



BEULAH HEIGHTS

UNIVERSITY

Curriculum
Review Process

University Curriculum Review Process

Policy for scheduled review of all university curricula



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This policy was prepared by:

Mark E. Hardgrove, PhD

Associate Dean Academic Affairs

Tel: 404-564-5280

Email: markhardgrove@beulah.org

Curriculum Review Policy

Beulah Heights University

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Part I

INTRODUCTION

This policy manual is one part of an overall Beulah Heights University (BHU) strategy to provide quality Christian education that is relevant to contemporary ministry and marketplace contexts and which is consistent with the philosophy of education, mission, vision, outcomes, core values and statement of faith of the university (see Appendix A).

Curriculum Defined

What is curriculum? Smith and Lovat note that “Curriculum is one of those words that everyone thinks they understand until they hear someone else using it. It is a word with multiple meanings and different meaning in different educational contexts” (1990, p. vii). Marshall (2004) identified seven different meanings for the word, four of which are germane to the BHU curriculum review:

1. Curriculum may be defined as grade-level learning expectations that describe what a student should know and be able to do by the end of each year. Expectations documents are available at each level that makes clear what the proficiency at that level should look like.
2. Curriculum is defined by classroom methods (that is, cooperative learning, project-based learning, direct instruction, etc.) that are aligned with the standards.
3. Curriculum is a teaching unit, which includes major concepts, questions, assessments, teaching strategies, and lesson plans.
4. Curriculum is classroom materials including syllabus, textbooks, worksheets, software, or other media that are integral to course instruction.

An abbreviated definition may be simply, “A complete program of studies defined by a college leading to a degree.” The curriculum review process at BHU is broken down into four distinct areas of review related to the respective areas of study: 1) Undergraduate General Studies, 2) Undergraduate Religious Studies, 3) Undergraduate Leadership Studies, and 4) Graduate Studies. Graduate Studies include the disciplines of Religious Studies, Leadership Studies, and Master of Business Administration.

Curriculum is not to be considered isolated units of instruction, but represent the overall strategy of the institution. Bess and Dee (2008) argue:

Curriculum is strategic, because it affects nearly every policy area within a college or university, including decisions about internal structure (e.g., how academic departments will be organized, how faculty positions will be allocated) and decisions about external relations (e.g., how programs will be marketed, which students will be recruited).

Curricular choices, in fact, may be viewed as efforts to align internal structures and preferences with external markets. (p. 736)

Curricular decisions may also reflect the adaptive model's emphasis on continuous environmental scanning and ongoing organizational change. In this model, strategy formation is not bound by a particular timeframe or formal process such as a five-year strategic plan. Instead, the organization is constantly responding to its environment and engaging in a multitude of strategic actions. (p. 736)

But curriculum also embodies strategy as an emergent phenomenon, which reflects the institution's unique history, culture, and market niche. (737)

For Beulah Heights University, this means that 'curriculum' is not only what is written on the Syllabus Outline, but also includes, among other things, course and subject design, course objectives, content, teaching and assessment strategies, facilities, access to information, textbooks, assignment of levels according to "Bloom's Taxonomy" (see Appendix B), course enrollment data, and standardization of syllabi.

Curriculum Review

Curriculum review is a process by which the curriculum of BHU is reviewed according to a four-year schedule that rotates the distinct areas of study offered by the university. This review is initiated by the Office of Assessment in coordination with the Dean of Academic Affairs. The process itself is conducted at the departmental level and is led by the Department Chair.

The Chair will form the review committee which will consist of all fulltime faculty in the department and selected adjunct professors. Adjunct professors will be offered a stipend for their assistance based on the number courses they assist in reviewing.

Goal

The goal of the curriculum review is to insure that BHU provides meaningful and marketable educational opportunities for students that are consistent with the goals, mission, vision, and statement of faith of the university. It is also the goal of the process to strategically evaluate the effectiveness and relevancy of the curriculum related to the stated learning objectives of a course of study as an integrated part of the departmental strategies and student matriculation throughout a given program of study leading to a degree.

Course Descriptions

Course descriptions are succinct statements that are contained in the course catalogue and in the syllabus for each course of instruction. These descriptions should be consistent with course objectives, teaching methods, the textbooks, and assessments. A catalogue course description is an implicit contract between the student and the university and as such all material related to the course must be consistent and with the description. Course descriptions themselves are part of the

review process and may be changed to reflect a change in the field of study or marketplace demands. Any change in course descriptions may also result in changes in objectives, textbooks, teaching methods, assessments, etc.

Course Objectives

Course objectives are the anticipated knowledge, skills, and attitudes developed by the learner while engaging in the study. For example, “To demonstrate consistently the ability to present theological issues clearly and persuasively.” Course objectives are intended to be assessable (thus the use of such words as “demonstrate” and “consistent”).

Student Assessment

Assessment of students is based on the course objectives and the measurable means by which student acquisition of the objectives has been achieved. Student learning is enhanced if students understand the course objectives and if the assessment and teaching methods are congruent with those objectives.

Course

A specific “course” is an integrated and progressive part of the overall course of study in the field in which the degree is awarded. Curriculum review assesses the syllabus, textbook(s), learning material, and so forth, of individual courses with the understanding that these individual courses are part of a larger learning strategy that is intended to result in proficiency and professionalism commensurate to the award of the respective degree.

Effective course review will involve:

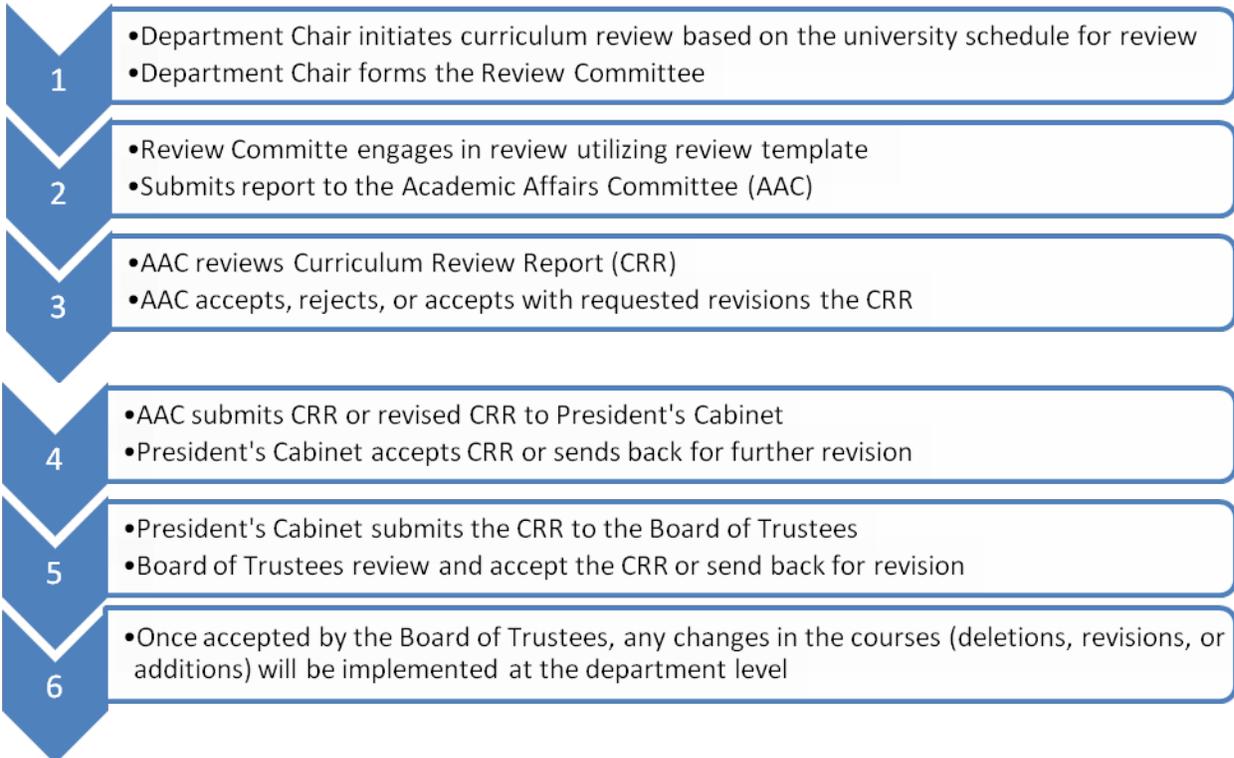
- Examination of each course in the context of changes which have taken place since its development and/or last review, and . . . will focus on:
 - the purpose of the program of study and its continuing relevance
 - the academic content, structure, and level of the program and the course objectives
 - the continuing appropriateness of the assessment practices and criteria to the objectives of the course
 - the lines of responsibility for the conduct of the course
 - comment on any changes to the resource implications, including support services
 - the place of the course within the university’s current profile and its contribution to the university’s goals and mission
 - impact on other courses, particularly newer courses
 - systematic collection and analysis of data on matters such as application and enrollment rates, completion rates, degree results (Kiley, 1994, pp. 39-40)

Part II

COURSE REVIEW SCHEDULE

1. Review courses on a four-year cycle under the direction of the Office of Assessment. The course review process will begin on the second Monday of September of the academic year and will be completed by May 1 during the same academic year (9 months).
2. The courses are reviewed on the following schedule:
 - Year 1 – General education courses
 - Year 2 – Religious studies courses and related electives
 - Year 3 – Leadership courses and related electives
 - Year 4 – Graduate courses
3. The Course Review Templates (Appendix C) will be submitted to the Department Chair no later than April 1 of each year and to the Academic Dean no later than May 1 of each year.
4. The course review is completed using the Course Review template. The Department Chair, along with all fulltime faculty in the respective department will meet to review all the templates and prepare a Curriculum Review Report of all proposed changes based upon the review.

CURRICULUM REVIEW FLOW CHART



DETAILED PROCESS DESCRIPTION

STEP ONE

- Department Chair initiates curriculum review based on the university schedule for review
- Department Chair forms the Review Committee

REVIEW INITIATION

1. Each Department Chair is to be aware of the curriculum review schedule. In addition, a reminder should be sent from the Office of Assessment to the respective Department Chair a minimum of three months prior to the initiation of the review process.
2. At the scheduled time the respective Department Chair is to locate and review the policy for curriculum review. If clarity is needed the chair should seek further insight from either the Office of Assessment or the Academic Dean.

CURRICULUM REVIEW COMMITTEE

1. The Department Chair will inform full-time faculty in the department that they will be participating in the curriculum review and the Chair will provide the dates for the beginning and completion of the process.

2. The Department Chair will identify and recruit adjunct faculty who have a proven record of commitment to the institution, is reliable, and who can be counted on to complete assignments according to schedule and with quality.
3. The Department Chair along with the Director of Assessment will schedule an orientation in which they will review the policy and the process of curriculum review; will share all relevant forms and documents used in the assessment; and will provide an overview of Bloom's Taxonomy (Appendix B), with explanation of how this tool will be used to assess the curriculum.
4. At this time the workload will be determined for each committee member and assignments will be made according to past teaching experience, degree field, and a realistic determination of how many courses each member can handle within the time frame for the review.
5. The Department Chair will serve as liaison between the Office of the Registrar, the Academic Dean, the Office of Assessment, and the Faculty to obtain all related data needed by the committee members for each class (e.g., GPA, how many times the class was offered and made, average enrollment, and any other information deemed necessary for the successful completion of the review).

STEP TWO

- Review Committee engages in review utilizing review template
- Submits report to the Academic Affairs Committee (AAC)

CURRICULUM REVIEW PROCESS

1. After being assigned the specific class(es) to be reviewed, the committee member will utilize the "course review template" (Appendix C) as an objective assessment tool by which to evaluate the class.
2. For the purposes of review the committee member will utilize Bloom's Taxonomy (Appendix B for campus and online classes). Using these instruments the committee member will assess whether class objectives, assignments, textbooks, and assessments are appropriate for the level of the course as compared to the taxonomy

Course Level	Bloom's Taxonomy
	

Graduate Level 600	
Graduate Level 500	
Undergraduate Level 400	
Undergraduate Level 300	
Undergraduate Level 200	
Undergraduate Level 100	

Each course level should include Bloom’s levels up to the highest level for that course. For example, an undergraduate level 400 course should include the Synthesis and everything below—analysis, application, understanding, and knowledge.

The committee member will see Appendix B, “**C2 Application of Bloom's Taxonomy to Curriculum Review**” for specific examples of each of the levels from Bloom’s Taxonomy and how they translate into specific assessment questions in exams and assignments.

3. After reviewing the class/course the committee member will make a recommendation to the committee. The recommendation will be one of the following:
 - a.) Keep the class as is with no changes
 - b.) Keep the class, but with recommended changes (textbook, syllabus, course description, objectives, and/or assessments)
 - c.) Discontinue the course
4. After receiving the Course Review Templates from the Curriculum Review Committee, the Department Chair along with the fulltime faculty will review all recommendations and finalize all proposed changes utilizing the appropriate forms (Appendix D). These forms, along with a written summary of all changes will be submitted as the Curriculum Review Report (CRR).

STEP THREE

- Academic Affairs Committee review the Curriculum Review Report
- Academic Affairs Committee accepts, rejects, or accepts with requested revisions the Curriculum Review Report

The Academic Affairs Committee (AAC) will receive a copy of the Curriculum Review Report (CCR) from the Dean of Academic Affairs two weeks prior to the AAC meeting in May.

The AAC will review, discuss any concerns, address any gaps in the review related to any course revisions, deletions, or additions and will make a recommendation to either accept, reject, or accept with requested revisions.

If the CCR is rejected, or accepted with requested revisions the CCR will be sent back to the respective Department Chair with a detailed response indicated why changes were rejected, or what specific revisions are needed.

After receiving the detailed response from the AAC, the Department Chair will reconvene with the full-time faculty to address the AAC response and make any needed changes in the CCR within 2 week of the receiving the response and will then resubmit to the Academic Dean who will forward it to the AAC members and schedule a second meeting within two weeks.

If the CCR is accepted as presented, it will be forwarded to the President's Cabinet.

STEP FOUR

- Academic Affairs Committee submits the Curriculum Review Report (or the revised Curriculum Review Report) to the President's Cabinet
- President's Cabinet accepts the Curriculum Review or returns it to the Academic Affairs Committee for further revision

The President's Cabinet will receive a copy of the Curriculum Review Report (CCR) from the Academic Affairs Committee (AAC) two weeks prior to their next scheduled meeting.

The President's Cabinet will review, discuss any concerns, address any gaps in the review related to any course revisions, deletions, or additions and will make a recommendation to either accept, reject, or accept with requested revisions.

STEP FIVE

- President's Cabinet submits the Curriculum Review Report (CRR) to the BHU Board of Trustees
- The Board of Trustees reviews and accepts the Curriculum Review Report or sends it back for revision

STEP SIX

- Once accepted by the Board of Trustees, any changes in the courses (deletions, revisions, or additions) will be implemented at the department level

These revisions will be coordinated with all other departments and publications that are affected by these changes, namely the Office of the Registrar, the Online Coordinator, the editor of the catalogue, any department publications, and so forth.

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Appendix A

PHILOSOPHY OF EDUCATION

Beulah Heights University believes the Bible is the revealed Word of God inerrant in its original autographs. It is the ground and foundation from which all other subjects are viewed, evaluated, and taught from which all clauses of truth shall be substantiated. Beulah Heights University has a holistic approach to education. The Biblical pattern of intellectual, spiritual, physical, and social development is practiced and is the basis for this philosophy. BHU is committed to intellectual growth through consistent application of every available means by which the whole person is developed.

Beulah Heights University is an interdenominational-oriented Bible college, which is thoroughly committed to the proclamation of the doctrines of the Church.

MISSION

The mission of Beulah Heights University is to develop relevant Christian leaders for the ministry and marketplace--leaders who are molded by the Word of God, are change agents impassioned to do God's will, and are characterized by godly lives, servant hearts, transformed minds, and skilled communication.

VISION

The vision of Beulah Heights University is expressed in the ARC of Ministry. The ARC represents Academic Excellence--the pursuit of excellence in educational standards, Resource Center--offering varied resources to those leaders BHU develops, and Change Agent--provoking change in the lives all BHU encounters.

The comprehensive purpose of Beulah Heights University is to provide a high-quality Christian education, which will develop students in living the Christian life, and to prepare them for service and leadership in Christian ministries and the marketplace.

OUTCOMES

1. Spiritual maturity leading to a committed personal walk with the Lord Jesus Christ.
2. Relational maturity leading to a priority commitment to relationships as an extension of the in-dwelling of the Godhead.
3. Educational maturity leading to a commitment of constantly expanding on college-based education.

Spiritual

- a. Graduates of BHU will be committed to giving priority to their personal walk with the Lord Jesus Christ.
- b. Graduates of BHU will be able to articulate the plan of salvation.
- c. Graduates of BHU will be able to, not only defend their faith in an intellectual and rational manner, but also defend their personal stances on particular issues.

Relational

- a. Graduates of BHU will be committed to the preeminence of sound biblical and relational responsibility.
- b. Graduates of BHU will be sensitive to and respond in a responsible manner to a diversity of backgrounds, cultures, and world views.

Educational

- a. Graduates of BHU will be committed to constant educational growth.
- b. Graduates of BHU will be able to locate proper sources of information in research.
- c. Graduates of BHU will have evaluative skills as they apply the acquired knowledge.
- d. Graduates of BHU will demonstrate an acceptable grasp of both verbal and nonverbal communication skills.
- e. Graduates of BHU will be prepared to enter a graduate institution of their choice.

CORE VALUES

The core values of Beulah Heights University are foundational beliefs inherent in its operation as a college and a Christian institution. The core values compel BHU to measure every action against its values for a standard of ethics in its daily operation.

Biblical Inerrancy

Beulah Heights University seeks to bring every aspect of personal and corporate life under the functional authority of the inerrant Word of God by obeying its commands, applying its principles, and refraining from dogmatism where the Bible is silent. BHU is prepared to stand on biblical inerrancy against the opposing tide of compromising norms and peer pressure (2 Timothy 3:16).

Integrity

Beulah Heights University seeks to live, teach, and promote lives filled with godly choices in the face of temptation and ethical compromise. Consistent growth toward Christ like attitudes and demonstrated behavior with the context of responsible church membership and involvement are all a part of integrity. BHU affirms the necessity of yielding to the Lordship of Jesus Christ as the unconditional Lord of life (Romans 12:2).

Global Missions

Beulah Heights University is committed to implementing Christ's mandate to fulfill the Great Commission by stimulating and training Christians for evangelistic church planting and supporting ministries through global evangelization (Matthew 28:19).

Dedicated Servanthood

Beulah Heights University is dedicated to training Christian leaders whose lives reflect the conviction that both individual and corporate prayer is essential in the pursuit of God's purposes for holy living and fruitful ministry. BHU further seeks to cultivate an understanding of and commitment to worship and giving as a vital response of the believer to God. BHU desires to be a community marked by joyful reliance upon God for material provision, victory over sin, growth in Christ-likeness, and fruitful service to God and others (Matthew 25:21).

Diversity

Beulah Heights University is committed to embracing and empowering multicultural Christian communities without regard to ethnicity, socioeconomic status, gender, nationality, or handicap. BHU develops Christian leaders to impact the world (1 Corinthians 9:22).

STATEMENT OF FAITH

God

There is one God who exists eternally in three persons: Father, Son, and Holy Spirit. God is the almighty Creator, Savior, and Judge who governs all things according to His sovereign will and is accomplishing His purposes in creation and in the Church to His glory.

The Human Race

Humanity is the climax of God's earthly creation, bearing His image, designed for relationship with Him, and being the object of His redeeming love. All people have sinned. This results in guilt, death, and alienation from God as well as the defacing of every aspect of human nature. People are unable to save themselves from sin's penalty and power and from Satan's dominion.

Jesus Christ

Jesus Christ, both fully God and fully man, entered history as Savior of the world. He was conceived of the Holy Spirit, born of a virgin, and lived an exemplary, sinless life in perfect submission to the Father and in loving relationships with others. He died on a cross, rose bodily, and ascended to heaven where He is advocate for His people and is exalted as Lord of all.

Salvation

Christ's sacrificial death, in which He bore the punishment due to sinners, is the only and all-sufficient basis of God's provision of salvation for all people of every culture and age, expressing His love and satisfying His justice. By God's grace the repentant sinner, through trusting alone in the Lord Jesus Christ as Savior, is put right with God, adopted by the Father into His family and receives eternal life.

The Holy Spirit

The Holy Spirit makes the work of Christ effective to sinners, giving spiritual life and placing them into the Church. He indwells all believers, empowers them to love, serve, witness and obey God, equips them with gifts, and transforms them to be increasingly like Christ.

God's Written Word

The Bible, consisting of the Old and New Testaments, is God's written Word, revealing for all peoples His character and purposes. It is the final authority in all matters relating to belief and behavior. The Holy Spirit moved the human authors of the Bible so that what they wrote is inspired, fully reliable, and without error in all it affirms.

The Church

The universal Church is made up of all who have been born of the Spirit. It finds local expression in communities of believers called by God to worship, fellowship, proclaim the Gospel, and make disciples among all peoples, reflect God's character, engage in works of compassion, contend for truth and justice, and celebrate baptism and communion.

The Future

The Lord Jesus Christ will visibly return to the earth in glory and accomplish the final triumph over evil. God will make everything new. The dead will be raised and judged. Unbelievers will suffer eternal punishment in separation from God; believers will enter into a life of eternal joy in fellowship with God, glorifying Him forever. (General Catalogue, pp. 7-9)

Appendix B

Bloom's Taxonomy

From Bloom, et al., 1956

<http://officeport.com/edu/bloomq.htm>



In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95 % of the test questions students encounter require them to think only at the lowest possible level...the recall of information.

Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Verb examples that represent intellectual activity on each level are listed here.

1. **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

As teachers we tend to ask questions in the "knowledge" category 80% to 90% of the time. These questions are not bad, but using them all the time is. Try to utilize higher order level of questions. These questions require much more "brain power" and a more extensive and elaborate answer. Below are the six question categories as defined by Bloom.

- **KNOWLEDGE**
 - remembering;
 - memorizing;
 - recognizing;
 - recalling identification and
 - recall of information
 - Who, what, when, where, how ...?
 - Describe
- **COMPREHENSION**
 - interpreting;
 - translating from one medium to another;
 - describing in one's own words;
 - organization and selection of facts and ideas
 - Retell...
- **APPLICATION**
 - problem solving;
 - applying information to produce some result;
 - use of facts, rules and principles
 - How is...an example of...?
 - How is...related to...?
 - Why is...significant?
- **ANALYSIS**
 - subdividing something to show how it is put together;
 - finding the underlying structure of a communication;
 - identifying motives;
 - separation of a whole into component parts
 - What are the parts or features of...?
 - Classify...according to...
 - Outline/diagram...
 - How does...compare/contrast with...?
 - What evidence can you list for...?
- **SYNTHESIS**
 - creating a unique, original product that may be in verbal form or may be a physical object;
 - combination of ideas to form a new whole
 - What would you predict/infer from...?
 - What ideas can you add to...?
 - How would you create/design a new...?
 - What might happen if you combined...?
 - What solutions would you suggest for...?
- **EVALUATION**
 - making value decisions about issues;
 - resolving controversies or differences of opinion;
 - development of opinions, judgments or decisions
 - Do you agree...?
 - What do you think about...?
 - What is the most important...?
 - Place the following in order of priority...
 - How would you decide about...?
 - What criteria would you use to assess...?

Bloom's Taxonomy

<http://web.uct.ac.za/projects/cbe/mcqman/mcqappc.html#C1>

C1 Bloom's Taxonomy

Following the 1948 Convention of the American Psychological Association, B S Bloom took a lead in formulating a classification of "the goals of the educational process". Three "domains" of educational activities were identified. The first of these, named the Cognitive Domain, involves knowledge and the development of intellectual attitudes and skills. (The other domains are the Affective Domain and the Psychomotor Domain, and need not concern us here).

Eventually, Bloom and his co-workers established a hierarchy of educational objectives, which is generally referred to as **Bloom's Taxonomy**, and which attempts to divide cognitive objectives into subdivisions ranging from the simplest behavior to the most complex.

It is important to realize that the divisions outlined above are not absolutes and that other systems or hierarchies have been devised. However, Bloom's taxonomy is easily understood and widely applied.

C1.1. Knowledge.

Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

Examples of learning objectives at this level are: know common terms, know specific facts, know methods and procedures, know basic concepts, know principles.

C1.2. Comprehension.

Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

Examples of learning objectives at this level are: understand facts and principles, interpret verbal material, interpret charts and graphs, translate verbal material to mathematical formulae, estimate the future consequences implied in data, justify methods and procedures.

C1.3. Application.

Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

Examples of learning objectives at this level are: apply concepts and principles to new situations, apply laws and theories to practical situations, solve mathematical problems, construct graphs and charts, demonstrate the correct usage of a method or procedure.

C.1.4. Analysis.

Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

Examples of learning objectives at this level are: recognize unstated assumptions, recognizes logical fallacies in reasoning, distinguish between facts and inferences, evaluate the relevancy of data, analyze the organizational structure of a work (art, music, writing).

C.1.5. Synthesis.

Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure.

Examples of learning objectives at this level are: write a well organized theme, gives a well organized speech writes a creative short story (or poem or music), propose a plan for an experiment, integrate learning from different areas into a plan for solving a problem, formulates a new scheme for classifying objects (or events, or ideas).

C.1.6. Evaluation.

Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria.

Examples of learning objectives at this level are: judge the logical consistency of written material, judge the adequacy with which conclusions are supported by data, judge the value of a work (art, music, writing) by the use of internal criteria, judge the value of a work (art, music, writing) by use of external standards of excellence.

C2 Application of Bloom's Taxonomy to Curriculum Review

C2.1 Level 1: Knowledge

At this level, one simply requires the recall of acquired knowledge. WARNING! A test at this level can easily become a "Trivial Pursuit" exercise!

Example C2.1.1

Which one of the following persons is the author of "Das Kapital"?

1. Mannheim
2. Marx
3. Weber
4. Engels
5. Michels

Note that the responses are internally consistent - they are all the names of Germans whose written work have been major contributions on social issues.

Example C2.1.2

In the area of physical science, which one of the following definitions describes the term "polarization"?

1. The separation of electric charges by friction.
2. The ionization of atoms by high temperatures.
3. The interference of sound waves in a closed chamber.
4. The excitation of electrons by high frequency light.
5. The vibration of transverse waves in a single plane.

Simple recall of the correct definition of polarization (#5) is required. Internal consistency and plausibility are maintained in that all responses are actual physical phenomena.

Example C2.1.3

According to the microgenesis of perception concept, the threshold of awareness consists of a hierarchy of thresholds. Which one of the sequences shown below is correct?

1. Recognition thresholds > physiological thresholds > detection thresholds.
2. Physiological thresholds > detection thresholds > recognition thresholds.
3. Physiological thresholds > recognition thresholds > detection thresholds.
4. Recognition thresholds > detection thresholds > physiological thresholds.

In this example, nothing more is required than the recall of the order of certain pieces of related information. The correct answer is #2.

C2.2 Level 2. Comprehension

At this level, knowledge of facts, theories, procedures etc. is assumed, and one tests for understanding of this knowledge.

Example C2.2.1

Which one of the following describes what takes place in the so-called PREPARATION stage of the creative process, as applied to the solution of a particular problem?

1. The problem is identified and defined.
2. All available information about the problem is collected.
3. An attempt is made to see if the proposed solution to the problem is acceptable.
4. The person goes through some experience leading to a general idea of how the problem can be solved.
5. The person sets the problem aside, and gets involved with some other unrelated activity.

In this question, the knowledge of the five stages of the creative process must be recalled (KNOWLEDGE), and one is tested for an understanding (COMPREHENSION) of the meaning of each term, in this case, "preparation".

Note that this question violates the rule that the answer and distracters should all be of about the same length. It is difficult to get around this one here, so the text is edited so that each line is about the same length.

C2.3 Level 3: Application

In order to classify a question into this group, ask yourself if prior knowledge of the background to the question is assumed to be both known and understood, and whether one is merely expected to apply this knowledge and understanding. Calculations based on known formulae are good examples of this, as shown in the example below:

Example C2.3.1

Which one of the following values approximates best to the volume of a sphere with radius 5m?

- a. 2000m³
- b. 1000m³
- c. 500m³
- d. 250m³
- e. 125m³

In order to answer this question, the formula $4\pi r^3 / 3$ must be known (recall of knowledge) and the meaning of the various symbols in the formula understood (comprehension) in order to answer this question. The correct answer is #3.

Example C2.3.2

Which one of the following memory systems does a piano-tuner mainly use in his occupation?

1. Echoic memory.
2. Short-term memory.
3. Long-term memory.
4. Mono-auditory memory.
5. None of the above.

This is clearly a case of testing for the application of previously acquired knowledge (the various memory systems), which is also understood, as the meaning of each term must be clear before the student can decide whether it is applicable to the given situation. The correct answer is #1. Note that students may not necessarily know what a piano-tuner is or does. Watch out for cultural bias!

The next example is more difficult to classify:

Example C2.3.3

You are the sole owner and manager of a small enterprise employing 15 workers. One of these, Alfred, (who has been working for you for the past year and has somewhat of a history of absenteeism), arrives late for work one Wednesday morning, noticeably intoxicated. Which one of the following actions is the most appropriate in the circumstances?

1. You terminate Alfred's employment on the spot, paying him the wages still due to him.
2. You parade Alfred in front of the other workers, to teach them all a lesson.
3. You give Alfred three weeks' wages in lieu of notice, and fire him.
4. You wait until Alfred is sober, discuss his problem, and give him a final written warning, should it be required.
5. You call Alfred's wife to take him home and warn her that this must not happen again.

Note that this question is classified as APPLICATION as in order to answer it, the relevant labor legislation should be known and understood. One could make a case for it to have a higher classification such as EVALUATION, on the grounds that one is asked to evaluate which one of the proposed actions is the best in the circumstances, or ANALYSIS, on the grounds that in order to select the most appropriate answer, one should analyze the possible outcomes of each decision. For both these levels, one would expect a greater amount of information as to Alfred's situation, the relationship between Alfred and his co-workers, union involvement in the enterprise etc., and have a more sophisticated set of distracters. Here, option #4 is clearly the best both on legal and human terms. Note that the figure of speech "on the spot" may not be understood by second-language students. Use suitable language!

C2.4 Level 4: Analysis

Example C2.4.1

"The story is told of the famous German Organic Chemist Auguste Kékulé who was struggling with the problem of how the six carbon atoms of benzene were linked together. He was getting nowhere with the problem, and one day fell asleep in front of the fireplace while he was pondering on it. He dreamt of molecules twisting and turning around like snakes. Suddenly, one of the snakes swallowed its own tail and rolled around like a hoop. Kékulé woke up with a start, and realized that his problem could be solved if the six carbon atoms of benzene were attached to each other to form a ring. Further work showed that this was entirely correct."

The above passage illustrates a particular phase of the creative process. Which one is it?

1. Preparation
2. Incubation
3. Orientation
4. Illumination
5. Verification

In the above example, the student is expected to know and understand the five stages of the creative process, and to apply this knowledge to an important factual example of creative thinking (the elucidation of the chemical structure of the benzene molecule). The ability to analyze the data (i.e. the given text) in terms of each of the five stages is what is being tested. The correct answer, by the way, is #4.

Example C2.4.2 (Assume the question below is asked in a philosophy test.)

Read carefully through the paragraph below, and decide which of the options 1-5 is correct.

"The basic premise of pragmatism is that questions posed by speculative metaphysical propositions can often be answered by determining what the practical consequences of the acceptance of a particular metaphysical proposition are in this life. Practical consequences are taken as the criterion for assessing the relevance of all statements or ideas about truth, norm and hope."

1. The word "acceptance" should be replaced by "rejection".
2. The word "often" should be replaced by "only".
3. The word "speculative" should be replaced by "hypothetical".
4. The word "criterion" should be replaced by "measure".

This question requires prior knowledge of and understanding about the concept of pragmatism. The paragraph, seen in this light, contains one word which vitiates its validity, and the student is tested on his/her ability to **analyze** it to see whether it fits with the accepted definition of pragmatism. With this in mind, #2 is correct. Option #1 would degrade the paragraph further,

while #3 and #4 would simply result in changing to acceptable synonyms. Note that this question does not address Level 6 (Evaluation), as one is not asked to pass a value judgment on the text. This must be considered as a very difficult question, and will obviously require a high level of reading skills. Bear in mind that there will be a significant time factor involved.

Example C2.4.3

Look at the following table and indicate which countries' statistics are being reported in rows A, B and C.

	GNP per capita 1991 (\$ USA)	Growth rate of GNP per capita p.a. 1980-91	Population growth rate 1980-91	Structures of total employment 1980-85 (percentages)		
				Agriculture	Industry	Services
A	500	2,5%	1,5%	51	20	29
B	1570	5,8%	1,6%	74	8	8
S.A.	2560	0,7%	2,5%	17	36	36
C	25110	1,7%	0,3%	6	32	32

Choose your answer from the following list of possible answers:

1. A is South Korea; B is Kenya; C is Canada.
2. A is Sri Lanka; B is Germany; C is Thailand.
3. A is Sri Lanka; B is Thailand; C is Sweden.
4. A is Namibia; B is Portugal; C is Botswana.

In order to answer this question, students must be able to recall the relative economic rankings of various countries (KNOWLEDGE) and understand the basis for such a ranking (COMPREHENSION). They must be able to apply these concepts when information is supplied to them (APPLICATION), and they must be able to ANALYZE the given information in order to answer the question. Students did not like this question when they were faced with it in a class test, as their immediate reaction was that "it was impossible to remember the statistics for all the countries that were discussed in class and given to them in handouts". They were surprised when told that such detailed knowledge was in fact not expected of them, but that they were to examine the table and perform a ranking on the basis of concepts that they should have mastered. The correct answer is 3.

C2.5 Level 6: Evaluation

At this level, one is asked to pass judgment on, for example, the logical consistency of written material, the validity of experimental procedures or interpretation of data.

Example C2.5.1

A student was asked the following question: "Briefly list and explain the various stages of the creative process".

As an answer, this student wrote the following:

"The creative process is believed to take place in five stages, in the following order: ORIENTATION, when the problem must be identified and defined, PREPARATION, when all the possible information about the problem is collected, INCUBATION, when there is a period where no solution seems in sight and the person is often busy with other tasks, ILLUMINATION, when the person experiences a general idea of how to arrive at a solution to the problem, and finally VERIFICATION, when the person determines whether the solution is the right one for the problem."

How would you judge this student's answer?

1. EXCELLENT (all stages correct in the right order with clear and correct explanations)
2. GOOD (all stages correct in the right order, but the explanations are not as clear as they should be)
3. MEDIOCRE (one or two stages are missing OR the stages are in the wrong order, OR the explanations are not clear OR the explanations are irrelevant)
4. UNACCEPTABLE (more than two stages are missing AND the order is incorrect AND the explanations are not clear AND/OR they are irrelevant)

In the above question, one is expected to make value judgment on the content of the given text (KNOWLEDGE of the subject is required), the meaning of the terminology used (COMPREHENSION of the subject matter), and its structure (ANALYSIS of the answer for the right order of events. The correct answer here is #1, but suitable modification of the putative student answer could provide a small bank of questions with other correct answers

Example C2.5.2

Another example is the "Assertion/Reason" question, in which two statements linked by "BECAUSE" have to be evaluated in the light of certain criteria:

Judge the sentence in italics according to the criteria given below:

"The United States took part in the Gulf War against Iraq BECAUSE of the lack of civil liberties imposed on the Kurds by Saddam Hussein's regime."

- a. The assertion and the reason are both correct, and the reason is valid.
- b. The assertion and the reason are both correct, but the reason is invalid.
- c. The assertion is correct but the reason is incorrect.
- d. The assertion is incorrect but the reason is correct.
- e. Both the assertion and the reason are incorrect.

The correct answer is "b", since while it is true that the United States took part in the Gulf War, it is also true that the Kurds in Iraq did not (and still do not) enjoy an abundance of civil liberties, but the threat to the US's oil supply as a result of Iraq's invasion of Kuwait was a much more pertinent reason for the United States joining in the fray. A knowledge and understanding of Middle East politics is assumed. What is tested here is the ability to evaluate the between cause and effect in the sentence in terms of predefined criteria.

Appendix C

COURSE REVIEW TEMPLATE

Course Number and Title _____

Instructor Name(s)	Highest Degree	Discipline

TEXTBOOKS

List All Textbooks Used by for this Course	Is the textbook adequate?		Is the textbook written at the appropriate level?	
	Yes	No*	Yes	No*
1.				
2.				
3.				

*If no, please explain.

SYLLABUS

1. Is there a current syllabus available that meets the standard format for the institution?
2. Are learning outcomes measurable? If yes, what methods are being used to measure the learning outcomes? If no, what steps are being taken to rewrite the learning outcomes?
3. Are the course assignments designed at the appropriate level of learning? What level of Bloom's taxonomy does each assignment demonstrate? (Insert a copy of the analysis in the appendix)

ENROLLMENT HISTORY

2008-2009		2009-2010		2010-2011	
Semester	Enrollment	Semester	Enrollment	Semester	Enrollment
Fall 2008		Fall 2009		Fall 2010	
Spring 2009		Spring 2010		Spring 2011	
Summer 2009		Summer 2010		Summer 2011	

1. Does the enrollment indicate a need to eliminate the course? If yes, provide a plan for phasing it out.
2. Does the enrollment indicate a need for additional faculty support? If yes, how much additional support is needed? (Show justification for this)
3. Does the enrollment indicate a need for more staff support? If yes, what level of staff support is needed?

GRADING

Semester	Grades									
	A	B	C	D	F	X	I	W	R	Blank
Fall 2010										
Spring 2011										
Summer 2011										

Does the grade distribution show a realistic distribution?

STUDENT INTERACTION

1. Are the office hours (phone availability) of instructors published for the students? What are the office hours?
2. Are the assignments being graded and returned to the student within two weeks of receipt? If no, explain.
3. Are all phone calls and/or emails being returned within 48 hours? If no, explain.

ASSESSMENT

1. Describe how the course outcomes are currently assessed.
2. Attach samples of current assessment items, such as tests and/or assignments, capstone projects, other projects, performances, journals, or portfolios.
3. Indicate which outcomes are addressed on each of the attached sample items by numbering the outcomes on the syllabus and placing the number of the outcome next to the questions on the test or the sample assignments that address it.
4. Describe any revisions that may be made to the current assessment items.

5. Check the method(s) your department will use to assess outcomes:
- _____ Item analysis (a breakdown by test item of the numbers of students who were successful or unsuccessful on that particular question) of scores for specified outcomes on tests.
 - _____ Scoring scale, grading criteria, or rubric for a significant or representative assignment or project:
 _____ for all students _____ for a representative sample (describe sampling method)
 - _____ Other internal review. Describe.
6. Check the ways your department intends to use assessment results to improve student learning:
- _____ Discover areas of student's strengths and weaknesses
 - _____ Explore innovative ways to address outcomes
 - _____ Obtain more consistency in multi-section courses
 - _____ Reduce grade inflation by linking test and course grades to mastery of all outcomes
 - _____ Explore other ways of assessing learning outcomes
 - _____ Revise learning outcomes
 - _____ Increase contact with adjunct faculty
 - _____ Explore active learning strategies
 - _____ Other (explain)

SUMMARY

Recommendations

New Goals

Timeline for Implementation of New Goals

Budget Allocations Necessary to Implement New Goals

Signature _____ Date _____
Instructor Completing Review

Comments and Recommendations

Signature _____ Date _____
Department Chair

Comments and Recommendations

Signature _____ Date _____
Academic Dean

Comments and Recommendations

Appendix D: Forms

Date: ___/___/___ Department: _____ Contact Person _____

Listing of Enclosed Forms

Form A – Summary of Curriculum Changes and Budget Summary

Form B – Dropped Course

Form C – Changes to an Existing Course

Form D – New Course Proposal

Form E – New Major/Minor/Emphasis/Certificate

Form F – Request to Implement New Degree Program: New Major

Form G – Proposal for Program/Department Name Change

CHECKLIST []

1. Has appropriate consultation been completed and has all consultation correspondence been included? []
2. Have any unresolved objections to college-approved proposals been identified? []
3. Have all college-approved proposals which violate curricular guidelines been identified? []
4. Have all budgetary needs been identified and estimated? []
5. For graduate level courses/programs, has approval been obtained from departmental graduate faculty? []
6. Does your curriculum proposal reflect findings from other planning processes such as Academic Program Reviews, Student Outcomes Assessment, strategic planning, and/or licensure, accreditation, and reaccreditation requirements? []
7. For a new major, has Form G (BOR FORM A) been completed? []
8. Have the required signatures been obtained for all proposals? []
9. Has an impact analysis been completed for all proposals? []

FORM A -- SUMMARY OF CURRICULUM CHANGES AND BUDGET SUMMARY

DATE: _____

(Check One) _____ General Studies; _____ Religious Studies; _____ Leadership Studies; _____ Graduate Studies

- I. DROPPED COURSES [see FORM B]
- Automatic Course Drop: initiated by the Office of the Registrar (list titles and course numbers)
 - Course Drop: initiated by Department/School (list titles and course numbers)
- II. COURSE CHANGES [see FORM C] (list titles and course numbers)
- III. NEW COURSES [see FORM D] (list proposed titles, course numbers, and credit hours)
- IV. RESTATEMENTS OF MAJORS/MINORS/EMPHASES/CERTIFICATES [see FORM C] (list titles)
- V. NEW MAJORS/MINORS/EMPHASES/CERTIFICATES [see FORM E] (list proposed titles)
- VI. BUDGET SUMMARY FOR DEPARTMENT (should summarize needs for **entire** curriculum proposal package)
- A. Will the curriculum changes proposed in this package increase the budgetary needs of the department?

_____ No _____ Yes

- a. If NO, explain why not.
- b. If YES, identify the total costs.

(1) Staff	\$ _____
(2) Additional facilities	\$ _____
(3) Equipment	\$ _____
(4) Support personnel	\$ _____
(5) Library requirements	\$ _____
(6) Computer service	\$ _____
(7) Educational technology	\$ _____
(8) Other services (identify)	\$ _____
_____	\$ _____
TOTAL COSTS	\$ _____

- B. If the costs above are **not** simply the sum of all the various budgets in this package explain why.

- IX. UNRESOLVED OBJECTIONS TO COLLEGE-APPROVED PROPOSALS (list all proposals with **unresolved objections**)
- X. COLLEGE-APPROVED PROPOSALS WHICH VIOLATE CURRICULAR GUIDELINES (list all proposals **violating curricular guidelines**)

Department Head Signature _____ Date _____

College Dean's Signature _____ Date _____

FORM B -- DROPPED COURSE

(Check One) General Studies; Religious Studies; Leadership Studies; Graduate Studies

1. Catalog Page:
Course Number:
Course Title:
Semester Course Was Last Offered:

2. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department.

3. Explanation and justification:

4. Consultation summaries: check [v] appropriate response(s). [Must consult with all departments identified in #2 above].

For Department and LACC (Form J) consultations:

Departments Contacted For Consultation	No Impact	Has Impact - No Objections	Has Impact -Has Objections	Requests Further Consultation	Resolution Not Possible	No Response

For Library (Form J-L) Consultations:

- No further consultation needed
- No further immediate consultation needed
- Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

- No further consultation needed
- Further consultation needed with Office of Teacher Ed.
- Further consultation needed with Council on Teacher Ed.
- After further consultation, it appears there can be no resolution of this concern at this time

FORM C -- CHANGES TO AN EXISTING COURSE
--

(Check One) General Studies; Religious Studies; Leadership Studies; Graduate Studies

1. Catalog Page:

Present Course Number:

Present Course Title:

Present Credit Hours:

Present Description:

Present Prerequisites, including any "hidden" prerequisites:

2. Identify all proposed change(s):

- a. Course # change, including an add/drop of "g" designation
- b. Title change (If longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar)
- c. Credit hour change
- d. Description change (Limited to 280 characters, including spaces and prerequisites)
- e. Prerequisite change (Note that any "hidden" prerequisites must be explicitly listed and all courses with a "g" designation must, at a minimum, include the statement: "Junior Standing")

3. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department.

4. Explanation and justification.

5. If a "g" designation has been added:

- a. Explain why the course is appropriate for graduate students.
- b. Describe the differences in requirements for graduate students.
- c. Have the departmental graduate faculty approved this change?
 Yes No

6. If the course number is to be changed (other than a change in "g" designation), will students who have received credit under the existing number be permitted to register for and receive credit for the course under the proposed new number?

Yes No (If YES, explain why.)

7. Describe how the proposed change(s) will affect the usage of computer resources and facilities.

8. Summarize the needs for additional Library resources and services that this change will require.

9. Consultation summaries: check [v] appropriate response(s). [Must consult with all departments identified in #3 and #7 above].

FORM C – CHANGES TO AN EXISTING COURSE, continued

For Department and LACC (Form J) consultations:

Departments Contacted For Consultation	No Impact	Has Impact - No Objections	Has Impact -Has Objections	Requests Further Consultation	Resolution Not Possible	No Response

For Library (Form J-L) Consultations:

- No further consultation needed
- No further immediate consultation needed
- Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

- No further consultation needed
- Further consultation needed with Office of Teacher Ed.
- Further consultation needed with Council on Teacher Ed.
- After further consultation, it appears there can be no resolution of this concern at this time

10. Will this curriculum change increase the total budgetary requirements of the Department?

No Yes

a. If NO, explain why not.

b. If YES, identify the total costs.

- (1) Staff \$ _____
- (2) Additional facilities \$ _____
- (3) Equipment \$ _____
- (4) Support personnel \$ _____
- (5) Library requirements \$ _____
- (6) Computer service \$ _____
- (7) Educational technology \$ _____
- (8) Other services (identify) _____ \$ _____
- _____ \$ _____
- TOTAL COSTS \$ _____

FORM D – NEW COURSE PROPOSAL

(Check One) General Studies; Religious Studies; Leadership Studies; Graduate Studies

1. New Course Information.
 - a. Proposed Course Number
 - b. Proposed Course Title (If longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar)
 - c. Proposed Credit Hours
 - d. Proposed Description (Limited to 280 characters, including spaces and prerequisites)
 - e. Proposed Prerequisites, including any "hidden" prerequisites (Note that any "hidden" prerequisites must be explicitly listed and all courses with a "g" designation must, at a minimum, include the statement: "Junior Standing")

2. Justification for the addition of this course.
 - a. Identify the relationship of the proposed course to other planning processes (i.e. Academic Program Review, Student Outcomes Assessment, strategic planning, and licensure or accreditation/re-accreditation requirements).
 - b. Identify whether the proposed course is part of any new or existing program (as either a required or elective course in a major, minor, emphasis, or certificate).
 - Integral to a proposed new program (specify program)
 - Modifies an existing program (specify program)
 - Not integral to an existing or proposed new program
 - c. Identify the type of students likely to take the course. (i.e. graduate students, seniors, majors, minors).
 - d. Identify the expected frequency with which the course is to be offered (i.e. once each year, every semester).
 - e. List the names of any prospective instructors, if possible.
 - f. List any other courses with similar content or title which are offered by another department.

3. For 100g, 200 and 300-level courses:
 - a. Explain why the course is appropriate for graduate credit.
 - b. Identify the differences in requirements and expectations for undergraduate and graduate students enrolled in the proposed course.
 - c. Have the departmental graduate faculty approved this proposal?
 Yes No

4. Identify the semester(s) during which the proposed course has been taught on an experimental basis and the student enrollment each time it has been taught.

5. Provide an outline of the proposed course, including the proposed topic coverage, textbook(s), supplemental reading(s), and pedagogy. If the course has been taught before, please include a syllabus, if possible.

6. Describe how students in this proposed course will use computer resources and facilities.

7. Summarize the needs for additional Library resources and services that the proposed new course will require. **[NOTE: Library consultation on new courses is required.]**

8. Consultation summaries: check [] appropriate response(s). [Must consult with all those identified in #2f and #6 above]. NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted.

FORM D -- NEW COURSE PROPOSAL, continued

For Department and LACC (Form J) consultants:

Departments Contacted For Consultation	No Impact	Has Impact - No Objections	Has Impact - Has Objections	Requests Further Consultation	Resolution Not Possible	No Response

For Library (Form J-L) Consultations:

- ___ No further consultation needed
- ___ No further immediate consultation needed
- ___ Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

- ___ No further consultation needed
- ___ Further consultation needed with Office of Teacher Ed.
- ___ Further consultation needed with Council on Teacher Ed.
- ___ After further consultation, it appears there can be no resolution of this concern at this time

9. Will this proposed new course increase the total budgetary requirements of the Department?

___ No ___ Yes

a. If NO, explain why not.

b. If YES, identify the total costs.

- (1) Staff \$ _____
- (2) Additional facilities \$ _____
- (3) Equipment \$ _____
- (4) Support personnel \$ _____
- (5) Library requirements \$ _____
- (6) Computer service \$ _____
- (7) Educational technology \$ _____
- (8) Other services (identify) \$ _____
- _____ \$ _____
- TOTAL COSTS \$ _____

FORM E— NEW MAJOR/MINOR/EMPHASIS/CERTIFICATE

(Check One) _____ General Studies; _____ Religious Studies; _____ Leadership Studies; _____ Graduate Studies

1. Proposed Program Title: (If the program title is longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar).
2. Proposed statement of the program as it should appear in the Catalog.
 - No advisory statements are permitted.
 - Include any description of the program, enrollment management policies, program admission requirements and/or exit requirements associated with the program that are to appear in the catalog.
 - Liberal Arts Core courses should be underlined.
 - All prerequisites to courses required in the program must appear in the program listing, including any "hidden" prerequisites.
 - All courses in the program must be listed with their credit hours shown in parentheses ().
 - All courses in each part of the program (i.e. required components, elective groups) must be categorized by departments in alphabetical order (i.e. accounting, economics, mathematics).
 - The hours (or range of hours) in each part of the program (i.e. required components, elective groups) and the total hours (or range of hours) for the program must be identified, including all prerequisites and Liberal Arts Core Education courses.
 - For the purpose of determining whether the length of the major (or emphasis) meets the University's standard program length requirements, the hours from some Liberal Arts Core courses may be double-counted. Double-counting is permitted for any courses from the required categories and up to three courses from elective categories.
 - Excluding any allowable double-counting of Liberal Arts Core courses, the maximum hours allowed for a major in the Standard Program is: 62 hours for the B.A. and B.L.S. degrees, 68 hours for the B.S. degree, 80 hours for the B.F.A. and B. Music degrees, and 80 hours for the B.A. - Teaching degree (including an allowance of 33 hours for the professional sequence, but excluding methods courses which are considered to be part of the major).
 - When a major (or emphasis) has a range of hours, if the minimum hours in the range meet the requirement for a Standard program, the major (or emphasis) is considered to be a Standard program, even though the maximum hours may exceed the requirement for a Standard program.
3. If the program is long or contains many courses that must be taken sequentially, show how the program may be completed within the allowable number of semesters. [Standard programs allow 8 semesters plus a summer session].
4. For a new Certificate proposal, identify the academic office that will be responsible for maintaining and publicizing the program and for notifying the Office of Registrar in a timely fashion of those graduating students who have completed the program.
5. Identify any proposed new courses required for this proposed program (list proposed course number and title).
6. Provide an estimate of the expected enrollment in the proposed program.

FORM E -- NEW MAJOR/MINOR/EMPHASIS/CERTIFICATE, continued

7. Identify how the proposed program will be staffed to serve the expected enrollment.
8. Identify any other existing programs with similar purposes, course requirements, and/or titles.
9. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department.
10. Justification, including the relationship the proposed program has to other planning processes (i.e. Academic Program Review, Student Outcomes Assessment, strategic planning, and licensure or accreditation or re-accreditation requirements).
11. Describe how this new program will affect the usage of computer resources and facilities.
12. Summarize the needs for additional Library resources and services that the proposed new program will require. [NOTE: Library consultation on new programs is required.]
13. Consultation summary: check [] appropriate response(s). [Must consult with all those identified in #8, #9 and #11 above]. NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted (use form J-T Ed.). Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC (use Form J).

For Department and LACC (Form J) consultations:

Departments Contacted For Consultation	No Impact	Has Impact - No Objections	Has Impact -Has Objections	Requests Further Consultation	Resolution Not Possible	No Response

For Library (Form J-L) Consultations:

- No further consultation needed
- No further immediate consultation needed
- Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

- No further consultation needed
- Further consultation needed with Office of Teacher Ed.
- Further consultation needed with Council on Teacher Ed.
- After further consultation, it appears there can be no resolution of this concern at this time

FORM E -- NEW MAJOR/MINOR/EMPHASIS/CERTIFICATE, continued

14. Will this proposed new program increase the total budgetary requirements of the Department?

___ No ___ Yes

a. If NO, explain why not.

b. If YES, identify the total costs.

(1) Staff	\$ _____
(2) Additional facilities	\$ _____
(3) Equipment	\$ _____
(4) Support personnel	\$ _____
(5) Library requirements	\$ _____
(6) Computer service	\$ _____
(7) Educational technology	\$ _____
(8) Other services (identify)	\$ _____
_____	\$ _____
TOTAL COSTS	\$ _____

NOTE: A NEW MAJOR ALSO REQUIRES FORM G (BOR FORM A)

FORM F—REQUEST TO IMPLEMENT NEW DEGREE PROGRAM: NEW MAJOR
--

BEULAH HEIGHTS UNIVERSITY BOARD OF TRUSTEES

REQUEST TO IMPLEMENT A NEW BACCALAUREATE, MASTERS, OR DOCTORAL DEGREES

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for a Regent university to demonstrate need and demand as well as the university's ability to offer a quality program that is not unnecessarily duplicative of other similar programs offered by colleges and universities in Iowa.

DIVISION OF STUDY: _____

CIP Discipline Specialty Title: _____

CIP Discipline Specialty Number (six digits): _____

Level: B _____ M _____ D _____

Title of Proposed Program: _____

Degree Abbreviation (e.g., Minor, B.S., B.A., M.A.): _____

Approximate date to establish degree: Month _____ Year _____

Contact person: (name, telephone, and e-mail) _____

Please provide the following information (use additional pages as needed).

1. Describe the proposed new degree program, including the following:
 - a. A brief description of the program and a statement of academic objectives;
 - b. The relationship of the proposed new program to the institutional mission and how the program fits into the institution's and college's strategic plan;
 - c. The relationship of the proposed new program to other existing programs at the institution; describe how the proposed program will enhance other programs at the university.
 - d. The relationship of the proposed new program to existing programs at other colleges and universities in Iowa, including how the proposed program is different or has a different emphasis than the existing programs.
 - e. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.
 - f. Does the proposing institution have personnel, facilities, and equipment adequate to establish and maintain a high quality program?
 - g. How does student demand for the proposed program justify its development?

FORM F – REQUEST TO IMPLEMENT NEW DEGREE PROGRAM : NEW MAJOR, continued

2. Describe the state and/or national workforce need and/or demand for graduates of the proposed program currently and in the foreseeable future (provide documentation about the sources of data used to estimate need and demand).
3. List all other public and private institutions of higher education in Iowa currently operating programs similar to the proposed new degree program. (For comparison purposes, use a broad definitional framework, e.g., such identification should not be limited to programs with the same title, the same degree designation, having the same curriculum emphasis, or purporting to meet exactly the same needs as the proposed program.)

If the same or similar program exists at another public or private institution of higher education in Iowa, respond to the following questions:

- a. Could the other institution reasonably accommodate the need for the new program through expansion? Through collaboration?
- b. With what representatives of these programs has there been consultation in developing the program proposal? Provide a summary of the response of each institution consulted.
- c. Has the possibility of an inter-institutional program or other cooperative effort been explored? What are the results of this study? (Consider not only the possibility of a formally established inter-institutional program, but also how special resources at other institutions might be used on a cooperative basis in implementing the proposed program solely at the requesting institution.)
- d. Do other colleges in Iowa offer programs similar to the proposed program at comparable quality and cost?

4. Estimate the number of majors and non-majors students that are projected to be enrolled in the program during the first seven years of the program.

a. Undergraduate

Undergraduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Majors							
Non-Majors							

b. Graduate

Undergraduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Majors							
Non-Majors							

c. What are the anticipated sources of these students?

5. If there are plans to offer the program away from the campus, briefly describe these plans, including potential sites and possible methods of delivery instruction.
6. Has the proposed program been reviewed and approved by the appropriate campus committees and authorities?
7. List date the program proposal was submitted to the Iowa Coordinating Council for Post High School Education (ICCPHSE) and results of listserv review.
8. Will the proposed program apply for accreditation? When?

FORM F— REQUEST TO IMPLEMENT NEW DEGREE PROGRAM: NEW MAJOR, continued

- 9. Will articulation agreements be developed for the proposed program? With whom?
- 10. Describe the faculty, facilities, and equipment that will be required for the proposed program.
- 11. From where will the financial resources for the proposed program come (list all that apply, e.g., department reallocation, college reallocation, grants, new to the university)?

SOURCES	TOTAL AMOUNT

- 12. Estimate the total costs/total new costs (incremental increases in expenditures) that will be necessary for the next seven years as a result of the new program:

	TOTAL COSTS	TOTAL NEW COSTS
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		
Year 7		

FORM G—PROPOSAL FOR PROGRAM/DEPARTMENT NAME CHANGE

Date: _____

(Check One) ___ General Studies; ___ Religious Studies; ___ Leadership Studies; ___ Graduate Studies

Current Title of Department/Program: _____

Proposed Title of Department/Program: _____

Specialty Title: _____

Specialty Number (six digits): _____

Level: B _____ M _____ D _____ FP _____

Degree Abbreviation (e.g., B.S., B.A., M.A.): _____

Approximate date to change name: Month _____ Year _____

Contact person: (name, telephone, and e-mail) _____

1. Provide a brief description of the department/program.
2. Describe reasons (justification) for the proposed name change. Include information about the value of the name change to the department, program, the discipline, college, and/or the university.
3. If this is a department name change, describe how the proposed name is consistent with the mission of the college.
4. Will the proposed name change be consistent with other institutions? Identify other institutions that have the same or similar name to the proposed name.
5. Is the proposed name consistent with association/accreditation designations?
6. Describe program configuration changes that will result from the proposed name change, e.g., change in number of credit hours required, etc.
7. Describe how current students will be affected by the proposed department/program name change.
8. What costs will be incurred by the proposed name change? Identify new resources that will be needed in connection with the proposed name change, e.g., facilities, faculty, funds, etc.

Additional information:

DEPT/SCHOOL: _____

Catalog Page:

References

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- Marshall, K. (2004, September). Let's clarify the way we use the word 'Curriculum'. *Education Week*, 24(1), 43.
- Smith, D., & Lovat, T. (1990). Curriculum decision making in teacher education: Policies, program development and design. *Journal for Teacher Education*, 38(4), 2-12.



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