

**BASIC PRINCIPLES****The Role of the Faculty Lead for Program Planning/Development Projects  
and/or Program Review or Projects**

The development, redesign, reviews, or assessment of CSUN self-support programs is a collaborative project involving CSUN faculty, administrators, and staff. In most cases, CSUN self-support programs are designed for mid-career professionals. CSUN self-support program development projects are funded to allow faculty to carefully craft (or refine) programs so that they are both distinctive and excellent in educational focus and learning goals, content, format, link between forefronts of scholarship and professional practice, instructional strategies, assignment design, and the creation of learning communities for the enrolled, within the context of each program (nearly always offered in a cohort format – whether face-to-face or online). For details on CSUN's approach to the development and academic oversight of its self-support programs, see the basic principles documents at the following links:

[http://www.csun.edu/~exlinfo/policies/Aug2014/L\\_BasicPrinciplesOfProgramDevelopmentForDegreeAndCreditCertificatePrograms8-26-15.pdf](http://www.csun.edu/~exlinfo/policies/Aug2014/L_BasicPrinciplesOfProgramDevelopmentForDegreeAndCreditCertificatePrograms8-26-15.pdf)

[http://www.csun.edu/~exlinfo/policies/Aug2014/X\\_BasicPrinciplesAcademicOversightofSelf-SupportPrograms8-18-15.pdf](http://www.csun.edu/~exlinfo/policies/Aug2014/X_BasicPrinciplesAcademicOversightofSelf-SupportPrograms8-18-15.pdf)

**CSUN Self-Support Programs -- Curriculum Development, Update, and Review Processes**

Since programs are offered in the cohort format, the program development/refinement process focuses first and finally at the program level (certificates or degrees) with courses within the program building on one another from start to finish of the cohort to achieve higher-level cumulative learning goals for the program as a whole. Program development/refinement is an iterative process that starts with the review of the program and the learning outcomes expected for graduates of the program in question. The process continues by working to identify which courses would need to be developed to lead to graduates having the knowledge, advanced critical reasoning skills, professional skills and dispositions, innovation and problem solving capabilities, research and information literacy skills, and the like, that are part of the overall educational attainment plan for the program in question.

This iterative approach requires full development group meetings with faculty, and practitioners engaged in the program development project to plan for the program's overall learning goals, individual faculty (or faculty teams) meeting and working on the development of program components (courses, modules, etc.), and then meeting as a full development group again to draw the emerging courses/modules together and create strong links in content, assignments, and instructional strategies between the courses to create a strong overall program. This cycle of group meetings and smaller individual (or small team) meetings will, in most cases, be repeated several times to arrive at the necessary and well-integrated (seamless) strength at the program

and course levels to make the program an excellent and distinctive comprehensive learning experience.

Some CSUN self-support degree programs have a required core and linked options/certificates that may be taken on their own. In such cases, each component of the program is designed as a program in its own right that can stand alone and/or work in strong complement with the core depending on whether the certificate is offered to a post-degree cohort or the cohort includes both the core and option/certificate as a seamless full program.

### **Role of the Faculty Lead for Assigned to a Given Planning or Review Project**

Depending on the life of the program in question, the program planning or review project lead will be asked to participate in as a facilitator of the curriculum development process as well work in close collaboration with the lead professional staff member of the Tseng College prior to the cohort launch.

### **For Curriculum Development and Redesign/Update Process Facilitation Projects**

The role of the faculty member appointed to the program planning project as faculty lead is to facilitate this iterative curriculum development process and engage faculty and staff in the planning stages prior to launch. The planning lead provides both cohesion and communication during the planning process, working with the full development group and the individuals (or small teams) working on individual courses or modules. Work with the full development group involves convening and attending meetings and facilitating the communication and forward progress of the planning to a successful outcome. This includes responsibilities such as: gathering and sharing information and drafting plans with the full group, facilitating discussion to keep a focus on the overall educational quality and impact of the program, fostering attention to developing links among the courses that ensure that one course/module builds upon another, facilitating attention to assignment design to support the learning goals of the courses/modules and the program overall, and keeping all members of the program development project linked and engaged in the creation of the overall program, and the course/models that it comprises through regular communication.

The program planning lead brings expertise in the particular field(s) in question and should also have a demonstrated ability to lead faculty working groups, exhibit strong project management skills, successfully lead projects through to completion, and communicate clearly and effectively.

The planning/review lead is appointed by the dean of the partner college in consultation with the dean of the Tseng College and others as appropriate, for the project in question. The role for program development/review projects begins with the start of planning/review and continues through approvals to the successful launch of the program (cohort) in question.

### **Working Collaboratively with Assigned CSUN Academic Staff for Program**

**Planning/Review:** The program planning lead works in close collaboration with the lead academic staff members from the Tseng College appointed to work on the program development/refinement project in question, typically the dean and/or the associate dean of the college and/or the assistant dean for program development and/or the director of distance learning and/or the director of self-support graduate and professional education programs and services. The Tseng College senior academic staff member assigned has instructional design expertise

focused on program development for midcareer professionals and expertise on the range and the processes and policies related to the development, approval, and launch of self-support programs at CSUN and within the CSU. Throughout the program planning and development process, the lead senior professional staff member (most often the assistant dean for program development or the associate dean) from the Tseng College in partnership with the planning lead, documents the evolving and collaboratively designed program narrative, which will be regularly shared with the full program development group to ensure a shared understanding of program decisions, features, differentiators, distinctions, and design.

Throughout the program planning and development/refinement process, the planning lead and appointed CSUN senior academic staff member, will also work in close collaboration with other units in the Tseng College (and from other CSUN offices/units as needed) to accurately and appropriately craft consistent messaging for effective marketing, recruitment, and application strategies for the program in question. Such engagement is carried over from the program development/refinement and review processes through the launch (or relaunch following review) of the program. In the engagement with various academic professional staff prior to program launch, the faculty lead assigned to the project in question is heavily relied upon to identify relevant field and degree entrance criteria, including but not limited to: application criteria, minimum GPA, entrance exam requirements, letters of recommendation, professional experience, statement of purpose, etc. The strategic partnership of the program planning lead representing the partner academic college/department working with Tseng College professionals is crucial to the success of the program launch, student success throughout their program, and student graduation and completion. Continuous reflection and potential revision of the above mentioned strategies is encouraged, in order to successfully launch the program as well as recruit, admit, and support well-qualified students.

**Approvals:** The faculty lead assigned to the program works in collaboration with the associate dean of the partner college as well as the associate dean of Tseng College to develop the necessary documents for the approval process for new and modified programs. The planning lead may be asked to write or coordinate the writing of the campus curriculum documents as well as Chancellor's Office new program proposal. These documents must be clear, strong, and accurate statements about the true purpose, features, learning goals, etc. of the program in question. In order to successfully present these documents both to the campus and the Chancellor's Office, the planning lead should actively engage the associate dean of Tseng College in the process. During the approval process, the faculty lead is expected to attend campus approval meetings with the partner college associate dean, associate dean of Tseng College and other program faculty.

**Program Marketing and Communications:** The faculty lead assigned to the program development or review project in question may also be called upon to meet with CSUN's self-support program marketing team to clearly outline the target student and student population for the program, including demographics, career experience/aspirations, educational background, and behavioral indicators. An important aspect of the close collaboration between the partner college(s)/department(s) and the CSUN's Tseng College includes successfully communicating to prospective students the high value of and specific features of the program in question. The CSUN marketing team in the Tseng College plays a central role in that effort – to be successful they need to be able to identify the most relevant professional or academic conferences at which the most promising prospective students might be found (or those who might refer such students to the program); the industry associations and specific publications (including websites, or social media outlets) that the target audience is likely to read/visit, and other such publications and/or venues that will help in ensuring that the information about the program reaches the prospective students. The assigned faculty program planning/program review lead will collaborate with assigned senior academic staff to share with the marketing team potential advertising outlets and

marketing strategies with the intention of direct marketing, in order to recruit students.

**Prospective Student Communication/Recruitment:** An essential component of program planning prior to launch, involves a close partnership with The Tseng College's recruitment staff, who have direct responsibility for discussing the program in question with prospective students who make inquiries about the program. The recruitment/communications staff assists students considering the program and helps them through the application process (from student inquiry to enrolled student). The faculty lead assigned to the program planning or review project in question may be asked to play a role in communicating with prospective students about the program in question. Such duties may include but are not limited to: attending planned open houses/information sessions, attending new student orientations (on campus, online, and/or offsite), and advising prospective students whose academic questions about the program are more in depth than can be appropriately addressed by assigned staff.

If assigned by the Partner College/Department to Program Admissions Responsibilities -- the assigned faculty program planning/review project would work closely with the assigned recruitment/program management staff, in an effort to provide prospective students with responsive and timely support and work with a sense of urgency, regarding the return of pertinent documents pertaining to student's files and their acceptance or denial into their programs of interest. It should be noted that most mid-career students do need timely and clear responses from CSUN, in order to commit to the program in question, arrange their work and personal lives accordingly, work out financial considerations (including applying for financial aid in a timely manner), and prepare to start the program in question. The faculty member assigned to the role of planning/review lead for the program in question will work collaboratively with the recruitment/management staff and prospective students applying to the program, in an effort to ensure each cohort has the enrollment needed for the cohort to be successfully launched.