Curriculum Summit 2019

Senior Associate Dean
Joel Ebarb

UG Research and Curriculum Coordinator
Holly Tittle-Hudson
Agenda

- Welcome and Introductions
- Goals for the Curriculum Summit
- Vocabulary
- Stakeholders
- UCC and CLA Core
- Acalog and Curriculog
- Timelines
- Narratives and Workflow Charts
- Responsibilities by Area
- Q & A
- Adjourn
• Welcome and Introductions
• Goals for the Curriculum Summit
• Vocabulary
• Stakeholders
• UCC and CLA Core
• Acalog and Curriculog
• Timelines
• Narratives and Workflow Charts
• Responsibilities by Area
• Q & A
• Adjourn
Agenda

• Welcome and Introductions
• **Goals for the Curriculum Summit**
• Vocabulary
• Stakeholders
• UCC and CLA Core
• Acalog and Curriculog
• Timelines
• Narratives and Workflow Charts
• Responsibilities by Area
• Q & A
• Adjourn
Goals for the Curriculum Summit

- Overview of Acalog and Curriculog
- Discuss updates to workflow and timelines
- Explain Plan of Study (Acalog) procedural changes
- Explain the 18 month timeline for new programs
- Identify stakeholder responsibilities
- Everyone hears the same words!
• Welcome and Introductions
• Goals for the Curriculum Summit
• Vocabulary
• Stakeholders
• UCC and CLA Core
• Acalog and Curriculog
• Timelines
• Narratives and Workflow Charts
• Responsibilities by Area
• Q & A
• Adjourn
Classification of Instructional Programs (CIP)

Provides taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000.

- **Degree**=Bachler of Arts
- **Printed on Transcript and Diploma**
- **Program**=ANTH-BA, Bachelor of Arts in Anthropology (must have its own CIP from ICHE)
- **A program may consist of many majors under same CIP**
- **Printed on Transcript**
- **Certificates (Must have its own CIP) Under Review.**

**Curriculum**

**Field of Study**

**Program**

- Always must have 1 major
- Examples ANTR
  - ANTR-Anthropology
  - Printed on the transcript

**Majors**

- Not required for every major
- Min 9 Credit Hours
- Printed on the Transcript

**Major-Dependent Concentration**

- Minors must be pursued outside of the major/program
  - 15/21 hours
  - Printed on the Transcript

**Minors**
Vocabulary

- **Degree:** examples are BA Bachelor of Arts, BS Bachelor of Science
- **Program:** example is Bachelor of Arts in Anthropology
- **Major:** a program must have at least 1 major, but may have multiple
- **Minor:** must be pursued outside of the major/program, 15/21 credit hours
- **Concentration:** associated with a major, minimum 9 credit hours
- **Certificate** – see next slide
- **Plan of Study:** an approved arrangement of courses that leads to program completion (not a bingo sheet)
- **Course:** a credit-bearing educational experience classified by instructional delivery
- **Instructional Type Classification:** designation that reflects course organization and method(s) of instructional delivery (LEC lecture, REC recitation, SEM seminar, LAB laboratory, SD studio, IND individual study, etc.)
• What is a Certificate?

• A course-based or co-curricular certificate is a supplemental academic program that is by design multidisciplinary. A course-based certificate is primarily comprised of campus-based coursework of at least 15 but no more than 21 credit hours. A co-curricular certificate is comprised of an array of outside-the-classroom experiential learning activities for which students earn at least 3 and no more than 9 credit hours.

• This definition has been proposed by the UEAC and will be shared with the university EPC to review...
Agenda

- Welcome and Introductions
- Goals for the Curriculum Summit
- Vocabulary
- **Stakeholders**
- UCC and CLA Core
- Acalog and Curriculog
- Timelines
- Narratives and Workflow Charts
- Responsibilities by Area
- Q & A
- Adjourn
Who are the stakeholders

Course and Curriculum Governance:

• **Academic Units** - schools, departments, and programs
  Head, Chair, Program Director
  Unit Curriculum Committee, Schedule Deputies, Academic Advisors

• **College of Liberal Arts**
  Associate Dean for Undergraduate Education (Ebarb)
  Assistant to the AD for UG Ed & Curriculum Coordinator (Tittle-Hudson)
  CLA Curriculum Committee (chair)
  CLA Faculty Senate and CLA Educational Policy Committee

• **Office of the Registrar**
  University Registrar
  Academic Services Contacts

• **Office of the Provost**
  Senior Vice Provost for Teaching and Learning (Dooley)
  Undergraduate Educational Affairs Council UEAC – Associate Deans from across campus

• **Indiana Commission for Higher Education ICHE** (Vibbert)
Curriculum Committee

**One-Year Term**
- Lynn Hooker (DAP)
- Silvia Mitchell (HIST)

**Two-Year Term**
- Taylor Davis (PHIL)
- Jessica Sturm (SLC)
- Kevin Stainback (SOC)
- Bobby Chastain (SIS)

**Three-Year Term**
- Richard Johnson-Sheehan (ENGL)

**Facilitator (Dean’s Office)**
- Joel Ebarb

**Undergraduate Student Chair (One year term)**
- TBD

**Undergraduate Student**
- TBD

**Chair (One year term)**
- TBD
Agenda

• Welcome and Introductions
• Goals for the Curriculum Summit
• Vocabulary
• Stakeholders
• UCC and CLA Core
• Acalog and Curriculog
• Timelines
• Narratives and Workflow Charts
• Responsibilities by Area
• Q & A
• Adjourn
University Core Curriculum:  
http://www.purdue.edu/provost/students/s-initiatives/curriculum/coreCurriculum.html

The core curriculum is a set of common learning outcomes required of all undergraduate students. It acts as a mechanism by which all Purdue University students share a similar educational experience and, in doing so, achieve a set of common goals.

Students must complete a minimum of 30 credit hours satisfying the specific foundational learning outcomes.

Outcomes/categories:  
http://www.purdue.edu/provost/students/s-initiatives/curriculum/outcomes.html

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written Communication</td>
<td>One course</td>
</tr>
<tr>
<td>2. Information Literacy</td>
<td>One course</td>
</tr>
<tr>
<td>3. Oral Communication</td>
<td>One course</td>
</tr>
<tr>
<td>4. Science</td>
<td>Two courses</td>
</tr>
<tr>
<td>5. Science, Technology and Society</td>
<td>One course</td>
</tr>
<tr>
<td>6. Mathematics/Quantitative Reasoning</td>
<td>One course (minimum College Algebra)</td>
</tr>
<tr>
<td>7. Human Cultures: Humanities</td>
<td>One course</td>
</tr>
<tr>
<td>8. Human Cultures: Behavioral &amp; Social Sciences</td>
<td>One course</td>
</tr>
</tbody>
</table>
CLA Core 21

• CLA Core 21 builds off of the UCC university core curriculum through three different diversity requirements: social diversity, disciplinary diversity, and linguistic diversity. We will prepare to implement CLA Core 21 over the 2019-2020 academic year.

• The leadership of CLA Advising will develop a timeline for creating guidelines to assist our academic advisors with the implementation of CLA Core 21. This includes developing appropriate programming options for MyPurdue with the Office of the Registrar.

• Beginning early Fall 2019, academic units will begin the process of revising their plans of study to reflect CLA Core 21. Individual school/departmental curriculum committees across the college should reflect on their POS in reference to CLA Core 21 and discuss any changes they wish to make to the course requirements for their major(s). Any changes to plans of study must be processed through established curriculum protocols and timelines.

• CLA marketing and communication will prepare to update college websites and other appropriate areas to include CLA Core 21.

• New beginners enrolling under catalog term 20-21 will begin to use CLA Core 21 starting Fall 2020. For other information, see the attached FAQ sheet.

• A report of the process of creating CLA Core 21 will be posted to the CLA Faculty Senate website for future reference.
Preamble: The CLA Core is designed to be experiential, informative, and relevant to life in a rapidly changing universe. Course work is integrative and collaborative and fosters insight, understanding, independence, initiative and the desire to reach across divides and redefine our relationship to the peoples and the worlds that surround us.

Please see CLA Core 21 PDF.
Agenda

• Welcome and Introductions
• Goals for the Curriculum Summit
• Vocabulary
• Stakeholders
• UCC and CLA Core
• Acalog and Curriculog
• Timelines
• Narratives and Workflow Charts
• Responsibilities by Area
• Q & A
• Adjourn
Acalog & Curriculog

• Purdue West Lafayette launched Acalog in Spring 2016, and followed by Curriculog in Spring 2017, to provide an electronic academic program and course approval system for creating, modifying, and accessing degree programs, individual courses, and catalog information.

• **Acalog:** Undergraduate and Graduate Catalogs are published online using the Acalog software. Acalog provides for a database-driven catalog, meaning that the content of each page is dynamically created for each user. The database is integrated with Banner, the student information system, and with Curriculog which allows for seamless transfer of information and one central database.

• **Curriculog:** With Curriculog, users choose the form based on the type of action they wish to do (e.g., create a new course, make changes to an existing program), and once the form is complete, it will be routed to the approvers in the queue. When the proposal is approved, it will automatically load into Banner and will be ready for the next version of the catalog.
Can proposals be submitted throughout the year?

• Yes, proposals can be submitted any time throughout the year, but will be implemented according to the established deadlines.

Can changes continue to be made through the Spring semester for implementation the following Fall?

• All changes, regardless of size and scope, must follow the established deadlines for the process to be effective. Proposals can continue to be submitted throughout the academic year, and they will be approved for implementation based on the date approved.
Agenda

- Welcome and Introductions
- Goals for the Curriculum Summit
- Vocabulary
- Stakeholders
- UCC and CLA Core
- Acalog and Curriculog
- Timelines
- Narratives and Workflow Charts
- Responsibilities by Area
- Q & A
- Adjourn
In April 2019, the following was added to the CLA Faculty Senate Bylaws:

The Curriculum Committee will provide to the Agenda Committee proposed curricular changes including titles, course descriptions, and learning outcomes at least two weeks prior to the faculty senate meeting at which they will be presented.
## Fall Semester 2019

<table>
<thead>
<tr>
<th>Deadline for Submission of Materials to Dean's Office</th>
<th>CLA Curriculum Committee Meeting</th>
<th>Deadline for Submission of Materials to CLA Faculty Senate</th>
<th>CLA Faculty Senate Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Existing Proposals in Curriculog</td>
<td>Friday, August 16, 2019</td>
<td>Tuesday, August 27, 2019</td>
<td>Tuesday, September 10, 2019</td>
</tr>
<tr>
<td>Friday, September 13, 2019</td>
<td>Friday, September 20, 2019</td>
<td>Tuesday, October 1, 2019</td>
<td>Tuesday, October 15, 2019</td>
</tr>
<tr>
<td>Friday, October 18, 2019</td>
<td>Friday, October 25, 2019</td>
<td>Tuesday, November 5, 2019</td>
<td>Tuesday, November 19, 2019</td>
</tr>
<tr>
<td>Friday, November 8, 2019</td>
<td>Friday, November 15, 2019</td>
<td>Tuesday, November 26, 2019</td>
<td>Tuesday, December 10, 2019</td>
</tr>
</tbody>
</table>
## Spring Semester 2020

<table>
<thead>
<tr>
<th>Deadline for Submission of Materials to Dean's Office</th>
<th>CLA Curriculum Committee Meeting</th>
<th>Deadline for Submission of Materials to CLA Faculty Senate</th>
<th>CLA Faculty Senate Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, December 6, 2019</td>
<td>Friday, December 13, 2019</td>
<td>Tuesday, January 7, 2020</td>
<td>Tuesday, January 21, 2020</td>
</tr>
<tr>
<td><strong>Friday, January 10, 2020</strong>*</td>
<td>Friday, January 17, 2020</td>
<td>Tuesday, January 28, 2020</td>
<td>Tuesday, February 11, 2020</td>
</tr>
<tr>
<td>*Last day to submit for 20/21 catalog</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday, February 21, 2020</td>
<td>Friday, February 28, 2020</td>
<td>Tuesday, March 10, 2020</td>
<td>Tuesday, March 24, 2020</td>
</tr>
<tr>
<td>Friday, March 6, 2020</td>
<td>Friday, March 13, 2020</td>
<td>Tuesday, March 31, 2020</td>
<td>Tuesday, April 14, 2020</td>
</tr>
</tbody>
</table>
Timelines

Important reminders:
Items submitted after each Dean's Office deadline, will be reviewed at the subsequent Curriculum Committee Meeting.

All curriculum items submitted, or requiring edits, after the January 10, 2020 deadline, cannot be guaranteed to be in the AY 20/21 catalog.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, August 1, 2019</td>
<td>Curriculum timeline, College/Department level review and approval process for AY 19/20 begins.</td>
</tr>
<tr>
<td>Friday, November 1, 2019</td>
<td>2019/2020 Plans of Study templates (Acalog) available for review from Office of the Registrar</td>
</tr>
<tr>
<td>Friday, January 10, 2020</td>
<td>School/Department review for ALL current and approved Plans of Study. All CLA Curriculum Committee and CLA Senate approvals MUST be completed by this time. (Last date for CLA Senate approval is February 11, 2020)</td>
</tr>
<tr>
<td>March 1-March 20, 2020</td>
<td>Meetings between CLA Dean’s Office, Academic Advising, and individual Academic Units to review and make final revisions to all Plans of Study (POS)</td>
</tr>
<tr>
<td>Wednesday, April 1, 2020</td>
<td>Deadline for CLA Dean’s Office and Advising to submit ALL materials to Office of the Registrar for 19/20 catalog</td>
</tr>
<tr>
<td>Monday, June 1, 2020</td>
<td>Undergraduate and Graduate Catalog published online</td>
</tr>
</tbody>
</table>
Agenda

- Welcome and Introductions
- Goals for the Curriculum Summit
- Vocabulary
- Stakeholders
- UCC and CLA Core
- Acalog and Curriculog
- Timelines
- Narratives and Workflow Charts
- Responsibilities by Area
- Q & A
- Adjourn
Narratives & Workflow Charts

- https://www.purdue.edu/registrar/curriculum/trainingdocuments.html
Agenda

• Welcome and Introductions
• Goals for the Curriculum Summit
• Vocabulary
• Stakeholders
• UCC and CLA Core
• Acalog and Curriculog
• Timelines
• Narratives and Workflow Charts
• Responsibilities by Area
• Q & A
• Adjourn
Responsibilities by Area

- **Department**: initiating all curriculum changes, edits, and reviews into Curriculog, following established CLA Dean’s Office protocols for curriculum changes, maintaining and updating Plan of Study (Acalog) templates and selectives list annually, establish and follow all departmental curricula procedures.
• **Dean’s Office & Advising**- scheduling curriculum committee meetings, providing notes/ reports, identify potential conflicts, curricular impact across CLA and outside, Plan of Study interactions and feasibility, context, sustainability
Agenda

• Welcome and Introductions
• Goals for the Curriculum Summit
• Vocabulary
• Stakeholders
• UCC and CLA Core
• Acalog and Curriculog
• Timelines
• Narratives and Workflow Charts
• Responsibilities by Area
• Q & A
• Adjourn
I have a question. Who do I contact for help?
claundergrad@purdue.edu
Agenda

- Welcome and Introductions
- Goals for the Curriculum Summit
- Vocabulary
- Stakeholders
- UCC and CLA Core
- Acalog and Curriculog
- Timelines
- Narratives and Workflow Charts
- Responsibilities of Departments
- Responsibilities of Dean’s Office/ Advising
- Q & A
- Adjourn
Thank you for attending!

Curriculum Summit
2019