

A HOLISTIC APPROACH TO REDESIGNING CURRICULUM AND COURSES

Curriculum design starts with decisions about what our students need to learn (competencies), how best to organize their learning (courses, pathways), and how to track their progress (milestones, assessments). While courses can be designed individually or collaboratively, curriculum design works best as a collaborative effort. Curriculum and course design should be carefully considered at the same time to ensure the curriculum provides a cohesive and consistent learning experience while courses deliver on specific learning goals. The following four stages of curricular and course design are most effective as sequential and overlapping processes.

REDESIGN GROUNDWORK

1

Identify stakeholders, clarify values, articulate goals, assess and map current curriculum, analyze strengths and gaps, imagine opportunities, and build community.

CURRICULUM REDESIGN

2

Articulate program-level outcomes, design program-level assessments, map outcomes to specific courses, identify course modalities and pedagogical recommendations, seek community feedback, and iterate.

COURSE REDESIGN

3

Refine course learning outcomes, design assessments and feedback structures, curate content, select pedagogical approaches, identify faculty and student supports, seek community feedback, and iterate.

IMPLEMENTATION AND ITERATION

4

Continue refinement based on ongoing assessment, reflection, and community feedback and engage in peer review of teaching, professional development for faculty, and program assessment.

STAGE 1

REDESIGN GROUNDWORK

Considerations for Departments and Programs

During this phase it is important to establish a foundation for transformation by articulating values, aligning goals, and analyzing curriculum. Any redesign process should begin with a robust discussion of key questions:

Who are the stakeholders you need to involve in the discussions (internally and externally) and how will you involve them?

What are the core values that guide your department or program? How can these values influence the process and endure through the redesign?

What are the strengths and weaknesses of the current curriculum? What gaps can be addressed in this redesign?

If there were no constraints, what would you envision for the future of your program(s)?

How can the current curriculum be realigned to better reflect shared values and goals?

What resources will be required to support this transformation?

How can you foster collaboration and shared ownership of this process within your department?

Considerations for Faculty

During this phase it is important to reflect on how your individual course(s) align with institution-, department-, and program-level goals. Before starting a redesign, begin with reflection and consideration of key questions:

How do my course(s) contribute to the overall program-level goals?

How do my teaching values and goals align with the broader department or program objectives?

What are the current strengths and challenges of my courses? What elements (e.g., concepts, pedagogical approach, assessment structure) might benefit from revision?

What changes or improvements would I want to make if resources or time were not a constraint?

What do I hope my students will gain after curricular or course redesign?

What resources (time, technology, support) would help me redesign courses effectively?

What mentors, collaborators, and supports (internal and external) can help me redesign, implement, and iterate new courses?

1



STAGE 2

CURRICULUM REDESIGN

2

WHAT ARE THE KEY COMPONENTS ?

1) Program-Level Learning Outcomes

Define what graduates should know and be able to do.

2) Program-Level Assessment

Create mechanisms to evaluate and improve learning within the program of study.

3) Program-Level Curriculum

Identify curricular and co-curricular experiences that introduce, reinforce, and promote mastery of learning goals. Determine course sequencing to support the progression of learning.

HOW TO ENSURE A SUCCESSFUL PROCESS?

- Before stage 2 of curriculum redesign begins, start by clarifying core values, analyzing the current curriculum, and engaging key stakeholders.
- Use a curriculum mapping tool to spot gaps or overlaps, identify sequencing issues, and ensure each course contributes clearly to program goals.
- Choose pedagogical approaches that directly support the program's learning outcomes.
- Provide time, training, and tools for redesign and collaboration.
- Build a process of review and adjustments based on assessment data, student experiences, and community feedback.

WHO SHOULD BE INVOLVED?

Curriculum-level redesign is a collective effort, typically led by department heads, program directors, or curriculum committees, with active input from faculty and informed by insights from students, alumni, employers, and accrediting bodies.



STAGE 3

COURSE REDESIGN

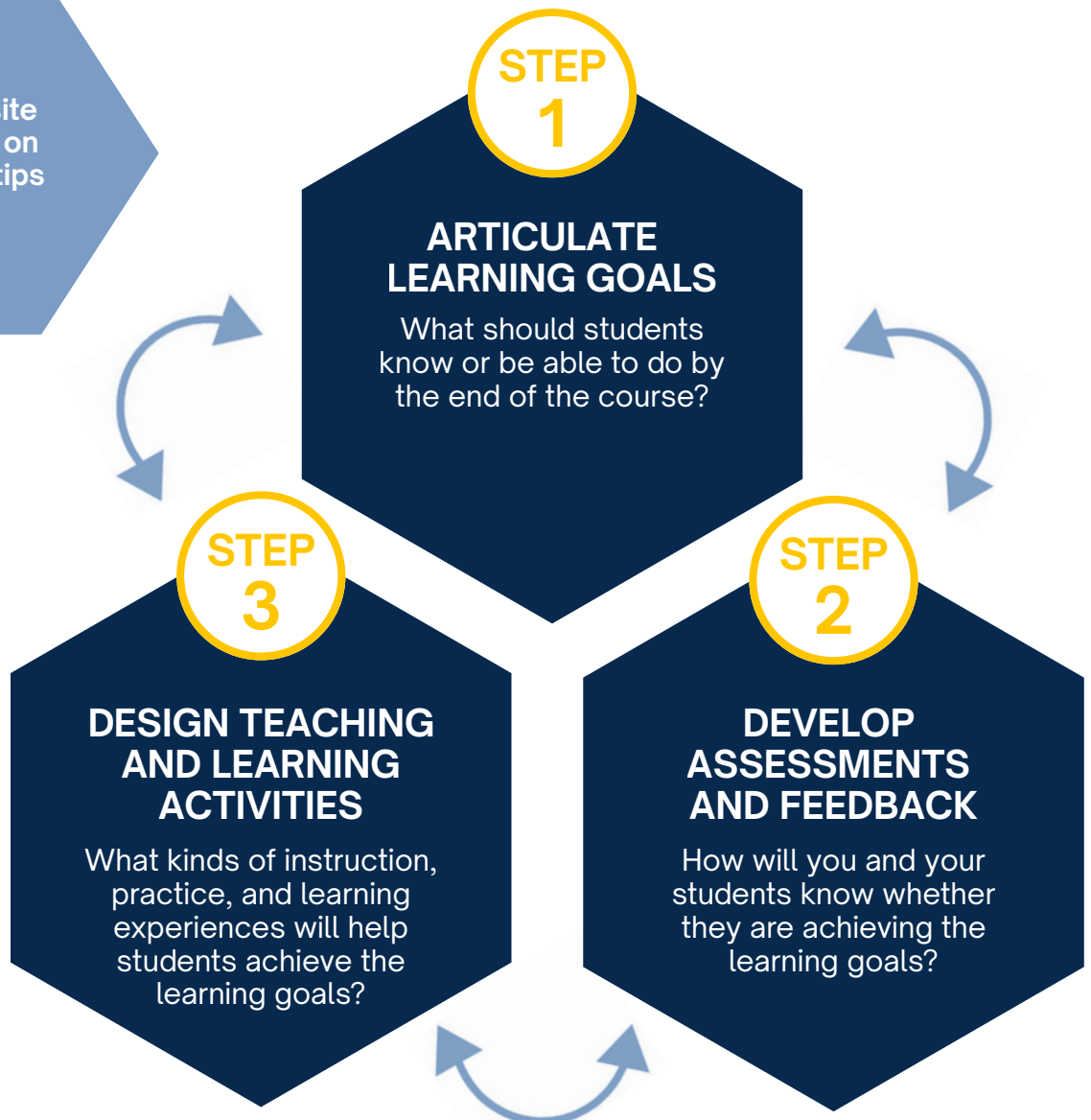
3

Once program-level goals are set, individual faculty (or faculty teams) should use integrated (backward) course design to align course-level goals, assessments, and learning experiences. This intentional, student-centered process involves selecting appropriate, research-informed teaching methods and integrating knowledge with experiential learning: building and applying practical skills, collaboration, cultural competence, and ongoing reflection. Intentionally integrating these elements can foster learning that lasts well beyond the course.



LEARN MORE!

Explore TLC's website for more resources on course design and tips for writing effective learning goals.



STAGE 4

IMPLEMENTATION AND ITERATION

IMPLEMENT

Put the redesigned curriculum and courses into action, supporting student and faculty success with collaboration and purposeful pedagogy.

ASSESS

Gather data and community feedback to measure the effectiveness and real-world relevance of learning experiences.

REFLECT

Use data and feedback to engage faculty in reflection, celebrate successes, and identify areas for growth and shared learning.

ITERATE

Refine and adapt curriculum and instruction based on what you've learned. Repeat.



WHAT OTHER ACTIONS WILL HELP US KEEP IMPROVING?

- Engage community members in the process to capture diverse perspectives, improve relevance, and promote ongoing program and course innovation.
- Create a Peer Review of Teaching (PRT) process with structured feedback on syllabi, assignments, and observations to foster a culture of shared learning.
- Support faculty development through workshops, seminars, and peer support to keep learning about new teaching strategies and technologies.



DREXEL UNIVERSITY

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