CCR Submission Workshop: Preparing and Reviewing CCRs

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Workshop Learning Outcomes

• Access the curriculum change request (CCR/CIM) system in MyUWF to input or review CCRs
• Describe how the systems are connected
• Describe areas of a CCR that can cause it to be returned
  ✓ Student learning outcomes (SLOs)
  ✓ Curriculum map
  ✓ Articulation
• Write measurable student learning outcomes
• Distinguish between student learning outcomes for undergraduate and graduate courses
• Construct a curriculum map
• Determine when articulation is needed
CCR Submission Workshop

June 14, 2016

CIM System

Accessing the System

• Log into your MyUWF account and select either

• Log in using UWF Credentials

• If your credentials do not work contact Carolyn Beamer @ cbeamer@uwf.edu or Ext 2228.

CIM System

When submitting CCRs make sure

Rationale clearly states your intentions.

What about Articulation?

✓ Will this change affect another department?
✓ What about University College did you mark General Education?
✓ Course deletions: Is this course required in another department’s program?
✓ Is this program online, face-to-face-, or both?

http://uwf.edu/offices/cutla/
**CIM System**

**Articulation example**

**Red text** shows all the places in the catalog where this course is mentioned. Articulation is required with all of these programs if the CCR changes credit awarded or deletes this course.

**Courses**

- **Prerequisites** must include a minimum grade.
  - *Graduate courses cannot have undergraduate courses as prerequisites.*
- **Dual listed courses** must include “Offered concurrently with …..” in the course description.
- **Special Approvals** can only be done on the Section level.
- If a **new course** make sure there isn’t already a course number that exists for this course.
**CIM System**

**Things to look for**

**Programs**

- **✓** Review your catalog page prior to submitting CCRs.
  - The catalog page is approved CCRs. Changes cannot be made without an administrator and/or special approval from the Provost.

- **✓** If updating the name of a program, make sure the updated name is updated everywhere in the catalog including the common content portions of the catalog page.
  - This is the top portion of the catalog page that includes the description part of the program.
  - CCRs would need to be submitted to reflect the name change.

- **✓** Curriculum maps must be submitted for all new or modified programs and certificates

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**Programs cont....**

- **✓** If creating a **new course for your program create the course CCR first** and then add it to your program CCR.

- **✓** If **changing credit awarded or deleting any courses** that are in your programs, this will have an affect on your **total program hours**.

- **✓** When adding a new course to a program do not forget to account for the **prerequisite** of that course in your degree hours.

- **✓** **Common Prerequisites** cannot be changed without BOG approval. If you are changing to an already approved Common Prerequisite track are we on that list?
CCR Resources

Confluence

- Instructions on how to approve, create, modify and delete program and course CCRs [Confluence Instructions]

Archive CCRs/ SLOs

- All CCRs from Fall 2014 and prior are archived in the MyUWF app 990/Special Topics Course Request (archived CCRs prior to 2014)

Other Resources

- ME!!!!!!! Please call or email Carolyn Beamer. I will meet you one on one and help you with your CCR/Catalog needs!

CCR Review Calendar for 2016-2017

July 2016

CCR system opens to submit CCRs for Fall 2017

Training / Work sessions

- August 16: 1:30 – 3:30 PM BLDG 79/180
- August 17: 9:30 – 11:30 AM BLDG 79/180
- August 18: 2:00 – 4:00 PM BLDG 79/179

September 6, 2016

Deadline for CCR submission for Fall 2017
What are Student Learning Outcomes?

Statements that describe what students will be able to know, do, or value as a result of their educational experience

Written in language that clearly implies a measurable student behavior or quality of student work produced

Program CCRs, ALCs, and ALPs must include SLOs aligned with each of the following domains

- **Content**
  - discipline knowledge and skills

- **Critical thinking**
  - analysis, synthesis, and creation of arguments
  - use of evidence; problem solving

- **Communication**
  - speaking; writing

- **Integrity/values**
  - academic integrity;
  - discipline-specific ethical issues

- **Project management**
  - self-regulation; collaboration and team skills
Writing Program Level SLOs

Think of two UWF graduates from your department.

One graduated with honors; the other did not.

Both represent graduates of your discipline.

What are the *characteristics of student learning* that you believe describe the skills and abilities of *both graduates*?

Requirements for certificate programs and stand-alone minors: Program-level SLOs and a curriculum map

- **3-5 SLOs for certificates** and stand-alone minors
  - *Stand-alone minors* are offered in departments that do not award a major and must identify program SLOs
  - *Minors embedded in existing degree programs* share SLOs with the degree program
  - *Certificate programs* must identify the SLOs that make the certificate different from simply earning a major or minor
- SLOs are not required for every domain for certificates and stand-alone minors
- **Curriculum map** aligning courses with program SLOs
Write SMART Student Learning Outcomes

S  Specific
M  Measurable
A  Attainable / Appropriate for the course or program level (undergrad/grad)
R  Relevant / Realistic
T  Timely for the location of the course in the curriculum

Bloom’s Taxonomy (Revised)

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

Program-level SLOs reflect the development of increasing expertise from General Education through Undergraduate and Graduate degrees

- **General Education**
  - Foundation skills in communication, critical thinking, integrity/values, project management

- **Undergraduate Programs**
  - Program SLOs reflect competencies expected for graduates of undergraduate programs in all 5 domains

- **Graduate Programs**
  - Program SLOs reflect progressively more advance academic content and skill, including knowledge of the disciplinary literature and skills in research and/or professional practice
SLOs describe learning that is appropriate for the level of expertise expected of students at a given level of study

**Lower Level Courses (1000 & 2000):**
SLOs describe knowledge, comprehension, and application; might include a few higher-order skills

**Upper Level Courses (3000 & 4000):**
Greater emphasis on SLOs that describe analysis, synthesis, and evaluation skills

**Handout: Writing Measurable Learning Outcomes**

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Graduate SLOs reflect the progressively more complex and rigorous expectations associated with graduate study

Graduate SLOs describe the knowledge and skills required to engage in independent research and professional practice.

- Advanced content knowledge of the literature of the discipline
- Cognitive skills required for ongoing student engagement in research and/or appropriate professional practice and training experience

**Handout: Graduate Level Student Learning Outcomes**
Dual-Listed courses:
Graduate SLOs should describe appropriate expectations for learning for graduate students

- Identify **progressively more complex and rigorous student learning outcomes** for the award of graduate credit
- Identify **additional content and assignments for students earning graduate credit** that are distinct from those used for students earning undergraduate credit
  - Required readings
  - Content topics
  - Assignments or experiential activities
- Describe **evaluation methods** for student work that **reflect higher expectations for cognitive mastery** expected of graduate students (do not just assign a longer paper)

Questions a reviewer should ask when evaluating SLOs

Are the outcomes **measurable**?

Do the collection of outcomes represent **learning that is appropriate for the course level**?

- Even graduate level courses will require some SLOs written at Bloom’s levels of *knowledge* and *understand* when students encounter new but complex disciplinary content
- Consider the **difficulty and challenge posed by content** as well as the level of Bloom represented by the verbs when you evaluate the appropriateness of an SLO for undergraduate or graduate work
Problematic language in SLOs: Suggest edits

Words that *do not* produce measurable SLOs:
- Know
- Understand
- Appreciate
- Demonstrate knowledge

These are laudable learning goals, but how would a student demonstrate that these have occurred?

**Solution:**

Identify *behaviors and activities* that could be observed or measured.

Describe the *quality of products* that will provide evidence of learning on these outcomes.

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How to edit an SLO to describe measurable student behavior

**Original SLO:**

Complete an in-depth exploration of the literature on a problem or topic in Discipline X.

**Evaluation:**

*Exploration* is not a measurable activity; but the quality of the *product of exploration* is measurable

**Edit the SLO to describe the learning in measurable language:**

*Write a paper* based on an *in-depth exploration* of the literature.
When should a CCR request articulation with other departments?

- Similar or shared disciplinary content
- CCRs for a course that is a prerequisite or depends on a prerequisite course offered by another department
- Service courses / minors
  - General Studies courses
  - Course contributes to a major or minor offered by another department
  - Minor is completed by many majors in another program
- Course or program has potential to affect enrollments in courses/programs offered by another department

*When in doubt, request articulation*

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Curriculum Maps describe the structure and coherence of an academic program

Describe the contribution of each course to program-level learning outcomes in the curriculum.

**Matrix Columns:** Courses required to complete the program (Course number and name)

**Matrix Rows:** Program-level learning outcomes as they appear on an ALC or ALP

**Matrix Cells:** Critical learning activity, embedded assessment, or expected level of learning in a course that aligns with and supports program SLOs
**New curriculum map template (CUTLA web site)**

(PDF with instructions; Excel file for download)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Corequisite Courses</th>
<th>Assessment</th>
<th>Grading Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum Map Example**

Describes assignments or embedded assessments

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task 1</td>
<td></td>
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<td>Task 4</td>
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</tbody>
</table>

**Center for University Teaching, Learning, and Assessment**

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# Certificate or Stand-Alone Major Curriculum Map Example

## Curriculum map as an assessment tool

### CCR Reviewers:
**Does the curriculum map describe a coherent curriculum?**

- How does each proposed new course contribute to curriculum goals (program SLOs)?
- Does every required course contribute to learning for at least one program SLO?
- Do students get enough practice with a skill before they are expected to demonstrate mastery?
- Are there gaps? An SLO that no course supports?
- Are outcomes addressed in a logical order?
- Do some SLOs get covered more than others?
Interpreting patterns: Is the curriculum coherent?

Curriculum Audit for Degree Programs
Identifies courses in which the syllabi include course SLOs related to program SLOs (level of learning is also noted)

<table>
<thead>
<tr>
<th>Domain of Learning</th>
<th>Introductory Course</th>
<th>Methods Course</th>
<th>Required Course 1</th>
<th>Required Course 2</th>
<th>Required Course 3</th>
<th>Required Course 4</th>
<th>Capstone Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content SLO 1</td>
<td>Introduced</td>
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<td></td>
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<tr>
<td>Content SLO 2</td>
<td>Introduced</td>
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<tr>
<td>Critical Thinking SLO 1</td>
<td>Introduced</td>
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<tr>
<td>Critical Thinking SLO 2</td>
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<tr>
<td>Communication SLO 1</td>
<td>Introduced</td>
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<tr>
<td>Communication SLO 2</td>
<td>Introduced</td>
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<tr>
<td>Integrity / Values SLO 1</td>
<td>Introduced</td>
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<tr>
<td>Integrity / Values SLO 2</td>
<td>Introduced</td>
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<tr>
<td>Project Management SLO 1</td>
<td>Introduced</td>
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<tr>
<td>Project Management SLO 2</td>
<td>Introduced</td>
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</tbody>
</table>

Rows shaded in yellow represent curriculum strengths.
Circled areas identify gaps and problem areas.

Program CCRs must include a curriculum map

Departments should upload Curriculum Maps to the CIM system for the CCR review.

After the CCR review is complete, ALC, ALP, and curriculum map documents for approved program changes will be posted on the CUTLA site.

Departments should post links to these documents on the department web site.

Gabby Bustamante or Tristan Danner will send you information about how to create internal links from department web sites to the CUTLA archive of ALCs, ALPs, and curriculum maps.
Questions about SLOs
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Posting documents on the CUTLA web site
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Who to call for help?

http://uwf.edu/offices/cutla/