

## 2018 Cheat Sheet for Curriculum Proposals

This document is offered in the spirit of facilitating curriculum approvals and minimizing the need for revisions of proposals. The document reflects current understanding among members of the SDSU Undergraduate Curriculum Committee and seeks to identify key areas in which proposals have needed clarifications/revisions.

**Program Changes** – If your proposal involves a new course (or course deletion) and if you want the change reflected for the major, emphasis, minor, etc., please remember to file **also** a Program Change request at the same time.

**Participation & Attendance** – Participation cannot happen without attendance. Obviously. Instructors should strive to grade on participation rather than merely on attendance. Realistic grading rubrics should be submitted that indicate clearly the standards by which points will be awarded for participation. See samples.

**Relationships** – Proactive efforts should be made to obtain support from academic units offering courses in similar areas. While each of us believes that our disciplines are unique, the reality is that disciplinary overlap is frequent and frequently unavoidable. Be a good SDSU colleague and engage in campus dialogue about possible areas of overlap, which often can be resolved with discussion, compromise, and professionalism.

**Writing Component (300-level courses or above)** – Fill this out. Really. If your class will NOT include a writing component, explain why (in your best writing). ☺

**500-level Courses / Graduate Student Requirements** – If your 500-level course will be open to both undergraduates and graduates, a VERY clear articulation is needed as to how graduate students will be held to a higher academic standard appropriate for their level of education. For example, it's not enough to require graduate student papers to simply be longer than those required of undergrads. Rather, the graduate-level papers might be required to include primary sources (as opposed to only secondary sources for undergrads), to be submitted for conference presentation consideration (as opposed to presented only in class), or to construct a theoretical framework using refereed journal articles (as opposed to relying on textbook information).

**Textbooks** – CSU policy prohibits faculty from requiring textbooks written by themselves UNLESS those books are commercially available for adoption at other campuses.

**Grading Standards** – Percentages assigned to the various coursework components should total 100.0%. For real. Even if you are not teaching math.

**Syllabus** – Stuff on the syllabus needs to match stuff in CurricUNET. Common areas of mismatch include grading standards, weekly topics, SLOs, design and conduct (i.e., weekly topics) and course descriptions. Recall that your syllabus **must** meet accessibility standards and include key things like semester/year, schedule number, academic integrity policy, disabilities statement, etc. See syllabus template at <http://it.sdsu.edu/accessibility/instructional-materials/syllabus.aspx>.

**Design & Conduct** – Fill this out (even if you are submitting a course syllabus). Why? Because CurricUNET is not just about proposing and approving curriculum; it's also about building a repository of curricular information.

**SLOs** – Use the taxonomy: <http://www.curricunet.com/SDSU/taxonomy.pdf>. Ensure that the level of learning matches the level of the course. Avoid these verbs: appreciate, have faith in, know, learn, understand, believe. SLOs basically ask: What outcomes do you want students to be able to demonstrate at the end of this class? An outcome has to be a measurable, observable behavior, and such behaviors may include written and oral communications. Examples of acceptable outcomes include explain, identify, compare/contrast, perform certain dance steps, correctly use some device or technology, or interpret or translate a text or speech.

**Activities versus Assessments** – Both activities and assessments could be coursework components on which students are graded. Activities involve stuff done by the students and by the instructors to help students attain the SLO. These could include lectures, presentations, class readings, homework exercises, field trips, personal reflections, etc. The basic question is: What course-related activities can students be doing to get them moving toward being able to demonstrate that SLO? Assessments involve the tool by which the instructor will measure/evaluate SLO attainment. These could include quizzes, exams, written papers, or presentations. The basic question is: By what mechanism will you know that students have attained the desired outcome? Differentiation of the activity from the assessment is important; these should NOT be the same for any given SLO. For example, a presentation cannot be BOTH the activity AND the assessment for one SLO. See examples on next page.

## SLOs vs Activities vs Assessments: Examples

### **Example: Art**

SLO: Evaluate modern paintings against classical principles of design

Activity: Visits to art museums, followed by in-class/on-site discussions of paintings viewed during visit

Assessment: Essay in which students compare specific painting against classical principles and offer an evaluation

### **Example: Biology**

SLO: Identify, describe the function of, and properly operate the parts of the compound microscope

Activity: Recitation and lab observation of various specimens on microscope slides using the low, high, and oil immersion lenses

Assessment: Lab exercises will ask students to describe, sketch, and recognize examples of basic bacterial cell morphologies (shapes) and arrangements. Calculate total magnification of any microscope, given ocular and objective lens magnifications

### **Example: Journalism**

SLO: Translate scientific findings from scientists into lay language for news consumers.

Activity: Interview a scientist about his/her research

Assessment: Feature news article. This should include two quotes from the interviewed scientist, and both quotes should be both understandable to a non-scientist and accurate from a scientist's standpoint

### **Example: Journalism**

SLO: Distinguish among different types of media writing

Activity: Lecture and in-class discussion

Assessment: Exam questions regarding different types of media writing (examples: news, feature, opinion)

### **Example: Latin American Studies**

SLO: Compare slavery and its legacies in two or more regions of the Americas

Activity: Most readings, lectures, discussions, and written assignments will contribute, but in particular the weeks 6 through 9 will focus, on a comparative understanding, and week 15 will focus on legacies

Assessment: Final research project, in which students shall explicitly make comparisons, supported by readings

### **Example: Learning Design & Technology**

SLO: Modify existing games to reinforce learning

Activity: Take a familiar recreational game (e.g., Bingo, checkers) and change its appearance and rules to serve as an effective learning activity

Assessment: Game and game design document, which will be assessed by rubric with these dimensions: creativity, application of models of learning and motivation, clarity

### **Example: Religious Studies**

SLO: Critique religious perceptions in film and interpret the cultural significance of each represented world religion and spiritual theme

Activity: Film screenings, course readings, lecture & discussion

Assessment: Reflection journal

### **Example: Television, Film & New Media**

SLO: Analyze films by learning to interpret the cinematic elements of character, gender, dialogue, image, mise en scène, lighting, and music

Activity: Film screenings, followed by discussion

Assessment: Quizzes