

Curriculum Revision Guide

Curriculum revision may involve adjusting a few courses or redesigning an entire program. Regardless of scope, the process should remain student-centered—focused on what students need to know and be able to do to succeed in entry-level positions and beyond.

Before working through the checklist below, identify who will be at the table to move the process forward. Representation should include faculty from each affected academic area as well as an academic advisor. While broad faculty input is important, involving every faculty member in the early stages can slow progress. The chair/director should be involved early in the process in the event there needs to be data provided to faculty about feasibility for course scheduling, finances, and current faculty loads/talents. The initial working group should understand their role in developing a draft curriculum to share for wider feedback.

Proposed Ground Rules for the Curriculum Revision Committee

- **Keep the focus student-centered.** Prioritize student learning, success, and equitable access.
- **Separate personal interests from program needs.** Avoid protecting individual courses, units, or workloads at the expense of program quality.
- **Work toward a complete draft.** Aim to produce a draft for feedback rather than perfecting every detail in early stages.
- **Respect differing viewpoints.** Disagreement is expected; address it constructively.
- **Decide and move forward.** If consensus cannot be reached, take a vote and proceed with the majority decision.
- **Base decisions on evidence.** Use data from assessments, enrollment, retention, and labor market trends.
- **Honor time commitments.** Attend meetings, come prepared, and meet deadlines.
- **Communicate openly.** Keep colleagues informed and bring their input to the group.
- **Stay future-focused.** Design for evolving student, industry, and societal needs, not just current circumstances.

Key Considerations for Curriculum Revision

1. **Adhere to Policy [2.1.9](#): Baccalaureate Degree Programs**
 - Includes guidelines for number of credit hours for majors and minors, senior college hours, degree types, and graduation requirements.
2. **Adhere to policy [4.1.19](#): Credit Hours**
 - Includes the definition of the amount of time in class/out of class per credit hour by course type.
 - Most programs require an average of 40-45 courses to reach 120 hours.
 - Limit the number of zero credit courses, especially if they require time for a student and/or faculty.

3. Alignment with mission, goals, and learning outcomes

- Ensure the curriculum supports the department’s mission, the university’s strategic plan, licensure, and accreditation standards.
- Revisit program learning outcomes to confirm they still reflect what graduates should know and be able to do.
- Outcomes should be assessable.

4. Student Needs and Success

- Review retention, graduation rates, and time-to-degree data. Find out at what point students drop out of the major. If your retention/graduation rates are below university averages, ask why.
- Identify barriers to student progress (e.g., bottleneck courses, scheduling conflicts, excessive prerequisites, high DFW rates, toxic course combinations – 2+ courses taken together where students struggle).
- Ensure pathways are clear, flexible, and accessible for diverse learners, including transfer and nontraditional students.
- Assume that at least one third of your students will be transfer students and make sure the major courses can be completed in 60 hours.
- Integrate career readiness skills—communication, teamwork, critical thinking, digital literacy.
- Create both a 4 year plan of study and a 2 year plan of study for someone who has completed their AA/AS degrees. The 2 year plan of study should be no more than 60 hours and able to be completed in 2 to 2.5 years. Avoid “toxic course combinations” in the plans of student if possible.
- Create plans of study where students take a major course within the first or second semester to better connect them to the major.
- Review barriers to graduation or milestones (e.g. C or better) put in place that remove students from programs, especially late in the program (e.g. semester 7 or 8). If barriers/milestones are put in place, provide data on why this is done.
- Consider if the program can be accelerated toward a master’s degree.

5. Market and Industry Trends

- Consult employers, alumni, and professional organizations to identify emerging skills and knowledge areas.

- Analyze job market data and demand for graduates in your field.
- Consider interdisciplinary opportunities and partnerships with other departments.

6. Curriculum Content and Structure

- Review core courses and electives for relevance, rigor, and sequence.
- Pre-requisites are only for needed knowledge and not enrollment management purposes.
- Explore duplicity across units/colleges/majors/programs/departments/schools is essential. Eliminate unnecessary duplication of content.
- Incorporate high-impact practices (internships, undergraduate research, service learning).
- Balance theory and applied learning.
- Consider building in capstone experiences that integrate longitudinal knowledge.
- Discuss how to incorporate professions in this field of study.
- Review high DFW courses and eliminate any intentional “weed-out” courses.
- Eliminate “ownership” of courses. Focus on the needs of the students first and ensure more than one faculty member can teach each course.
- If courses are designed with unusual formats (e.g. co-requisites, labs, etc) or a new program/sequence is being proposed, consider talking with the Office of the Registrar on how best to build these courses and programs.

7. Pedagogy and Technology

- Encourage active learning strategies and project-based assignments.
- Incorporate online, hybrid, and flexible formats where they can expand access.
- Integrate technology tools that align with professional practice.

8. Inclusive Excellence

- Review content to ensure diverse voices, perspectives, and case studies are represented.
- Identify and remove barriers for underrepresented and first-generation students.

- Include global and cultural competencies.

9. Assessment and Continuous Improvement

- Map courses to program learning outcomes, licensure, and certification exams.
- Use assessment data to guide changes.
- Plan for regular review cycles to keep curriculum current.

10. Resources and Capacity

- Evaluate faculty expertise and workload.
- Assess budget, facilities, and equipment needs for new or revised courses.
- Ensure adequate advising and support services for students.

11. Change Management and Buy-In

- Engage faculty, staff, students, and external stakeholders early in the process.
- Communicate the reasons for changes and how they will benefit students.
- Pilot new approaches before full implementation.