

ELI PLANNING POLICY FOR CURRICULUM AND TEXTBOOK REVIEW

In accordance with University policy, the Director initiates and provides leadership for the process of curriculum and textbook review, but full-time faculty members have ultimate responsibility for developing and approving curriculum and textbook changes. The Institute-wide formal and systematic planning process for curriculum and textbook review and modification involves four steps: a) gathering of data; b) reporting recommendations for goals based on analysis of the data; c) annual planning retreats where recommendations are considered, goals set, action plans and timelines developed, and d) implementation of recommended changes.

The four steps above are applied to one skill each year in a five-year cycle:

Year 1: Reading/Vocabulary

Year 2: Writing

Year 3: Grammar

Year 4: Listening

Year 5: Speaking

Gathering data: The curriculum and textbook review process begins with the Curriculum and Textbook Committee, which, as stated in the ELI Bylaws, “reviews curricula and textbooks, makes recommendations regarding curriculum and textbook revision to the faculty, and receives suggestions on possible changes or problems from the faculty.” Areas of concern for the committee’s data gathering include: course and instructional learning outcomes; sequence and interrelationship of courses, instructional methodologies and materials, student outcomes, research developments in language teaching and second language acquisition, and demographic characteristics of Institute students that may impact the curriculum.

Each fall, in Session 1 (September/October), the Curriculum and Textbook Committee solicits feedback and input from a) faculty, using a survey targeting three inter-level faculty curricular groups: Beginner (instructors from levels 1 and 2), Intermediate (instructors from levels 3 and 4), and Advanced (instructors from levels 5 and 6); b) students through analysis of student course evaluations, and c) results of data gathering from related committees (Technology and Testing). The Curriculum and Textbook Committee reports to the faculty in Session 2 (November/December) the initial outcomes of the data collection, identifying potential problem areas and seeking faculty input on recommendations for change.

Research: The Curriculum and Textbook Committee researches the critical needs areas identified through data collection. If necessary, the chair of the Curriculum and Textbook Committee will petition the Director for support to attend conferences in support of additional research. Committee members distill the research to inform the final recommendations to be made in their annual report to the Director and their faculty colleagues. By February 1, the committee chair provides the Director and faculty with a written report, which includes: the committee's calendar year accomplishments, results of its data gathering and research, and goals for the year(s) to come. These reports, along with any additional information supplied by the Director or others, provide the basis for deliberations at the annual retreat.

Annual planning retreats: In February, the Curriculum and Textbook Committee Chair reviews with the faculty the results of its annual report. During the Institute’s annual spring planning retreat, the chair presides over sessions addressing curriculum and textbook issues stemming from the committee’s annual report. Following the retreat, the Director charges the committee with developing implementation plans, inclusive of action steps and timelines for those goals which have been approved by the faculty.

Implementation: Within the timelines set at the retreat, the committee will work toward completion of the goals, reporting back to faculty on a regular basis. If recommended changes are extensive, a two-

to three-year implementation plan will be developed. All curricular and textbook changes resulting from the process must be approved by the entire full-time faculty.

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ELI SUMMARY CURRICULUM AND TEXTBOOK PLANNING/IMPLEMENTATION TABLE

AREA	GOAL	WHO	ACTION STEP	WHEN	OUTCOME/EVIDENCE
Curriculum and Textbooks	Curriculum and textbook review	Curriculum and Textbook Committee, with CC chair appointing member(s) to oversee data collection	<ol style="list-style-type: none"> 1. Administer survey with focus in a specified skill area (in accordance with our timeline for regular review) to all full-time and regular adjunct faculty of satisfaction with current instructional approaches and learning outcomes for respective levels and courses. 2. Review feedback from student course evaluations regarding perceived progress on learning outcomes. 3. Review with Testing Committee end-of-session final assessment scores 	Session 1 (Sept./Oct.) each year, to be completed by October 31st.	Curriculum and Textbook Committee chair reports to the faculty in Session 2 (Nov./Dec.) the outcome of action steps 1, 2 and 3, making preliminary recommendations for change (if any) and seeking faculty feedback on those recommendations.
	Research for curriculum and textbook revision	CC chair appoints member(s) to conduct this research.	<ol style="list-style-type: none"> 1. Research identified areas for revision in curriculum. 2. Seek support from Director, as necessary, to attend conferences in support of research. 3. Distill research to inform final recommendations. 	Session 2 (Nov./Dec.)	Submit to Director and faculty a CC report on activities of the committee in the calendar year, including specific recommendations for curriculum and textbook revision.
	Obtaining approval for recommended changes	CC chair, or member(s) appointed by chair	<ol style="list-style-type: none"> 1. Report to faculty findings of year-end report. 2. Preside over spring planning retreat sessions on curriculum to develop goals for revisions. 3. Develop an implementation plan once changes have received faculty approval. 	<ol style="list-style-type: none"> 1. Session 3 (Jan./Feb.) 2. Session 4 (March/April) 3. Session 5 (May/June) 	Submission of implementation plan to Director and faculty by end of June.
	Curriculum and textbook revision	Curriculum and Textbook Committee	Work on each step of the implementation plan previously approved by the faculty.	According to the dates set by the implementation plan	Submission of curriculum and textbook revisions for faculty approval.