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**Basic Principles of The Tseng College:
Graduate, International, and Midcareer Education**

The Role of the Faculty Planning Lead

The development, redesign, or assessment of self-support programs is a collaborative project involving CSUN faculty, administrators, and staff. In most cases, self-support programs are designed for mid-career professionals. Self-support program development/refinement 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).

Because 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. In that light, program development/refinement is an iterative process starting with overall program, and the learning outcomes expected for graduates of the program in question and then 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.

The role of the faculty member assigned to the program planning lead role is to facilitate this iterative process and engage the planning process. 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 draft 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 faculty member serving as planning lead brings expertise in curriculum development in the particular field(s) in question and should also have a demonstrated ability to lead faculty working groups, strong project organizational skills, a track record of successful project completion, and clear and effective communications.

The faculty member appointed to the role of planning lead works in close collaboration with the professional staff member of the Tseng College appointed to work on the program development/refinement project in question. The Tseng College staff member 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. The Tseng College also provides administrative support for the project.

The planning 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 planning lead's role ends when the program development/refinement phase of the project is complete.