

Program Proposal Development Curriculum

Determining the curricular components of a program specifies its scope, scale and trajectory, and provides the details necessary to develop a market analysis and a financial analysis for the program. The curriculum is often developed in consultation with involved faculty, the Bulletin and, when necessary, the Registrar's Office.

The specifications about the curriculum include more than just a list of courses; rather, a comprehensive picture of the program's goals/outcomes, the curricular components by which they will be fulfilled and the plan for the assessment of them are described, as are the prospective students for the program.

Curricular Inputs

The development of a comprehensive curricular view of a new program depends on several inputs. The Office of Budget relies upon the information it receives to develop a comprehensive financial analysis. Some of this information may be updated by feedback and recommendations from the approval process, but the development of a financial analysis benefits from a thoughtful consideration of the budgetary components and the initial information provided about them.

- Concept Paper (required)
- The curricular requirements of similar/competitive programs
- Examples of job descriptions/job postings of positions graduates might hold
- The bulletin for the college
- Relevant department handbooks or guidelines

The Curriculum Development Process

- Develop program outcomes based on the Concept Paper, curricular requirements of other programs and the job descriptions.
- Align the program outcomes with existing courses and identify additional courses to be developed to develop a comprehensive list of courses.
- Identify potential skills/knowledge gaps of enrollees and prerequisites.
- Develop application requirements.
- Develop an assessment plan that aligns program learning outcomes with performance indicators, measures and mechanisms for assessment.

Information to be Included About the Program's Curriculum

- The goals of the program – what kinds of positions will graduates be able to hold for what purpose.
- The constituency served/intended students – who will enroll in this program.
- Student learning outcomes – what will graduates be able to do, what will they know.

- Requirements for the program – number of units to be taken, order of progression, program structure (Plan A, Plan B), etc.
- Application requirements – how will students get into the program
- An assessment plan – how can it be determined if the program is doing what it purports to do and whether adjustment to the curriculum are warranted.