<td>Lacks information to support claims and conclusions made</td>
</tr>
<tr>
<td>Context, assumptions</td>
<td>Thoroughly analyzes strengths and weaknesses of one’s own and others’ assumptions, carefully evaluates influence of context</td>
<td>Analyzes strengths and weaknesses of one’s own and others’ assumptions; evaluates context</td>
<td>Minimally analyzes strengths and weaknesses of one’s own and others’ assumptions; minimally evaluates context</td>
<td>Fails to analyze strengths and weaknesses of one’s own and others’ assumptions; does not evaluate context</td>
</tr>
<tr>
<td>Alternative viewpoints</td>
<td>Carefully evaluates all relevant alternative viewpoints</td>
<td>Evaluates most of the relevant alternative viewpoints</td>
<td>Evaluates some of the relevant alternative viewpoints</td>
<td>Evaluates little/no of the relevant alternative viewpoints</td>
</tr>
<tr>
<td>Statement of position</td>
<td>States a clear position that is original or innovative, as appropriate</td>
<td>States a relatively clear position that has some originality or innovation, as appropriate</td>
<td>States a position that lacks originality or innovation</td>
<td>Does not state a position</td>
</tr>
<tr>
<td>Conclusions, implications, and consequences</td>
<td>Conclusions, implications, and consequences flow from student’s analysis</td>
<td>Conclusions, implications, and consequences generally flow from student’s analysis</td>
<td>Conclusions, implications, and consequences minimally flow from student’s analysis</td>
<td>Conclusions, implications, and consequences do not flow from student’s analysis</td>
</tr>
</tbody>
</table>

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*Semester Conversion Guide*  
*Updated September 25, 2015*  
*Page 27*
Step 3: Develop/modify courses

Where should we start?
Using the information you have gathered from your initial work on your PLOs and curriculum map, you can validate, modify or propose new courses. Review the student learning outcomes (SLOs) for each course to assure they support the PLOs. Using action verbs and a description, clearly state the specific and measurable knowledge, skills, and/or behaviors of students that will demonstrate learning has occurred and form the basis for assessment of that learning. Essential characteristics of student learning outcomes are that they are **clear, specific** and **measurable**. This means they are worded in terms of observable student behaviors (not faculty behaviors) with action verbs.

**How can courses be improved through High Impact Practices (HIPs)?**
While there are a number of best practices for program and course design, one of the most widely tested teaching and learning practices is High-Impact Educational Practices (outlined below).

The process of converting to semesters provides a perfect opportunity for program faculty to consider these practices and where some of them might fit into the program’s coursework. Consider participating in HIPs workshops on campus between September 2015 and May 2016 on Diversity, Community Based Learning, Global Learning and Sustainability, Writing Intensive Courses, and Collaborative Assignments and Projects and earning a High Impact Practices certificate. **For more information about the HIPs certificate, contact the Office of Faculty Development: http://www20.csueastbay.edu/faculty/ofd/index.html.**

For those HIPs that are chosen for your course or program, consider how they would impact total units for the course, lab, or seminar.

**First-Year Seminars and Experiences**
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

**Common Intellectual Experiences**
The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.
Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.
Service Learning, Community-based Learning
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Characteristics of Effective High Impact Educational Practices
- Performance expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended period of time
- Interactions with faculty and peers about substantive matters
- Experiences with diversity
- Frequent, timely and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence.

Program Design Templates

You can use these guidelines as-is or modified to fit your program or specialized accreditation needs. The templates are available on the APGS Learning and Assessment webpage

Program Description and revised Program Learning Outcomes (PLO) template

Program description: Name of program, summary, purpose and strengths, fit with the institutional mission, program philosophy, design, target population, and any distinctive pedagogical methods.

Students graduating with a (B.A/B.S./M.A/M.S./etc.) in (Program Name) from California State University, East Bay will be able to:

1.
2.
3.
4.
5.
Curriculum Map #1: PLOs Aligned to Required and Elective Courses template

- Provide a course title and new number for all required and elective courses. Indicate if required (R) or elective (E) course.
- For all required courses, use an I = Introduce, D = Develop, M = Master, and A= Assess.

<table>
<thead>
<tr>
<th>PLOs</th>
<th>R/E</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
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</tbody>
</table>

Assigning course numbers

Here is the academic senate policy (pending president approval) for numbering semester-based courses:

<table>
<thead>
<tr>
<th>Number Range</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-99</td>
<td>Remedial courses (generally, 80-99 will be used) and courses with such numbers shall not be eligible for baccalaureate credit.</td>
</tr>
<tr>
<td>100-299</td>
<td>Lower division courses</td>
</tr>
<tr>
<td>300-499</td>
<td>Upper division courses</td>
</tr>
<tr>
<td>500-599</td>
<td>Post-baccalaureate (including credential) or professional oriented courses</td>
</tr>
<tr>
<td>600-699</td>
<td>Master's level courses</td>
</tr>
<tr>
<td>700-799</td>
<td>Doctoral level courses</td>
</tr>
<tr>
<td>900-999</td>
<td>May be used for record keeping purposes for transfer courses that are not articulated with CSUEB courses</td>
</tr>
</tbody>
</table>

The following numbers shall be reserved across all prefixes:

<table>
<thead>
<tr>
<th>Number Range</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>490, 690</td>
<td>Independent study</td>
</tr>
<tr>
<td>398, 498, 698</td>
<td>Co-op Education</td>
</tr>
<tr>
<td>499</td>
<td>Capstone</td>
</tr>
<tr>
<td>495, 695</td>
<td>Practicum</td>
</tr>
<tr>
<td>497, 697</td>
<td>Issues in... (Such courses will automatically be entered in the Catalog for any degree-granting program with the courses description, “Readings, discussions, and research on contemporary and/or significant issues in (the field).” and are not subject to infrequently-offered courses policies.</td>
</tr>
<tr>
<td>689</td>
<td>Project</td>
</tr>
<tr>
<td>691</td>
<td>University Thesis</td>
</tr>
<tr>
<td>692</td>
<td>Comprehensive Exam Review</td>
</tr>
<tr>
<td>699</td>
<td>Department thesis</td>
</tr>
</tbody>
</table>
Curriculum Map #2: PLOs Aligned to ILOs template

Place an “X” next to PLOs that align to Institutional Learning Outcomes. **Senate policy** calls for each program to align its PLOs to a minimum of two ILOs.

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking and Reasoning:</strong> think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.</td>
<td></td>
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</tr>
<tr>
<td><strong>Communication:</strong> communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.</td>
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</tr>
<tr>
<td><strong>Diversity:</strong> apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.</td>
<td></td>
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</tr>
<tr>
<td><strong>Collaboration:</strong> work collaboratively and respectfully as members and leaders of diverse teams and communities.</td>
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</tr>
<tr>
<td><strong>Sustainability:</strong> act responsibly and sustainably at local, national, and global levels.</td>
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</tbody>
</table>

**Five Year Assessment Plan template**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td>Use rubric to assess in Course # XXX name</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Brief description of assessment (e.g. portfolio, project)</td>
<td></td>
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<tr>
<td>PLO 2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PLO 3</td>
<td></td>
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<tr>
<td>PLO 4</td>
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<td></td>
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<tr>
<td>PLO 5</td>
<td></td>
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</tbody>
</table>

**Closing the Loop:** Programs will provide a narrative discussion of annual assessment results, analysis of those results, and any changes made as a result. This includes curriculum changes, pedagogy changes, changes in PLO’s, course SLO’s, etc. These results will be reported to CAPR.
References


Institutional Learning Outcomes

History: 11-12 CAPR 12
Senate Approved May 8, 2012
President Approved May 24, 2012

INSTITUTIONAL LEARNING OUTCOMES PREAMBLE

The California State University East Bay Institutional Learning Outcomes (ILOs) express a shared, campus-wide articulation of expectations for all degree recipients. They are developed both in the classroom and co-curricular environments. Success in all disciplines requires inquiry, imagination, collaboration and analysis that serve to extend our understanding of the world and create effective new responses to professional, personal, and civic challenges and opportunities. Our ILOs define the broad areas of knowledge, skills, abilities, and values that graduates of CSUEB are expected to develop as a result of their general education, major studies, and co-curricular activities. Through development of the higher order capacities represented by the CSUEB ILOs, students acquire the habits of lifelong learning and community engagement that prepare them to effectively apply their skills personally and professionally.

Graduates of CSUEB will be able to:

- think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;

- communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;

- apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;

- work collaboratively and respectfully as members and leaders of diverse teams and communities;

- act responsibly and sustainably at local, national, and global levels;

- demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.
THINKING AND REASONING

Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.
Success in all disciplines requires creativity and skills in inquiry and analysis that expand the understanding of the world and generate solutions to professional, personal, and civic problems. Our graduates must be competent in identifying problems, accessing information, differentiating and evaluating theories and ideas, analyzing data, making reasoned decisions, and transforming ideas or solutions into new forms. Thus, critical thinking practices--creative, analytical, and quantitative--act synergistically to form the foundation for all of the other learning outcomes.

Thinking and reasoning competencies include:
- understanding the limits of one's own assumptions and knowledge and being open to changing one's mind in the face of new situations and evidence;
- stating and evaluating assumptions with awareness of personal biases and other's perspectives;
- recognizing, selecting, and evaluating the relevancy and validity of quantitative and qualitative evidence and information;
- synthesizing and applying ideas and information from multiple sources and disciplines;
- applying scientific reasoning and quantitative and statistical methods to interpret data, predict outcomes, and make decisions;
- clearly communicating the results, justifications, and supporting evidence for a line of reasoning;
- creating alternative visions, learning from failure, and transforming existing ideas to create new solutions.

COMMUNICATION

Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.
Developing strong oral, written, and creative communication skills is an important learning outcome for our graduates because these skills are fundamental to active participation in a democratic society and to achievement in professional life after graduation. Communication implies an exchange between two or more people, so communication is about expressing one’s own ideas, perspectives, and values as well as understanding the ideas, perspectives, and values of others.

Strong communication skills include:
- identifying the audience and purpose for a particular communication situation;
- representing knowledge orally, visually, and in writing;
- expressing ideas, perspectives and values clearly and coherently;
- supporting ideas, perspectives, and values with reasons and evidence;
- understanding other perspectives on a particular topic;
- locating, evaluating and using information appropriately;
- listening actively, empathetically, and respectfully;
- being open to new ideas and to changing perspectives when presented with new evidence;
- using various forms of communication and communication technologies.
DIVERSITY

Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

Our students come from and return to an increasingly diverse society; therefore, students need the knowledge, skills and dispositions to successfully contribute to the creation and maintenance of inclusive and just communities. Our graduates must be able to recognize and understand the rich and complex ways that group and individual differences and interactions impact self and society. They will develop the capacity to interact openly and respectfully with individuals across the full range of human diversity including race, ethnicity, religion, gender, sexual orientation, age and ability.

Competencies that address diversity and multiculturalism include:

- considering all cultures and groups as worthy of respect while understanding how their own and others’ perspectives are shaped by their cultures and experiences;
- working in diverse groups effectively, respectfully, and with sensitivity;
- recognizing their own biases and stereotypes and seeing issues and actions from different perspectives than their own;
- identifying injustice and developing strategies and tactics for addressing injustice and inequality;
- developing their sense of global citizenship through appreciation of diverse experience and values as sources of enrichment in their own lives, their communities and their culture(s);
- building coalitions with those who are different from themselves.

COLLABORATION

Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities.

Working with others is an essential component of our university experience. Students work as teams on classroom assignments, on service learning projects, in student organizations, in campus service departments and elsewhere on campus. Collaborating with others, working in teams comprised of diverse members, and assuming leadership roles are essential in our workplaces and communities, so it is critical that our graduates master these skills.

Collaboration, teamwork and leadership competencies include:

- understanding that effective collaboration involves an appreciation of the ways that cultural, gender and other differences can affect team dynamics;
- applying the key elements of teamwork and leadership, such as member roles and responsibilities and the fair allocation of work and rewards;
- collaborating within and leading diverse groups with patience, objectivity, respect, inclusivity, and equity;
- crafting consensus when presented with differing values, perspectives and priorities, and identifying, mitigating and resolving conflicts;
- sharing in decision-making, creative group brainstorming, active listening, and giving and receiving constructive feedback;
- being sensitive to and appreciative of the views of others, comfortable in diverse social and professional settings, and aware of their own perspectives and biases;
- understanding the implications of values and ethics for leadership, teamwork and collaboration.
SUSTAINABILITY

Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels.
Possessing the knowledge, abilities and dispositions that enable our graduates to act responsibly and sustainably in their personal and professional life is imperative. Through ethical behavior based on an understanding of how individual choices and actions affect society, our graduates can help build a sustainable future that ensures environmental integrity, economic vitality, and a just society for present and future generations.
Competencies addressing responsibility and sustainability include:
• possessing an historical perspective and contemporary knowledge of the issues and context of social responsibility and sustainability;
• understanding the scientific, social justice and economic implications of social responsibility and sustainability;
• knowing the practical steps to achieving socially responsible and sustainable outcomes;
• considering the perspectives of various stakeholders affected by a decision and evaluating the social, economic and environmental impacts of alternative choices;
• accounting for the rights and responsibilities of all community members and the environment before taking action;
• advancing social responsibility and sustainable development through appropriate personal choices and community engagement.

SPECIALIZED DISCIPLINE

Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.
A central element of our university experience is the opportunity to gain a depth of knowledge in a chosen field of study. Expertise in a specialized discipline affords our graduates the opportunity to master the terminology, theory, methods, tools and applications of a particular subject area, preparing graduates to contribute to the development of new knowledge and applications that address complex issues in society and in one’s chosen profession. Disciplinary knowledge—integrated with a broad understanding of the arts, sciences, and technology—contributes to critical and creative approaches to solving the problems confronting the world today.
Expertise in a specialized discipline includes:
• defining and explaining the boundaries, divisions, styles and practices of the field;
• defining and properly using the principal terms in the field, both historical and contemporary;
• demonstrating fluency in the use of tools, technologies and methods in the field;
• evaluating, clarifying and framing complex questions or challenges using perspectives and scholarship from the specialized discipline;
• assembling, arranging and formulating ideas, concepts, designs, or techniques and applying them to specific issues and problems;
• applying current research, scholarship and or/techniques in the field;
• employing information literacy as appropriate to the discipline.
<table>
<thead>
<tr>
<th>Title of AA-T or AS-T degree that must be posted on the final community college transcript</th>
<th>Majors/options that qualify under the STAR Act</th>
</tr>
</thead>
</table>
| Anthropology | BA - Anthropology - Archeology and Biological Anthropology Option  
BA - Anthropology - Socio-Cultural Anthropology Option |
| Art History | BA – Art - Art History Option |
| Studio Art | BA - Art - Art Studio Option  
BA - Art - Graphic Design Option  
BA - Art - Multimedia Option  
BA - Art - Photography Option  
BA - Art - Pictorial Arts Option  
BA - Art - Spatial Arts Option |
| Biology | BS - Biological Science - Biology Education Option  
BS - Biological Science - Cell & Molecular Biology Option  
BS - Biological Science - Ecology & Conservation Biology Option  
* BS - Biological Science - General Biology  
BS - Biological Science - Microbiology/Biomedical Laboratory S Option  
BS - Biological Science - Physiology Option  
BA - Biological Science - Biology Education  
BA - Biological Science - General Biology Option |
| Business Administration | BS - Business Administration - General Management Option  
BS - Business Administration - Business Economics Option  
BS - Business Administration - Entrepreneurship Option  
BS - Business Administration - Finance Option  
BS - Business Administration - Human Resource Management Option  
BS - Business Administration - Information Technology Management Option  
BS - Business Administration - Marketing Management Option  
BS - Business Administration – Operations and Supply Chain Management Option |
| Chemistry | * BA – Chemistry |
| Communication Studies | BA - Communication - Media Production Option  
BA - Communication - Professional, Public and Organizational Option |
| Computer Science | * BS - Computer Science  
BS - Computer Science - Computer Engineering Option  
BS - Computer Science - Networking and Data Communication Option  
BS - Computer Science - Software Engineering Option |
| Administration of Justice | BS - Criminal Justice Administration – Community Alternatives and Correction Option  
BS - Criminal Justice Administration – Justice and Enforcement Option |
<table>
<thead>
<tr>
<th>Major</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>BA - Human Development - Adolescent Development Option</td>
</tr>
<tr>
<td></td>
<td>BA - Human Development - Adult Development and Gerontology Option</td>
</tr>
<tr>
<td></td>
<td>BA - Human Development - Child Development Option</td>
</tr>
<tr>
<td></td>
<td>BA - Human Development - Early Childhood Development</td>
</tr>
<tr>
<td></td>
<td>BA - Human Development - Women's Development Option</td>
</tr>
<tr>
<td>Elementary Teacher Education</td>
<td>BA - Liberal Studies - Childhood Studies / Teacher Prep Option</td>
</tr>
<tr>
<td>English</td>
<td>BA - English - Language and Discourse Option</td>
</tr>
<tr>
<td>Geography</td>
<td>* BA - Geography</td>
</tr>
<tr>
<td></td>
<td>* BS - Geography</td>
</tr>
<tr>
<td>Geology</td>
<td>* BA - Geology</td>
</tr>
<tr>
<td>History</td>
<td>BA - History - Asian and Middle History Option</td>
</tr>
<tr>
<td></td>
<td>BA - History - European History Option</td>
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<tr>
<td></td>
<td>BA - History - History of California and the American West Option</td>
</tr>
<tr>
<td></td>
<td>BA - History - Latin American History Option</td>
</tr>
<tr>
<td></td>
<td>BA - History - United States History Option</td>
</tr>
<tr>
<td>Journalism</td>
<td>BA - Communication - Media Production Option</td>
</tr>
<tr>
<td></td>
<td>BA - Communication - Professional, Public and Organizational Option</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>BS - Kinesiology - Special Studies Option</td>
</tr>
<tr>
<td>Mathematics</td>
<td>* BS - Mathematics</td>
</tr>
<tr>
<td></td>
<td>BS - Mathematics - Applied Mathematics Option</td>
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<tr>
<td></td>
<td>BS - Mathematics - Mathematic Teaching Option</td>
</tr>
<tr>
<td></td>
<td>BS - Mathematics - Pure Mathematics Option</td>
</tr>
<tr>
<td></td>
<td>* BS - Statistics</td>
</tr>
<tr>
<td>Music</td>
<td>* BA - Music</td>
</tr>
<tr>
<td>Philosophy</td>
<td>* BA - Philosophy</td>
</tr>
<tr>
<td>Physics</td>
<td>* BA - Physics</td>
</tr>
<tr>
<td></td>
<td>* BA - Physics - Physics Education Option</td>
</tr>
<tr>
<td>Political Science</td>
<td>* BA - Political Science</td>
</tr>
<tr>
<td></td>
<td>BA - Political Science - Pre-Law Option</td>
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<tr>
<td></td>
<td>BA - Political Science - Public Affairs and Administration Option</td>
</tr>
<tr>
<td>Psychology</td>
<td>* BA - - Psychology</td>
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<tr>
<td></td>
<td>BS - Psychology - Industrial/Organizational Option</td>
</tr>
<tr>
<td>Sociology</td>
<td>BA - Sociology - Social Services Option</td>
</tr>
<tr>
<td></td>
<td>BA - Sociology - Sociology Option</td>
</tr>
<tr>
<td>Spanish</td>
<td>* BA - Spanish</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>* BA - Theater Arts</td>
</tr>
</tbody>
</table>

An asterisk (*) denotes that a major has no option.

*Table last updated September 10, 2015*
Appendix 3: Step-By-Step Curriculum Conversion Checklist

Below is a brief summary of the semester conversion curriculum conversion process and deliverables. More detailed information about many of these steps, including templates, is available in the Semester Conversion Faculty Guide.

<table>
<thead>
<tr>
<th>CURRICULUM DEVELOPMENT PROCESS</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet as faculty group to decide on conversion vs transformation, develop and submit budget proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receive funding, schedule work and allocate tasks among program faculty</td>
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<td></td>
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<tr>
<td>Identify broad learning outcomes desired from program graduates</td>
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<td></td>
</tr>
<tr>
<td>Develop program learning outcomes (current, revised or new) based on desired broad outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop broad framework for program – where will outcomes be introduced, developed and mastered</td>
<td></td>
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<tr>
<td>Create individual courses based on broad framework</td>
<td></td>
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</tr>
<tr>
<td>Create curriculum map that aligns individual courses with PLOs, and shows where PLOs are introduced, developed and mastered</td>
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</tr>
<tr>
<td>Develop course proposals based on course learning outcomes and where course fits in curriculum map (NOTE: follow Academic Senate course numbering policy and prerequisite/co-requisite policies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete New Course Request. Note: electronic forms available now and content will be transferred to online Curriculog curriculum management system when available (late Fall 2015)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop program structure, including all prerequisites, core courses, concentrations (formerly options) and electives, based on curriculum map. If considering elevating an existing option to a degree or changing a degree type (e.g. B.A. to B.A.), discuss with college dean’s office and contact APGS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Program Modification Request Form. Note: electronic forms available now and content will be transferred to online Curriculog curriculum management system when available (late Fall 2015)</td>
<td></td>
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</tr>
<tr>
<td>If program has 50% or more courses in a degree pathway approved for hybrid/online delivery, must seek WASC approval – contact APGS.</td>
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</tr>
<tr>
<td>Consult with departments offering any prerequisite or required courses in your program to ensure compatibility with your program’s needs</td>
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<td></td>
</tr>
<tr>
<td>Prepare updated assessment plan that shows 1) when and where each PLO will be assessed and a brief description of how it will be assessed; 2) where at least two ILOs are aligned and student work may be sampled for assessment (per Academic Senate ILO Assessment Policy)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UNDERGRADUATE PROGRAMS ONLY:

Ensure program does not exceed 120 units, including all major, general education and graduate requirements. See GE framework for GE and graduate requirements in semester calendar.

For B.A. programs, major requirements must be a minimum of 24 units, with at least 12 upper division units.
For B.S. programs, major requirements must be minimum of 36 units, with minimum of 18 upper-division units

<table>
<thead>
<tr>
<th>CURRICULUM DEVELOPMENT PROCESS</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If program has &quot;similar degree&quot; under the STAR ACT/SB 1440, ensure that revised program curriculum meets &quot;similar degree&quot; requirements. Contact Kyle Burch in APGS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare a program roadmap that outlines a path to degree in four year</td>
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</tr>
</tbody>
</table>

**GRADUATE PROGRAMS**

See [Master’s Program Guidelines](#) for detailed information about graduate program conversion.

**CONVERSION DELIVERABLES**

- New course requests for every course
- Program modification request for all degree programs
- Minor/Certificate/Credential modification request for all minors, certificates and credentials
- Updated curriculum map for all degree programs that indicates when in which course each outcome is introduced, developed, and mastered
- Updated assessment plan for all degree programs
- Updated roadmap for all degree programs

**TRANSFORMATION DELIVERABLES**

- New course requests for every course
- Detailed syllabi for transformed courses (attach to new course request)
- Program modification request for every program that received transformation funding
- New or revised program objectives (include in program modification request)
- New or revised program learning outcomes (include in program modification request)
- New or revised curriculum map (attach to program modification request)
- New or revised assessment plan (attach to program modification request)
- New or revised degree roadmap (attach to program modification request)
### Appendix 4: Department and College Curriculum Committees Checklist

<table>
<thead>
<tr>
<th>UNDERGRADUATE PROGRAMS ONLY</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program does not exceed 120 units, including all major, general education and graduate requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For B.A. programs, major requirements are a minimum of 24 units, with at least 12 upper division units.</td>
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<td></td>
</tr>
<tr>
<td>For B.S. programs, major requirements are a minimum of 36 units, with minimum of 18 upper-division units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If program has &quot;similar degree&quot; under the STAR ACT/SB 1440, revised program curriculum meets &quot;similar degree&quot; requirements.</td>
<td></td>
<td></td>
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<tr>
<td>Program roadmap that includes GE and graduate requirements outlines a path to degree in four years.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADUATE PROGRAMS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum of 30 semester units approved for graduate plan of study</td>
<td></td>
</tr>
<tr>
<td>Minimum of 50% of units in course organized primarily for graduate students (60% recommended)</td>
<td></td>
</tr>
<tr>
<td>Maximum of 6 semester units for thesis or project</td>
<td></td>
</tr>
<tr>
<td>Requirements for culminating experience clearly defined</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONVERSION DELIVERABLES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New course requests for every course</td>
<td></td>
</tr>
<tr>
<td>Program modification request for all degree programs</td>
<td></td>
</tr>
<tr>
<td>Minor/Certificate/Credential modification request for all minors, certificates and credentials</td>
<td></td>
</tr>
<tr>
<td>Updated curriculum map for all degree programs that indicates when in which course each outcome is introduced, developed, and mastered</td>
<td></td>
</tr>
<tr>
<td>Updated assessment plan for all degree programs</td>
<td></td>
</tr>
<tr>
<td>Updated roadmap for all degree programs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSFORMATION DELIVERABLES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New course requests for every course</td>
<td></td>
</tr>
<tr>
<td>Detailed syllabi for transformed courses (attach to new course request)</td>
<td></td>
</tr>
<tr>
<td>Program modification request for every program that received transformation funding</td>
<td></td>
</tr>
<tr>
<td>New or revised program objectives (include in program modification request)</td>
<td></td>
</tr>
<tr>
<td>New or revised program learning outcomes (include in program modification request)</td>
<td></td>
</tr>
<tr>
<td>New or revised curriculum map (attach to program modification request)</td>
<td></td>
</tr>
<tr>
<td>New or revised assessment plan (attach to program modification request)</td>
<td></td>
</tr>
<tr>
<td>New or revised degree roadmap (attach to program modification request)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5: Detailed Syllabus for Transformed Course Template

“Detailed Syllabus for Transformed Course” Template

This is a template for the requirement referred to as “detailed syllabus for a transformed course.” It should be submitted with your New Course Request for each transformed course. This is NOT intended as a student syllabus.

1. COURSE INFORMATION
   Department Name:
   Course Title:
   Course Number:
   Course pre-requisites:
   Catalog Description:
   Number of units:
   Student Population: What students generally enroll in this course (e.g. major only, mixed majors, transfer, freshmen cluster)?

2. LEARNING OUTCOMES
   What are the course learning outcomes?
   What program learning outcomes are aligned with this course?
   For GE courses, what general education learning outcomes are aligned to this course?
   Does this course align with any institutional learning outcomes? If so, which one(s)?

3. EVIDENCE OF TRANSFORMATION
   Using the table below, show connections between your course outcomes, course activities, assignments and assessment strategies.

<table>
<thead>
<tr>
<th>Approved course outcomes</th>
<th>Examples of relevant activities</th>
<th>Examples of relevant assignments</th>
<th>Examples of assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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Semester Conversion Guide Appendix    Updated September 25, 2015    Page A10
Examples Transformed Syllabus Approaches

**Examples of course activities that use high impact practices**

- Writing-to-learn (e.g. quick-writes, journals, blogs, other reflective writing)
- Progressive assignments with ongoing feedback
- Collaborative projects and assignments
- Building cross-curricular perspectives
- Diverse and global perspectives
- Problem-based learning
- Performances

- Demonstrations, modeling behaviors, guided observations
- Presentations
- Research experiences
- Service learning, community based learning
- Field trips
- Capstone projects

**Examples of course assignments**

- Paper (e.g. essay, research, ongoing research, case study analysis, service learning reflection, online discussion forum)
- Portfolio (including ePortfolio)
- Project (including capstone, group project)
- Product, exhibition, poster session
- Skill demonstration (e.g. presentation)
- Performance
- Group Work

**Examples of Course Assessments**

- Rubrics (scoring guide)
- Exam/review/evaluation (faculty, peer, juried, clinical)
- Reflections
- Accuracy of presentations
- Performance assessments
- Peer feedback

**Examples of course learning outcomes which connect to relevant course activities, assignments, and assessment strategies.**

<table>
<thead>
<tr>
<th>Course outcomes</th>
<th>Relevant activities</th>
<th>Relevant assignment</th>
<th>Relevant assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyze</strong></td>
<td>Writing to learn</td>
<td>Final paper</td>
<td>Rubrics for the level of analysis</td>
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<td>Scaffold writing assignments with feedback</td>
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<tr>
<td><strong>Critically</strong></td>
<td>Class presentation by community partner</td>
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<td>Assessed by community partner using criteria on critical reflections</td>
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<tr>
<td><strong>reflect on</strong></td>
<td>Conduct research on social justice topic and local community partner</td>
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<tr>
<td><strong>social justice</strong></td>
<td>Complete a local service learning experience</td>
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<td><strong>rooted in</strong></td>
<td>Write reflective/research paper</td>
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<td><strong>community-based</strong></td>
<td>Conduct class presentation synthesizing all components</td>
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<td>experiences</td>
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<tr>
<td><strong>Identify</strong></td>
<td>Field trip for sample collection</td>
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<td>Final essay exam where soil samples are identified</td>
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<td>Test samples in lab</td>
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<td>Complete practice quizzes and discuss</td>
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<tr>
<td><strong>Critically</strong></td>
<td>Observe instructor critique filmed dance performance segments.</td>
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<td>A comprehensive written critique of each of the elements</td>
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<td><strong>evaluate</strong></td>
<td>Watch film performances and analyze elements with feedback.</td>
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<td><strong>the</strong></td>
<td>In pairs, attend and evaluate campus dance rehearsals and report back to class.</td>
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<td><strong>choreography,</strong></td>
<td>Attend a live campus performance</td>
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<td><strong>performance,</strong></td>
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<td><strong>and</strong></td>
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<td><strong>theatrical</strong></td>
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<td><strong>elements</strong></td>
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<td><strong>dance</strong></td>
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<tr>
<td><strong>performance</strong></td>
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<tr>
<td><strong>Compare</strong></td>
<td>Use team-based learning</td>
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<td>Criteria for posters that demonstrate compare/contrast for the content learned</td>
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<tr>
<td><strong>and contrast</strong></td>
<td>Present problem-based scenarios to teams</td>
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<td><strong>the multiple</strong></td>
<td>Analyze mini-case studies</td>
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<tr>
<td><strong>determinants</strong></td>
<td>Conduct research for scenario provided</td>
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<tr>
<td><strong>of behavior</strong></td>
<td>Conduct poster session for program faculty and students</td>
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<tr>
<td><strong>(environmental,</strong></td>
<td>Campaign presented in class</td>
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<td>Campaign development and presentation evaluated by peers (and faculty) for presence of elements</td>
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<tr>
<td><strong>biological,</strong></td>
<td>Final written campaign submitted</td>
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<tr>
<td><strong>and genetic)</strong></td>
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<td><strong>Develop</strong></td>
<td>Working in teams, students develop campaign with local business owners</td>
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<tr>
<td><strong>and present</strong></td>
<td>Campaign submitted in stages</td>
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<tr>
<td><strong>an integrated</strong></td>
<td>Students practice assessing campaign examples</td>
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<td><strong>marketing</strong></td>
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<td><strong>communications</strong></td>
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<td><strong>advertising</strong></td>
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<td><strong>campaign</strong></td>
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</table>
For each academic program, departments must submit their conversion or transformation materials to the college curriculum committee during the time periods listed below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Service courses</td>
<td>10/12/15 – 12/11/15</td>
</tr>
<tr>
<td>Graduate and credential programs</td>
<td>11/16/15 – 2/12/16</td>
</tr>
<tr>
<td>Undergraduate programs</td>
<td>1/11/16 – 5/13/16</td>
</tr>
<tr>
<td>General education courses*</td>
<td>1/11/16 – 5/13/16</td>
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</tbody>
</table>

*Academic programs with curriculum that is impacted by GE may request from the directors of semester conversion that their deadline for deliverables be extended to fall 2016.