COMMITTED
TO SERVICE
EXCELLENCE

Program & Curriculum Design Guide

TAILOR
MADE

EHL
Advisory Services

Wherever you are in the planning stages of your educational facility, odds are that you've already given a considerable amount of thought to what curriculum you will be offering your students. The programs and curriculum, that your school will have, play a big part in how the school is perceived by students, their families, your faculty and staff.

You're right to give careful consideration to your program and curriculum design, because it is the foundation of conceptualizing how you want your existing or future school to be.

Great schools don't just happen by chance. They don't just appear out of nowhere. Before great schools ever open their doors, you can be sure that behind the facade was a person or group of people who put all their efforts into designing a curriculum and programs that would best serve students and the needs of the sector in which it operates.

Furthermore, the best schools don't simply come up with a program and curriculum design and then consider it a job completed. Most great schools are constantly re-evaluating student needs and achievements to ensure that their curriculum is always meeting or exceeding those needs.

In short, the following guide on program and curriculum design should serve to inform your choices as you create an initial design. But as time goes on, no doubt you will need to continue to use this guide to adapt to changing student needs, transforming industry needs and the ever-evolving educational field.

Strategy For Program & Curriculum Design

As you set out to design your program and curriculum, there are several fundamental questions that need to be answered.

What is Your School Focus?

It is crucial for both direction and appeal, to intentionally decide on your school's emphasis and the subjects you will teach. Many curriculum options simply boil down to how you want your school to appear. Do you already have a particular concentration or expertise in mind? Perhaps you want to open a school that specializes in teaching about the natural environment, technology, international cultures, or a certain sector such as hospitality.

Your curriculum will benefit from any of these ideas from your mission statement and school values.

Don't neglect to look into the competitors in your specialty or location to see what they are offering and how you can set your school's program apart. Rather than setting your curriculum as a direct competitor of an existing offer, consider using your curriculum to fill the gaps that aren't covered by other educational facilities.

The focus of your school will help to inform the design of the program and curriculum. Bear in mind that the focus of the school is distinct from the type of school. In other words, your school's focus can be on preparing students for higher learning degrees. The type of school might be a high school or a college, but the programs and curriculum can all be designed to prepare students for the cultural changes and increased challenges of advanced degrees. Another example might be a hospitality educational facility. The school type is one of hospitality education, but the focus of the program and curriculum might be to prepare graduates for careers overseas, where they would need to be aware of international customs and languages, or the focus might be to prepare graduates for careers in luxury.

Have You Assessed Market Opportunities and Industry Needs?

The process of determining where and how to reach additional prospective students or increase your market share is known as market opportunity analysis. Finding competitors, comprehending the needs of your market, and detecting possible gaps are all necessary steps of market opportunity analysis. You can rank potential curriculums according to how successful or hazardous they may be by doing a market opportunity study. You can expand outside of your present market, change direction into growing educational sectors and opportunities, or develop your current organization with the use of this sort of study.

The first thing you should do is list the prospective options you wish to look into and the decisions you need to make. Which market are you aiming to enter? What kind of students are you attempting to entice? Has a possible opportunity been created by recent trends?

Dimensions to consider include trends in course topics, course design and delivery methods, changing learning behaviors, competitive offers and unattended industry needs.

Make contact with industry leaders who can provide guidance on the sector's present and future demands, as well as the educational requirements for graduates of your school's to be successful.

What Grade Levels Will Your School Cater To?

Ultimately, your program and curriculum will be driven by the grade level of the students you wish to teach. If you haven't already, consider what grade levels the school will cater to. Alternatively, you can structure your curriculum around serving students of certain ages. Remember, if you are an independent education facility—that is, one that operates outside of a licensed school board—you can essentially write your own rules as far as the spectrum of students you serve.

If you already have an existing school, you'll either need to make your program and curriculum design suit the ages and grades of your existing students, or alter your school's basic structure. In most cases, it's easier and more efficient to align the program and curriculum to the existing constraints, rather than adjust constraints to suit a desired new curriculum.

There are, however, always potential avenues for modification. For enrollment reasons, it could be simpler to start with a primary school and add grades each year if your objective is to run a high school. This will allow you to advance your present pupils and relieve some of the pressure to employ and recruit in large numbers before starting. By using this technique, you may hire fewer, more manageable numbers of new instructors and students each year.

What Is Your School Teaching Strategy Or Philosophy?

Teaching strategies are techniques and methods that a teacher will employ in order to assist their students throughout the learning process. A teacher will choose the teaching strategy that is most appropriate for the subject being studied, the learner's level of expertise, and the stage in their learning journey.

Teachers may use a variety of teaching techniques in a single class, each with a distinct end result. The teaching methods that have been shown to be successful through extensive testing are the most effective. Although some of them undoubtedly are, there is no necessity for a teaching technique to be unique.

Your curriculum and program will be guided by the teaching philosophy or approach of your institution. Your classroom management should be influenced by your teaching methodology, expectations and policies, instructional techniques, and time management. The capacity to promote learning and teaching within the confines of a classroom setting might be thought of as classroom management in general.

Large-scale teaching tactics might include multi-session role plays, scheduling frequent peer critiques throughout the semester, and basing your instruction on active-learning concepts. These strategies can help your students get the most out of their time on your course.

There may also be quick, 15-minute mini-tactics like the interactive think-pair-share and write-pair-share approaches that allow students to assess their understanding or practice what they have learned.

The tools you use to provide access to your course, the technology choices you make, and difficult decisions about how to manage student criticism or other classroom management concerns are all part of your teaching tactics.

What Standard "Must Include" Topics & Courses Should Your School Comply With?

You will discover that having a private school gives you a great deal of flexibility to customize your educational strategy and course choices. There may be required topics to teach, depending on the nation in where you operate and the grade levels you instruct.

As a rule, you will want to make sure that your educational facility fulfills the basic needs of education, no matter how creative or "cutting edge" your program and curriculum goals are. And, regardless of legal obligations, the majority of students and their families will anticipate that you provide at least a few conventional courses. You will probably need and/or want to offer instruction in some core subjects, regardless of the kind of school you are opening or your specific academic focus. Students typically need certain courses in order to prepare them for college. If you are a specialized school, such as a hospitality school, your core, "must have" courses will be different than if you are a private high school, but there will still be some basic courses that should be offered.

To be sure you are following laws, do not forget to verify your country's unique standards. Make sure you comprehend their unique curriculum criteria if you are offering a program that must be certified by a government agency or other organization (like the New England Commission on Higher Education, for instance).

Consider obtaining curriculum certification via one of the regional accrediting organizations if you are interested in working with high school kids, for instance. Accreditation ensures that your students will be able to transfer to college smoothly without encountering any difficulties.

What Subjects Should Your School Offer?

Once you have determined the typical "must have" themes and courses, you may begin to consider how electives or other courses beyond the academic core could enhance your student experience.In this regard, there are several considerations to take into account. Ask yourself:

- What types of courses do you need to offer that tie in with your school's focus and mission?

- What courses will help prepare your students to be responsible citizens?

- What courses will help your students be successful in their life, whatever their future career choices?

Consider offering courses that promote:

Social Skills

Contrary to popular opinion, social skills are learned rather than innate. Children that have engaged families and a large number of relatives learn appropriate behavior early in life. Children who spend most of their time alone lack the exposure necessary to develop their social skills. A few social skills seminars might substantially aid students in navigating these inevitable circumstances.

Financial Intelligence

Few students receive practical advantages from the kind of math that is taught in school. Offering financial literacy courses will help students in all sectors to be more adept at managing money in a vast range of circumstances.

Emergency CPR Training

Every school student should be required to take first aid classes, such as CPR. Studies have shown that teaching medical care in the classroom may foster compassion, a quality that is increasingly absent in the populations around the world.

Athletics

Even though many curricula do not consider sports to be required, if a student participates in one activity throughout school, they will be better equipped to work on teams, and will be physically and mentally healthier.

Environmental Awareness

Environmental awareness courses can teach respect for the natural environment and the need for sustainable practices. They will help students to contribute to a healthier future.

What Teaching & Learning Needs Are You Creating?

Consider that your program and curriculum design will directly impact the teaching and learning needs. For most educational institutions, the impact on budget is the primary concern in this area. This is especially true with physical space and equipment.

Assessing Physical Needs From Program and Curriculum Design

Depending upon the focus of your school, you'll have certain physical requirements that other schools may not have. Consider the area you will require or have available to present your curriculum. When tables and chairs cannot be moved or the front of the room is not clearly visible, the classroom environment may not be as productive. Here are some examples:

A hospitality school might need physical things like:
- space for tables and chairs to mimic a restaurant dining room;
- bars and stools to mimic cocktail bar areas;
- fully-operational cooking stations;
- laundry service areas.

A multi-media school might need:
- hundreds of screens (TV monitors, film screens, computer screens;
- fully-operational computer workstations;
- audio and video equipment and storage for them;
- security rooms/stations to protect the equipment.

Assessing Teaching Needs From Program and Curriculum Design

Think about the educational demands you are generating. You will need instructors who are skilled and possibly accredited in these fields if you are offering specialty courses that cannot be taught by general education teachers.

You should also inquire about the availability of these teachers in your neighborhood. Make sure you have this information because your teacher body credentials or faculty qualifications may be subject to specific national legislation or accreditation agency regulations.

Transformative Educational Opportunities

Distinct Educational Offer

Your programs have to be in line with your particular goal, values, and pedagogical philosophy. They should also meet the unique requirements of your professors, staff, students, industry, and institution.

Initiatives That Are Outcome-Focused and Future-Focused

Students need courses that strike the correct balance between rigor and flexibility. You must comprehend their academic histories and their intended uses for their degrees in order to achieve that balance. Additionally, you must keep an eye on student progress as you revise your courses and work to improve both accessibility and learning results.

Content That Engages and Piques Interest

Your programs must stand out in a sea of increased learning options for students. You may achieve this by creating a diverse learning environment with an innovative curriculum. In this way, your students will be motivated to engage in critical thinking, in-depth study, and meaningful interactions with peers and professors.

Supporting Social Interaction Among Students

Successful courses encourage collaboration, teamwork, conversation, and companionship. Enable students to collaborate utilizing peer-to-peer learning that ensures social presence. By connecting their academic work to their social life, students have the opportunity to develop learning relationships with teachers and peers that are more relevant.

Engaging Students With Course Materials

To succeed in offering challenging courses, you must assist students in using critical thinking and problem-solving techniques, with adaptable teaching strategies.

High-quality, Consistent Education

To ensure consistent, program-wide quality, make sure that all your teachers adhere to best practices in pedagogy. Assess performance and focus on continuously improving the teaching abilities of your teachers.

Discriminating Use of Technology and Content

Consider carefully how your course material should be organized in relation to the demands of today's students by considering solutions that improve the educational process.

Learning management systems (LMS), digital boards, and other forms of appropriate media choices should all be taken into account.

The Basics of Program & Curriculum Design

Curriculum is present in a variety of ways every day in a school environment. It encompasses all the obvious learning scenarios, of course, but the curriculum also informs the human resources (in the form of faculty and staff), how the learning is conducted (indoors, outdoors, in teams or as individuals), what technologies are used to impart information to students and much more. In fact, the curriculum is so integral to the operation of a school that it should be considered like the threads of a woven fabric; without the strength of the interlocking threads, the fabric would unravel into non-existence.

Looking beyond graduation, curriculum also plays a key role in society. It influences how students perceive the world around them, what changes they may discern are needed to make the world a better place, how they interact with others, how they see themselves and their place in society. It shapes the students' entire learning experiences throughout their lives.

As you undergo the process of program and curriculum design, one of the first things to ask is whether you will use an existing curriculum designed by others, or whether you are willing to put in, the necessary time and effort to design a custom curriculum for your school. Another option to consider is integrating those two choices and starting with an existing curriculum and then customizing it, in bits and pieces. Each choice has its own set of pros and cons. For those who are hoping to make the biggest impact on education improvement, the prospect of designing their own program and curriculum is too enticing to turn away from.
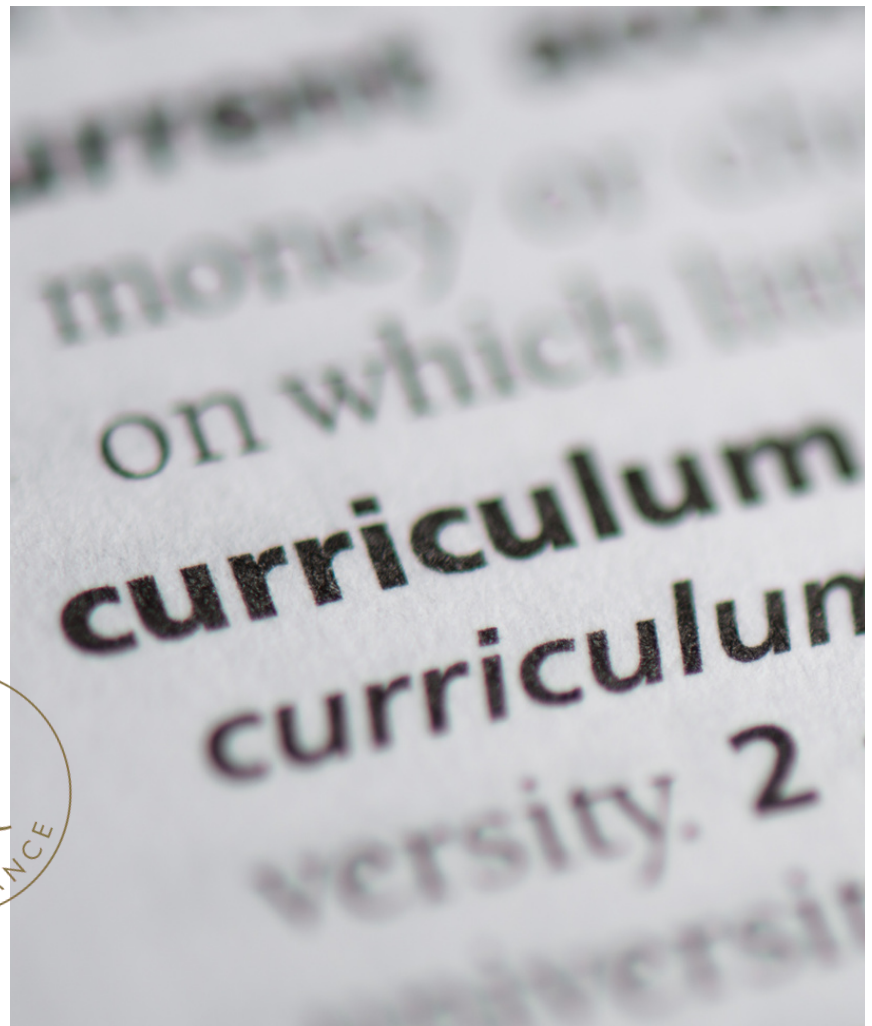
What is Curriculum Design?

The practice of organizing formal learning experiences is the most narrow definition of curriculum design.

A more extensive definition is the deliberate organizing, planning, and design of learning techniques, processes, resources, and experiences with a focus on specific learning and/or performance objectives.

Curriculum design entails developing a comprehensive strategy for the settings in which learning takes place. This involves taking into account the many elements that determine the physical, digital, human, social, and psychological characteristics of the learning environments.

The design of the curriculum is creating the very foundation upon which all other decisions will be made about the school, what it offers and its mission. The curriculum is therefore one of the first things that needs to be decided upon; it must be decided before the faculty is hired, before staffing, and ideally before the physical building and location themselves are decided upon. Of course, if the curriculum and program are being designed to replace an existing curriculum, obviously one needn't start from scratch. But it must be the first major project when a new school is being conceived.

COMMITTED
TO SERVICE
EXCELLENCE

Curriculum Design vs. Instructional Design

Curriculum design and instructional design are different in that the former places more emphasis on the overall picture, while the latter places more emphasis on the particular choices made while creating instructional materials and interactions.

The focus of curriculum design is outcomes:

- Courses;
- Policies;
- Technology;
- Content.

What instructional design entails is:

- Learning exercises;
- Learning resources;
- Designing interactions;
- Delivery procedures.

Who is Part of the Curriculum Design Team?

When done successfully, curriculum design is a collaborative, goal-oriented process that unites disparate ideas into a clear learning vision.

Teams that work on developing curricula are made up of members with a variety of specialties. Subject-matter experts (such as faculty members), curriculum coordinators/directors, curriculum supervision teams, instructional designers and developers, and teaching and facilitation staff are often included in a curriculum design team. This may also include senior leadership, organizational development professionals, data and research specialists, and information technology specialists, depending on the curriculum's focus.

What is the Purpose of Curriculum Design?

A curriculum design's goal is to assist educational institutions in addressing the requirements of its students. A relatively recent approach to education, curriculum design looks for strategies to help schools educate students more effectively while working with constrained time and budget allocations.
The curriculum design process aims at defining the learning activities that will assist students in achieving the identified learning objectives. It assesses the resources required to carry out these activities and to guarantee student achievement.

A good curriculum will specify how students are evaluated and what criteria they must satisfy. Additionally, it will provide a framework for how instruction is given to students and assessed. Although there are numerous possible arrangements for a curriculum, it should always be created with the learner in mind. Curriculum designers use tools like learner personas, requirements analyses, and preexisting assessment data to ensure that the process starts with a student-centric approach.

One of the most crucial components of curriculum design is coming up with a mechanism for students to get feedback on their performance. Standard examinations, classroom assignments, and even games fall within this category. Utilizing a system that enables instructors and administrators to monitor how well students are succeeding on tasks that have been given is the most effective approach to accomplishing this.

Curriculum design's main objective is to match learning methods, resources, and experiences with predetermined goals. From this perspective, a good curriculum ought to be effective and results-driven.

Backward Design

The term "purpose-driven instruction" might also be used to describe backward design. It invites you to decide what learning objectives you want your students to attain before thinking about the strategies and activities they will use. Backward design enables you to organize your activities and courses with a high degree of purpose by putting the intended result first. An improved alignment between student learning and student work as well as more open teaching are the results of organizing a course backwards.

Three steps are involved in backward design in practice:

- choosing outcomes;
- deciding which evidence is sufficient to justify such results;
- preparing the appropriate teaching, activities, and experiences.

Backward design is often used to describe the planning of a whole course, but it may also be used to describe specific assignments or activities, and it can even be taught as a general idea. As they continue to hone their academic and professional abilities, teaching students how to organize their assignments using backward design may be a great advantage.

The key idea for curriculum designers is that backward design begins with the outcomes and works backward to address the content, subjects, methodologies, and resources, as opposed to beginning with content or themes (a frequent historical practice by many educators).

Use of learning goal taxonomies is one of the fundamental components of backward design. Bloom's Taxonomy is one of the taxonomies that is most often used. According to a "degree of learning," Bloom's Taxonomy classifies learning goals. These are categorized as recall, comprehend, apply, analyze, evaluate, and create. The cognitive learning processes that are represented by these levels are manifested in a variety of actions.
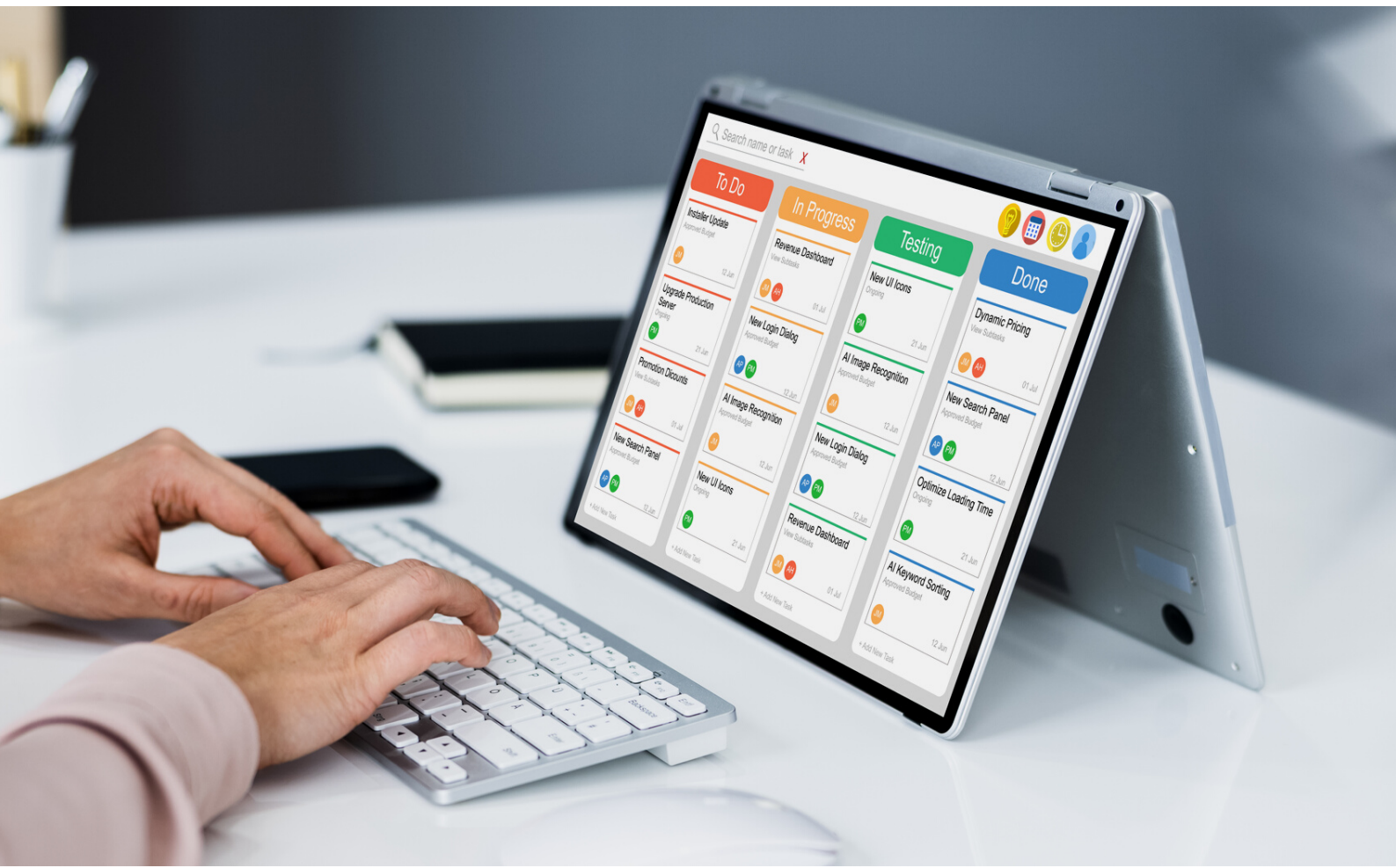
Bloom's taxonomy was created to provide instructors with a common vocabulary to discuss and share teaching and evaluation strategies. The taxonomy may be used to determine specific learning outcomes, although it is most often used to evaluate learning at various cognitive levels.

By starting with lower-level cognitive abilities, a teacher employing Bloom's taxonomy aims to promote higher-order cognition in their students.

Taxonomies such as Bloom's provide a paradigm for classifying different learning outcomes and choosing the best educational tactics for a given learning level. A learning goal at the comprehension level, for instance, will probably be created quite differently from one at the evaluation or design levels. This affects the tactics utilized, as well as the alignment of the curriculum's components with the right learning level, be they advanced, intermediate or novice.

Frameworks for standards and competencies are frequent tools that curriculum designers employ in the course of their work. These frameworks differ among nations and fields, but they often have as their common objective the alignment of curricula to shared outputs and learning/performance goals.

Applications of Bloom's Taxonomy

The main benefit of Bloom's taxonomy for instructors is that it gives them a focus for creating their course learning objectives. There are many justifications for a teacher to make use of Bloom's taxonomy. It may be utilized to first deepen one's comprehension of the learning system. Teachers are able to observe and comprehend complex cognitive development as well as the progression of lower-level abilities into complex reasoning. Leveraging this knowledge makes it easier to prioritize the material and can direct how lessons are structured to make the most of class time. For instance, lower-level abilities, such as the ability to memorize information, can be developed before higher-level abilities are introduced. A bewildering assortment of standards and curricular requirements commonly confronts today's teachers. Bloom's taxonomy provides a framework for organizing these requirements into manageable units that can be applied to daily lesson plans and likened to the instructors' own objectives for the class. Different levels necessitate various instructional delivery strategies, and they also call for various evaluation techniques. To make sure that every level of a domain has been evaluated and to match assessment techniques with the proper lessons and methodologies, Bloom's taxonomy can be utilized as a checklist. This makes it simpler to remain consistent between assessment techniques, subject matter, and learning materials and pinpoint problem areas.

Curriculum Mapping

The process of illustrating the relationships between certain core courses and the curriculum objectives of a department is known as curriculum mapping. You can understand better how individual classes fit into and support the entire curriculum, plan algorithmic assessment initiatives, and assist students as they make the transition from students to professionals in their fields by making these connections, whether you are a teacher or a program director.

Curriculum maps indicate which courses within a curriculum establish, develop, or test a list of specified learning goals or desirable abilities that students should acquire.

It may be a difficult process to create curricula since it involves so many different types of data, information, and objectives. In order to handle complexity and decision-making processes, curriculum designers often employ representations or diagrams. Using curricular representations, you may collaborate and communicate with others while creating the curriculum.

It might be useful to visualize a number of the curriculum's key and interconnected factors while mapping the curriculum. Design "layers" are the terms used to describe these factors. The list below provides a summary of the main factors, or design variables, that should be taken into account while developing curricula.

- Outcomes: the curriculum's targeted learning or performance outcomes.
- Content: the information or subjects covered in the curriculum.
- Instructional strategies: the methods used to organize, arrange, and/or convey the curriculum in order to attain a certain goal.
- Technology: the digital or analog instruments that assist the creation, delivery, and evaluation of the curriculum.
- Data: the collection, organization, storage, and representation of measurements and data items
- Media: the tangible or intangible resources used to communicate education to students
- Policy: the guiding ideals, laws, or regulations that serve as the framework for curriculum design.

When working on curriculum projects and campaigns, successful curriculum designers take these "layers" into account as the fundamental factors. Because of their interdependence, these strata should be taken into account collectively rather than separately.

When creating curricular layers, curriculum designers often use representational tools and techniques to set concepts in order and convey this information to stakeholders. Although there are other ways to describe the curriculum, the list below highlights some of the most popular frameworks in the subject of curriculum design.

The present stage and objectives of the curriculum design process are often taken into account when choosing the best approach for curriculum mapping. The technologies for curriculum mapping presented are compared on the following page, along with selection criteria.

Canvas

- Used early on in the design process for ideation and brainstorming.
- Encourages connection and cooperation within the group.
- Curriculum implementation details may not be available.

Lesson Plan

- Used to organize and lead certain lessons.
- Common format for many educational and training professionals. Some people could regard lesson plans as restricting innovation or curriculum adaptation

Matrix

- Used in coordinating curricula with results.
- Used when evaluating learning outcomes.
- Clearly demonstrates how the curriculum and results are in line.
- Some matrix papers may be quite complicated, which may restrict their practical use.

Blueprint

- Used to see curriculum components, flows, and sequences.
- For certain viewers, blueprints might be visually challenging and unfamiliar.

Comprehensive tools

There are ways to improve the competitiveness of your curriculum.

- Align the learning goals of each of your courses with market demand
- Routinely assess the consistency of course materials with learning goals
- Include authentic student-led initiatives into your curriculum
- Ask subject-matter authorities and stakeholders to provide input on the course material
- Include modern experiential learning techniques
- Include student progress and happiness in the annual improvement plan

Design elements for a competitive curriculum

Several digital systems have emerged on the market recently to handle the procedures involved in curriculum creation. Although the strategies used by these platforms differ, they all aim to improve productivity and provide a centralized digital location for the administration of data and communication on educational procedures. These platforms presently differ from content authoring tools used to create materials in that they only concentrate on the management and design of the curriculum rather than the creation and distribution of information. Along with separate platforms for curriculum building, several learning management systems include comparable functions.

The Actual Program & Curriculum Design Process

Determine the Potential Relevance of the Program or Course

When deciding which courses to include in your curriculum, first determine how relevant that course or program will be to your students, the existing industry sector needs and the future work climate in which your graduates may find themselves.

Keep in mind that, when prospective students and their families are perusing your curriculum and deciding on which school to attend, they will be judging the available courses and programs to see if they offer what the students will need to be employable upon graduation. So it's definitely in your best interests to decide on specific courses and programs through that lens.

At the same time, you need to determine the industry's current and future needs, as well as the learning outcomes needed for graduates to be successful. Gather local and regional data to help integrate real-world applications for your particular market into the course, including suggestions for the creation of regional case studies and initiatives that support regional business. The actual design of each course

should be based upon research gleaned from:

- The existing local and online education market, in order to understand how current available courses meet the needs of students.
- The industry sector that your school will serve, in order to determine employer needs.
- Stakeholders in your school, including the community, local government, and accreditation bodies.

Define the Parameters of the New Course

Once your research has determined that a new course would be relevant, meet the current and future needs of students, and that you would be able to provide all the necessary resources to fulfill the course promises, it's time to define the parameters of what the course would entail.

This would involve developing a course proposal or outline. For this step, it's advised to have a faculty member offer input. Varying perspectives will help to ensure that the course neither tries to fit too much in to one semester, thereby overwhelming students; nor is too sparse to fill the time or engage students' interests.

Determine What the Admission Requirements Will Be

One of the most underrated steps of designing a curriculum course is the one that has the most to do with student outcomes, and that is, pre-requisites. Setting pre-requisites for the course not only ensures that everyone in the class is on the same general level as they approach the work; it also helps to ensure that each student in the class has successfully advanced to a level where they can comfortably handle the course.

Naturally, you want the course to present some challenges to the students, because that's how they learn and grow as individuals and how they progress to be able to conquer more challenging work later on.

As a guide to setting admission requirements, keep the following two things in mind:

- Set the criteria for admission and specify the ideal student profile;
- The course's language competence requirements should be included in the entrance requirements, as should criteria pertaining to prospective students' educational backgrounds, including information on the topics they have previously studied in school.

Outline the Learning Objectives, Ideal Outcomes and Course Content Delivery Plans

This portion of the program and curriculum design process isn't just for you; it's also for the prospective students and their families to peruse. With that in mind, here is an outline of what this section should look like.

The learning objectives should be clearly defined and laid out in non-technical language that anyone can understand.

Ideal outcomes should be written in terms of what the student has achieved at the end of the course, such as a better understanding of the concepts, ability to use tools and techniques, ability to pursue higher-level courses in the same sector, etc.

The course content delivery plans should include specific information about what materials the students will be using in the class. For example, "Learning material will be presented in digital format as well as printed format. Students will be able to access material from their laptop and in the classroom. Lectures will be included in a classroom environment as well as being available online for download," etc.

Analyze Course Impact on Existing Students

Before injecting any new course into an existing curriculum, you must first analyze how the new course—and any graduation requirements—might impact the current student body. For example, if you insert a new course that's mandatory for graduation, and the senior class hasn't taken that new course, will they be able to graduate on time or will their studies be extended until they complete the new course? These and other considerations need to be fully mapped out before introducing any new courses into an existing curriculum.

Develop & Validate The Course Implementation Plan and Transition Plan

At this stage, the course is ready for implementation and submitted for validation to the governing faculty and/or board. If the course is approved, its implementation would then be planned for an appropriate start date, such as the following school year or next semester. In some cases, a transition plan may need to be put in place until the new course can be fully implemented. If indeed a transition plan is needed, it should be treated as a kind of course in itself, undergoing all the scrutiny that the actual course went under.

As much feedback as possible should also be garnered in this stage, after the course is approved, but after it has been finalized. The implementation plan itself is the framework for the development of the course.

Initiate Implementation of the Course

After the approval of a new course or a major change to an existing course, the head faculty member will commence the process of putting the course into effect in accordance with the plan. Within the academic team, a study program leader should be appointed. This person should assume responsibility for the creation of the curriculum and act as a liaison with the different service providers of support services.

Prepare Supporting Material and Infrastructures

Each new course will require its own unique group of supporting content material and infrastructure. This will entail several steps, including:

- Developing a marketing plan for the course to attract students. This promotional material may be outsourced to a marketing provider who is willing to work closely with the school faculty and staff.
- Organizing recruitment personnel who will work with the program or course educators. Ideally, the recruitment personnel will be provided with all the necessary information about the course; as much as the team who designed it.
- Working with the school financing department and HR department to fix the course fees and deposits, create billing codes, and build an approved schedule of payment.
- Working with the IT department to ensure that all digital coursework is accessible to students via the school portal.
- Identifying any additional infrastructure that may be required for the course, including everything from lab equipment, furniture, and all the way down to small utensils that students will use in the classroom.

Simulate the Course in Action

Before actually implanting the course, put into place a course planning simulation designed to identify, well in advance, the need for new faculty members or for new infrastructure requirements such as equipment and classrooms.

This is a step that should not be skipped. It could save you and your team money, time and potentially embarrassment by enabling you to find gaps, errors and omissions before any serious ramifications happen when the course is active.

Innovation Considerations for Curriculum Design Processes

Curriculum design methodologies must change when advances in learning design and technology are developed and scaled up to guarantee that these approaches are still based on efficient learning procedures. This section addresses several innovation trends and how they could affect the procedures used to develop curricula.

The transition from individual-focused design to team-based design is one of the fundamental changes impacting curricular design processes. In order to construct the curriculum, individuals from many professions, experiences, and areas of competence come together more and more as a "team sport." The growing impact of technology continues to not only include new backgrounds (such as technologists), but also makes it possible for individuals from all over the globe to more effectively cooperate on curriculum. Professionals in curriculum design who are successful are skilled facilitators in a variety of situations and with the use of collaborative technology.

Curriculum development is becoming more deliberate and all-encompassing, as well as more collaborative. Curriculum was once thought to be a standalone, autonomous product. Thus, the methods and cycles used in curriculum design were similar to those used in product development. A more comprehensive view of learning environment design is becoming increasingly prevalent in curriculum design as businesses, learning demands, and technology evolve. This mentality goes beyond curriculum as a commodity and focuses more on creating communal spaces and locations where individuals may learn. The ramifications of how curriculum is constructed and linked to other components of a learning environment are important, even though at first, this may seem like mere semantics.

Creating the learning environment demands switching from designing the curriculum to adopting a systems-thinking viewpoint, which entails not only designing the components of the learning environment but also their interactions. The advent of blended learning as a popular instructional strategy is a nice illustration of this. The interaction between the classroom curriculum and the digital curriculum in a single learning environment is a new aspect of curriculum design that must be taken into account.

Innovations in curriculum design have also been prompted by the widespread use of mobile devices. A fundamental innovation in the sector, for instance, is the creation of curriculum that is adaptable across a range of device kinds and screen sizes. Additionally, creating curriculum for additional mobile device functions like image, geo-positioning, and content production skills presents interesting and often difficult scenarios. Virtual reality and augmented reality features are now present on many contemporary mobile devices. These skills emphasize the necessity for novel, previously unneeded methods for curriculum creation. Future curriculum designers will continue to give careful regard to mobile and extended reality learning possibilities.

Adaptive learning is one of the most significant advances impacting curriculum design processes, along with collaborative design processes, mobile learning, and extended reality. Providing learners with dynamic learning experiences depending on their earlier performance is referred to as adaptive learning in general. This is often used to promote peak learning performance and propose corrected learning experiences. Because it uses dynamic layers that have not before been employed, adaptive learning provides a significant innovation for curriculum design procedures. For instance, a curriculum designer would provide a clear route for students to follow in accordance with the assumptions and specifications outlined throughout the design process. With adaptive learning, this choice-making is transferred to computer algorithms or a more intricate map of potential learning experiences. As a result, significantly more complex and dynamic learning environments must be considered while creating a curriculum.

Leveraging Technology & Interactive Resources

Teachers are aware that a classroom environment that mimics students' typical social interactions is most effective. Focus on being student-centric by providing digital connection in daily life, which increases student engagement and helps them better comprehend difficult concepts.

COMMITTED TO SERVICE EXCELLENCE

Ehl

Textbooks & Learning Materials

The fact that instructors are likely to want to have a lot of involvement during the selection process of textbooks and other learning materials is a fantastic thing for you to keep in mind while making decisions about these kinds of resources.

It is quite likely that you will be required to make a decision about whether or not your school will use digital textbooks in place of traditional ones, or a combination of both. Also, would your school or the students' families be responsible for providing the books? Typically, students are responsible for buying their own textbooks. Alternately, you can ask members of the faculty to recommend books to you, or you can conduct some research on your own. If you choose the latter option, keep in mind that subject matter experts are going to have insights into the usefulness of a book that you might not have, so do not be afraid to ask for assistance in this area.

Online Content

The abundance of technology and interactive materials available in this day and age makes the process of developing new educational programs one of the most fascinating aspects of this endeavor. There is a range of materials available to teachers in every subject area, which may help them spice up their daily lesson plans, assist students who are having difficulty, or add collaborative resources.

Digital Curriculum

The use of a more digital curriculum is being urged for education leaders to act on. However, since using digital texts requires teachers to change what they typically do in their classes, it is advised to have a step-by-step rollout rather than removing all textbooks and requiring teachers to only use the digital format.

Every teacher may not understand why going digital is the best course of action for the classroom. If teachers can try with shorter materials before jumping into a full-length novel course, they will be far more successful in making the leap.

Digital material that engages students should be prioritized since there is a lot of shallow content accessible that relies more on amusing students than on engaging them. Digital transitions that are successful are carefully planned, carried out, and monitored. When they feel a change would benefit students, teachers will accept it.

Additionally, it takes some time for students to become used to reading or completing difficult issues on a screen. Scrolling through a social media feed is quite different from the concentrated reading of a textbook. Some people find it much simpler to change their online reading behavior if they can build up to it gradually by beginning with a few articles and then progressing to lengthier materials.

Program and Curriculum Design is the Framework For Everything Else

Effective learning experiences across educational and professional settings depend on the design of the curriculum. Without efficient curriculum design procedures, students often bear the brunt of the resulting problems. They may not get the best course trajectory in order to be considered employable in their chosen field, or they may lack the direction they need to be successful in the academic environment.

The process of creating transformative and innovative curriculum that serves community and students is always evolving, becoming more intricate, and embracing new tools and techniques. Expanding the breadth of curriculum design to take into account how education ties to larger, more networked learning environments is one of the most significant changes that educators need to be aware of. In the years to come, curriculum design will remain a vibrant, cutting-edge, and fascinating area of practice, since it is a crucial skill for aspiring educators and their students.

Ready to start creating your school curriculum?

Get Personalized Advice

Discover our INVEST IN EDUCATION toolkit

Sources, references and inspirations

TAILOR MADE

EHL · ADVISORY · SERVICES