



Central Washington University Graduate Curriculum Resource Guide

What is this document?

The Graduate Council Curriculum Committee (GCCC) is the standing review committee for graduate-level curricula at CWU, empowered by the Graduate Council (GC) to maintain high quality standards through the review of changes to new academic graduate programs, degrees, specializations, and certificates. The purpose of this document is to outline current practices, procedures, and standards of curriculum review for graduate-level programming and to offer support to originators of new program and program change proposals at the graduate level.

What types of curriculum proposals does the GCCC review?

The Graduate Council Curriculum Committee does not review course-level proposals or revisions; rather, we review proposals for new graduate programs and program changes, as outlined in [CWUP 5-50-010](#). Course proposals are reviewed and approved by the Dean of Graduate Studies and Research.

What should I know about the curriculum review process?

- Originators should follow the traditional [curriculum process](#) for submitting a graduate-level program change or new program proposal set forth by the Faculty Senate Curriculum Committee.
- Once a proposal comes to the GCCC level, the committee will review and make recommendations on the proposal's academic integrity and intellectual quality, the clarity of program descriptions, inclusion of student learning outcomes and assessment plans.
- The GCCC will approve, reject, or hold a proposal within 15 days.
- The GCCC respects departments' disciplinary knowledge and expertise; thus the feedback provided to originators will focus on program structure, graduate level

learner outcomes, and points of clarification. Occasionally, the GCCC will send comments or ask clarifying questions of the proposal originator or the Department listed on the proposal, in advance of a GCCC decision. When appropriate, the GCCC may invite the originator to a GCCC meeting to discuss the program-level proposal.

- Once a proposal reaches the GCCC step, originators may not make direct changes to the proposal. Instead, originators can consult with the GCCC and request changes be made. Once approved by the GCCC, the Chair will request that the Curriculog Administrator update the proposal.
- Once a decision is made by the GCCC, the proposal will be routed to the appropriate party for next steps in the approval process.

What should I include in my graduate-level program proposal?

Originators should ensure that all questions on the selected Curriculog proposal are complete. Although Curriculog does not import or include a specific section designated for Program Learner Outcomes, originators should ensure that **Program Learner Outcomes** are included in the “Narrative” section. While the GCCC reviews Program Learner Outcomes for clarity and rigor at the graduate level, discipline-specific content will be the responsibility of the Department. Originators should ensure that Program Learner Outcomes reflect graduate level outcomes and that they are differentiated from undergraduate outcomes,

What should Program Learning Outcomes look like at the graduate level?

- Program proposals should ensure that Program Learning Outcomes are written clearly, specific to the discipline/field, are measurable, and sufficient for the level of study (e.g., Graduate Certificates vs. Graduate Degree Programs).
- The majority of stated Program Learning Outcomes should be at higher levels of Bloom’s Taxonomy (Analysis, Synthesis, or Evaluation - see table below) to reflect the advanced knowledge and skills needed for graduate-level study.
- Program Learning Outcomes should reflect a diversity of levels of Bloom’s Taxonomy (i.e., not all in one category such as “analysis”).
- Program Learning Outcomes should reflect specific disciplinary knowledge and approaches appropriate to graduate-level study and work in that field.
- Program Learning Outcomes should focus on what the student will be able to achieve or accomplish by the completion of the program, rather than a specific assessment or activity which demonstrates achievement of the learning outcome. However, Program Learner Outcomes should be written with enough specificity that they can be measured through some mechanism of assessment.

Can you give a few examples of graduate-level Program Learning Outcomes that DO and DO NOT meet expectations?

Does not meet GCCC standards: Too Broad

“Students will be able to demonstrate critical thinking skills.”

Example Program Learning Outcome Made More Specific: “Students will be able to analyze and critique musical works, using masters level knowledge in music theory, including a range of compositional styles and techniques.”

Example Program Learning Outcome Made More Specific: “Students will be able to critically evaluate contemporary empirical literature in child development and family science.”

Does not meet GCCC standards: Too Focused on Activity

“Students will be able to complete a culminating thesis project”

Example Program Learning Outcome More Focused on Outcome: “Students will be able to produce work synthesizing acquired skills with a strong personal artistic voice.”

Example Program Learning Outcome More Focused on Outcome: “Students will be able to create appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals, and evaluate the effectiveness of interventions.”

Example Program Learning Outcome More Focused on Outcome: “Students will be able to propose, perform, and compose a significant unique written work in their field.”

Does not meet GCCC standards: Does not Differentiate from Undergraduate Level

“Students will have foundational knowledge and skill in their respective discipline.”

Example Program Learning Outcome at the Graduate Level: “Students will be able to establish advanced competency in solving quantitative problems, using correct units and significant figures, and representing geologic data on cross-sections and maps.

Example Program Learning Outcome More Focused on Outcome: “Students will be able to synthesize knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.”

Does not meet GCCC standards: Cannot Easily Be Assessed or Measured

“Students will have a deeper appreciation for good communication practices.”

Example Program Learning Outcome More Measurable: “Students will be able to collect, manage, and organize data to inform different audiences in a variety of communication formats.”

Example Program Learning Outcome More Measurable: “Students will be able to demonstrate the ability to effectively communicate through written and oral modes about cultural and environmental resource management issues

Verbs for Use In Writing Learner Outcomes – Bloom's Taxonomy

Graduate-level Program Learner Outcomes should reflect a diversity of Bloom's Taxonomy verbs, prioritizing those at the higher-orders of Analysis, Synthesis and Evaluation

Knowledge (recall of information)	Comprehension (interpret information in one's own words)	Application (use knowledge or generalization in a new situation)	Analysis (break knowledge into parts and show relationships among parts)	Synthesis (bring parts together to form a whole; build relationships for new situations)	Evaluation (make judgments on basis of given criteria)
Define List Recall Name Recognize State Repeat Record Label Arrange Duplicate Match Memorize Order Relate Reproduce	Discuss Describe Explain Identify Translate Restate Recognize Express Locate Report Tell Convert Distinguish Estimate Indicate Select Sort	Compute Demonstrate Illustrate Operate Perform Interpret Apply Employ Use Practice Schedule Sketch Prepare Modify Predict Extrapolate Manage Choose Solve	Distinguish Analyze Differentiate Compare Contrast Categorize Appraise Calculate Test Diagram Inspect Question Relate Solve Examine Classify Deduce Outline Inventory Experiment Discriminate	Diagnose Propose Design Manage Hypothesize Summarize Compose Plan Formulate Arrange Assemble Collect Construct Create Organize Prepare Modify Invent Generate Set up Synthesize Write	Evaluate Assess Justify Appraise Rate Revise Score Select Choose Estimate Measure Argue Decide Criticize Attack Defend Judge Predict Support Value

Who should I consult if I have questions that aren't answered here?

Faculty Senate Curriculum and General Education Deadlines & Forms:

<https://www.cwu.edu/faculty-senate/curriculum-and-general-education-forms>

Curriculog Administrator

Mike Gimlin Michael.gimlin@cwu.edu

Graduate Council Curriculum Committee Co-Chairs (2021 - 2023)

Emily Rollie (she/her), PhD Emily.rollie@cwu.edu

Tishra Beeson, DrPH, MPH Tishra.beeson@cwu.edu