

**CAHSS Curriculum Committee
Best Practices and Common Problems:
Hints for a Painless Curriculum Change Review Process**

As a general practice, consult with the CAHSS Curriculum Committee Chair if you have any questions about a curriculum change or the process involved.

Multi-faceted Program Changes

If you are planning multiple interrelated changes to your overall curriculum, send them through as a package so that the overall plan is clear.

1. Provide an overall map of the “current program” and the “proposed program.” This is most easily communicated by including with your packet a copy of the current catalog pages describing the program and curriculum clearly marked “current,” as well as a copy of the “proposed” complete text for the catalog marked “proposed.” This allows the committee to get a sense of where you are and where you are heading.
2. Provide in the cover memo (form “CURRICULUM MODIFICATION REQUEST”) a bulleted list of proposed changes. For each change provide a rationale for the change. Indicate how it will change the overall program.

SAMPLE

Action Requests

- A. C-Class Change Soc 482
- B. Sociology Major Contract Changes
 1. Substitute Soc 410 Contemporary Theory for Soc 311 Social Psychology
 2. Notation about Lab Only option for Soc 382 Social Statistics
 3. Reorganize thematic areas

Reasons for Requests

- A. We will allow on a case-by-case basis individual students to receive credit for internships, but we cannot staff the offering of a full course devoted to the internship.
- B. Given retirements and newer faculty teaching interests:
 1. Soc 410 Contemporary Theory is broader in scope than Soc 311 Social Psychology. Substituting 410 for 311 will allow etc. etc. etc.

Please indicate how the requested action will change the present program.

Our program is in line with recently published American Sociological Association guidelines... etc. etc.

3. Include appropriate “New Course Proposal Form,” “Curriculum Change Form” or “Curriculum Changes to Degree Programs” form for each action item (see common problems noted below). In cases where the same action (ie. suspension) is happening to several courses at once, one form can be used to cover that set of changes.
4. Include banner check of interdependencies where appropriate (always for changes relating to individual courses).

Most Common Problems with Any Given Individual Change Request.

1. Missing interdependency checks.
2. Inappropriate C-Classifications. The curriculum committee encourages pre-submission consultation with the CAHSS Curriculum Committee Chair to save time and effort for everyone.
3. “Extra Unit” course designs where the course syllabus and curriculum change form do not explain how the additional student/faculty contact will occur. For example, in the case of a C-5 four-unit course, the description might indicate that the course will meet for 3 hours of classroom time each week and the additional 15 hours of required faculty/student contact will be met through class field trips.
4. Course redesign proposals that are missing a supporting course syllabus.
5. Forms are not completely filled out. The most common missing item is the reference near the bottom of the form to catalog sections that are affected by the changes.
6. Interdepartmental conflicts. As a general courtesy, particularly on GE offerings, it’s a good idea to speak to other departments who may offer similar GE courses as the one you are proposing.