

**COLLEGE OF EDUCATION
CALIFORNIA STATE UNIVERSITY, LONG BEACH**

GUIDELINES FOR CURRICULUM REVIEW

**(Revised May 23, 2002)
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COLLEGE CURRICULUM COMMITTEE

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I. COLLEGE CURRICULUM REVIEW CALENDAR

The College Curriculum Committee shall consist of 2 tenured or tenure-track faculty members elected by each department, but one member elected from each department having fewer than 10 full time equivalent faculty, and an Associate Dean serving ex officio.. Members are elected by their respective departments during the fall semester to serve staggered, two-year terms to commence during the subsequent spring semester. This allows members to serve during the full calendar year cycle for review.

The printing schedule of the University Catalog determines the calendar of activities of the College Curriculum Committee (CCC).

New courses or changes to existing courses are effective the semester following university approval. Program changes are effective beginning with the next published Catalog after university approval.

The College Curriculum Committee calendar technically begins on the first day of instruction of the Spring semester and concludes on the last day of instruction of the Fall semester during a calendar year. Generally, the College Curriculum Committee is in recess throughout winter and summer sessions. Therefore, it is important for sponsors of curriculum proposals to plan ahead, noting the Committee's calendar below. Faculty submitting curriculum proposals, or a designee, should attend the College Curriculum Committee meeting(s) when their proposals are on the agenda. Absence of a proposal sponsor, or designee, may result in a proposal being tabled for a future meeting.

Below is the generic calendar for the College Curriculum Committee. Sponsors should also be aware of their department curriculum committee procedures and meeting schedules as they plan proposals.

JANUARY	Organizational/Calendaring Meeting to include department curriculum chairs (no proposal reviews). The Associate Dean provides training for department and college curriculum committees regarding curriculum proposal guidelines and roles and responsibilities of committee members. The Associate Dean and/or college Curriculum Committee chair inform faculty of the upcoming curriculum year at the first college meeting of the Spring semester.
FEBRUARY	Associate Dean for Curriculum facilitates an open Informational Meeting regarding curriculum in the coming year.
FEBRUARY	Proposal Reviews.
MARCH	Proposal Reviews.
APRIL	Proposal Reviews.
MAY	Proposal Reviews (last opportunity in the current semester for new proposals to be submitted to the College Curriculum Committee).
JULY	Spring Curriculum proposals submitted to the University by the first Friday in July.
SEPTEMBER	Organizational Meetings (no proposal reviews).
OCTOBER	Proposal Reviews. Department committee meets at least weekly; college committee begins meeting at least weekly by mid-October.
NOVEMBER	Proposal Reviews. Department committees and college committee meet at least weekly.
DECEMBER	Fall Curriculum Proposals submitted to the University by the first Friday in December.

II. PROCEDURES FOR CURRICULUM REVIEW

1. Types of Proposals.
 - A. Curriculum proposals may be for one of the following:
 1. New course
 2. Course change (to an existing course).
 3. New program
 4. Program change (to an existing program)
 5. Drop course
 6. Reactivate course
 7. Modify course topic
 - B. Curriculum proposals must have the college Curriculum Proposal Approval Sheet as the first page of a proposal package (see Appendix D).
 - C. Curriculum proposals must be accompanied by the appropriate University curriculum proposal coversheet. Electronic versions are available on the college Curriculum Committee website.
2. Format Requirements. Proposals must be typed and presented in the proper format according to the nature of their respective content (i.e., new course, course change, new program, program change). Format issues are covered in Sections IV- VII of this document.
3. Approval Protocol. Proposals must be reviewed and approved in the following order:
 - A. Review by program faculty, as appropriate;
 - B. Department chairs review and make consultation recommendations;
 - C. Department Curriculum Committee review; actions noted in meeting minutes;
 - D. Department Chair review and approval;
 - E. College Curriculum Committee review; actions noted in meeting minutes;
 - F. College Curriculum Committee Chair, Department Chair, and College Dean (or designee) review and approval;
 - G. University level review, as necessary.
4. Proposals are reviewed by curriculum committees at each level in a 3-step process:
 - A. Administrative Review. Proposals are assessed for compliance with format and consultative requirements by the appropriate curriculum committee chair; otherwise, they are returned promptly to the sponsor without review by the full committee.
 - B. First Reading. Proposals are judged for content according to criteria listed in section II.7 below. If all criteria are met, a proposal is ready for second reading. Otherwise, the sponsor will be informed of all aspects requiring clarification and/or modification.
 - C. Second Reading. All proposals will have a second reading. A second reading may follow a first reading immediately, or occur after appropriate revisions have been made.
5. Curriculum Planning and Implementation. Proposals generally take effect when they are printed in the University Catalog (see the University Curriculum Handbook). All proposals must be submitted to the College Curriculum Committee for possible inclusion in the University Catalog for the next academic year according to the deadlines announced in the semester curriculum calendar (see section I above). Sponsors should plan for the iterative consultation and review process outlined below. They should begin developing proposals early and with an eye toward inclusion of the proposed changes in the appropriate Catalog edition.

6. Assessment Criteria. Proposals shall be evaluated by the following non-ordered criteria at each phase of the consultative and review process:
 - A. Adherence to the requirements of this document and the University, including deadlines for submission;
 - B. Need for the proposed course or program changes, or new course(s) or new program;
 - C. Description of Student Learning Outcomes, with corresponding assessments, and how the SLOs are linked to the college Conceptual Framework (see Appendix C for course proposals; see Appendix F for program proposals);
 - D. Overlap and/or complementarity with other courses or programs in the College and/or University;
 - E. Program fit and enhancement;
 - F. Reflection of current theory and practice;
 - G. Proposed target audience;
 - H. Facility, resource, and fiscal implications;
 - I. Relationship to priorities in the College of Education Mission Statement;
 - J. Explanation and evidence of appropriate consultation at each stage of proposal development and review (as outlined in section II.7 below).
7. Proposal Development and Review Process. Faculty submitting proposals shall:
 - A. Discuss their curriculum ideas -- for course changes, new courses, program changes, or new programs -- with program faculty and their department chairs to determine the need for the change in the department's overall strategic plan, including curriculum, program, resource, budgetary, and staffing issues.
 - B. Prepare a proposal in accordance with these "Procedures for Curriculum Review," which describe procedural, format, and calendar requirements for curriculum review.
 - C. Engage in formal consultation with administration and colleagues.
 - i. Consultation must include chairs of all college departments, and should occur early in the process. Each chair will complete a Curriculum Consultation Recommendation List (Appendix A) to facilitate widespread and appropriate consultation.
 - ii. Consultation may include:
 - a. Program faculty who will be impacted by the proposal;
 - b. Other CED faculty whose programs or courses might be impacted by the proposal;
 - c. Faculty from other colleges whose programs or courses might be impacted by the proposal.
 - iii. Sponsors are responsible for establishing a concrete record of consultation. Documentation may take the form of email correspondence printouts, exchanges of memoranda, the Curriculum Consultation Record (Appendix B), etc.
 - D. Revise, refine, and modify proposals throughout the consultation process.
 - E. Repeat the consultation process (section "C" above) if a proposal is substantively modified during its development. Sponsors are responsible for accumulating evidence of appropriate and adequate consultation at each phase of proposal development.
 - F. Obtain the signature of the chair of the department in which the proposal originates, signifying approval to move the proposal forward (see Appendix D).

- G. Submit the proposal to the Department Curriculum Committee for administrative review and 1st Reading.
- H. Revise the proposal, including further consultation as noted in section “C” above, as needed.
- I. Submit the proposal to the Department Curriculum Committee for 2nd Reading.
- J. Repeat revision, consultation, and department readings as needed.
- K. Obtain the department chair’s and department curriculum committee chair’s signatures on the Curriculum Proposal Tracking Sheet and forward the proposal to the College Curriculum Committee. (See Appendix D for Curriculum Proposal Cover Sheet.)
- L. Submit to the College Curriculum Committee for administrative review and 1st Reading.
- M. Revise the proposal, including further consultation, as needed. The College Curriculum Committee may request that a proposal be returned to the sponsor’s department curriculum committee for further review.
- N. Submit the proposal to the College Curriculum Committee for 2nd Reading.
- O. Submit a final electronic copy of the approved proposal, including all changes, to the department secretary, who will render the proposal in the required format, obtain the department chair’s and College Curriculum Committee chair’s signatures and date of final approval on the Curriculum Proposal Cover Sheet (see Appendix D), and forward the proposal to the Graduate Studies Office for submission to the university.
- P. The Graduate Studies Office obtains final approval signatures by the appropriate department chair and the Dean, or Dean’s designee, on university worksheets and submits the approved proposal to the university.

III. MISCELLANEOUS SUBMISSION REQUIREMENTS

1. Submission Copies. Each level of curriculum review in the College requires differing amounts of copies distributed to inform all involved faculty. It is the responsibility of sponsors to ensure that the required number of copies are submitted at each review level. Sponsors should consult department curriculum committee chairs for the number of copies needed at each review level.
2. Proposal Cover Sheet.
 - A. The Proposal Cover Sheet (Appendix D) should be the first page of the proposal. This sheet requires signatures by curriculum committee chairs and department chairs at key approval stages of the review process.
 - B. The appropriate university worksheet should be the second page of the proposal (see section II.1 above). Electronic versions are available in the Graduate Studies Office.
3. The Catalog description should use "Consent of instructor" when appropriate, rather than "Permission of instructor."
4. Inter- and intra- department course cross-listing is required when appropriate.
5. Prerequisite courses shall not be of a higher number than the proposed course.
6. When additional hours of fieldwork, clinical work (or similar experience), or course fees (e.g., test materials) are required, the amount of required time and/or the nature of the fee shall be stated in the Catalog description.
7. Standard Course Outline. Standard Course Outlines for all new and revised courses must accompany proposals (see Appendix C). Program changes that do not involve course changes do not require Standard Course Outlines to be submitted,

IV. NEW COURSE PROPOSAL FORMAT

1. A proposed new course should convey subject matter not covered by an existing course, or, if covered by an existing course, should be conveyed with a substantial difference in objective, course methodology, or perspective.
2. Proposals for new courses shall adhere to the following format requirements:
 - A. Proposals must include an identifier and footer date appearing on each page indicating the program or course, the most recent date of revision, and the draft version.
 - B. Proposals must be paginated.
 - C. Each proposal must have a Proposal Cover Sheet (see Appendix D) and the appropriate university worksheet (electronic versions are available in the Graduate Studies Office).
 - D. The Justification/Rationale narrative (see Appendix E-1) describes the reason for the new course and appears after the cover sheet and university worksheet and before the new standard course outline. The Justification/Rationale addresses the following points:
 - i. Adherence to the requirements of this document and the University, including deadlines for submission.
 - ii. Need for the proposed new course.
 - iii. Course Student Learning Outcomes and which course SLOs are also program SLOs.
 - iv. Overlap and/or complementarity with other courses in the College and/or University.
 - v. Program fit and enhancement.
 - vi. Reflection of current theory and practice.
 - vii. Proposed target audience.
 - viii. Facility, resource, and fiscal implications.
 - ix. Relationship to priorities in the College of Education Mission Statement.
 - x. Explanation and evidence of appropriate consultation at each stage of proposal development and review (as outlined in section II.7 above).
 - E. New Catalog copy should be written with an eye toward clarity, coverage, and succinctness. The course content description is the text that will appear in the Catalog, and should not exceed 40 words. Exclusions to the 40 word limit include: prerequisites, fieldwork hours, service learning requirements, clinical experiences, lab or material fees, “consent of instructor” notification, designation of the course as credit/no credit or letter grade only (A-F), or other requirements that do not describe the content of the course.
 - F. Courses must adhere to the College Standard Course Outline format (see Appendix C).
3. Upon final approval by the College Curriculum Committee, the sponsor must file a paper and electronic copy of the new Catalog copy and standard course outline(s), as approved, with the Department and the Graduate Studies Office.

V. COURSE CHANGE PROPOSAL FORMAT

1. A proposed course change should modify one or more of the following: the course title, number, or classification; course objectives; University Catalog copy (including prerequisites and description).
2. Proposals for course changes shall adhere to the following format requirements:
 - A. Proposals must include an identifier and footer date appearing on each page indicating the program or course, the most recent date of revision, and the draft version.
 - B. Proposals must be paginated.
 - C. Each proposal must have a Proposal Cover Sheet (see Appendix D) and the appropriate university worksheet (electronic versions are available in the Graduate Studies Office).
 - D. The Justification/Rationale narrative (see Appendix E-2) describes the reason for the course change and appears after the cover sheet and the university worksheet and before the new standard course outline. The Justification/Rationale addresses the following points :
 - i. Adherence to the requirements of this document and the University, including deadlines for submission.
 - ii. Need for the proposed course changes.
 - iii. Course Student Learning Outcomes and which course SLOs are also program SLOs.
 - iv. Overlap and/or complementarity with other courses in the College and/or University.
 - v. Program fit and enhancement.
 - vi. Reflection of current theory and practice.
 - vii. Proposed target audience.
 - viii. Facility, resource, and fiscal implications.
 - ix. Relationship to priorities in the College of Education Mission Statement.
 - x. Explanation and evidence of appropriate consultation at each stage of proposal development and review (as outlined in section II.7 above).
 - E. Reproduce current Catalog copy using ~~strike-throughs~~ and underlining to indicate proposed changes. Attach a photocopy of current Catalog text. Catalog copy should be written with an eye toward clarity, coverage, and succinctness. The course content description is the text that will appear in the Catalog, and should not exceed 40 words. Exclusions to the 40 word limit include: prerequisites, fieldwork hours, service learning requirements, clinical experiences, lab or material fees, “consent of instructor” notification, designation of the course as credit/no credit or letter grade only (A-F), or other requirements that do not describe the content of the course.
 - F. Courses must adhere to the College Standard Course Outline format (see Appendix C).
3. Upon final approval by the College Curriculum Committee, the sponsor must file a paper and electronic copy of the new Catalog copy and standard course outline(s), as approved, with the Department and the Graduates Studies Office.

VI. NEW PROGRAM PROPOSAL FORMAT

1. A new program proposal may be for an academic degree; a degree option, specialization, concentration, emphasis, track, or field; a credential; or a certificate.
2. Proposals for new programs shall adhere to the format and section titles indicated on the appropriate university program proposal worksheet and to the following format requirements:
 - A. Proposals must include an identifier and footer date appearing on each page indicating the program or course, the most recent date of revision, and the draft version.
 - B. Proposals must be paginated.
 - C. Each proposal must have a Proposal Cover Sheet (see Appendix D) and the appropriate university worksheet (electronic versions are available in the Graduate Studies Office).
 - D. The Justification/Rationale narrative (see Appendix E-3) describes the reasons for the new program and appears after the cover sheet and university worksheet and before the new Catalog text X. The Justification/Rationale addresses the following points:
 - i. Adherence to the requirements of this document and the University, including deadlines for submission.
 - ii. Need for the proposed new program.
 - iii. Program Student Learning Outcomes, with corresponding assessments, and how the SLOs are linked to the 6 key ideas in the college Conceptual Framework (see Appendix F for example matrix).
 - iv. Overlap and/or complementarity with other programs in the College and/or University.
 - v. Program fit and enhancement.
 - vi. Reflection of current theory and practice.
 - vii. Proposed target audience.
 - viii. Facility, resource, and fiscal implications.
 - ix. Relationship to priorities in the College of Education Mission Statement.
 - x. Explanation and evidence of appropriate consultation at each stage of proposal development and review (as outlined in section II.7 above).
 - E. New Catalog text should be written with an eye toward clarity, coverage, and succinctness.
 - F. Program courses. Include a list of all courses in the proposed program, including new courses and proposed course changes to existing courses. The appropriate university form must be included for each new or changed course listed. Courses should adhere to the College Standard Course Outline format (see Appendix C). It is not necessary to submit standard course outlines for courses that are unchanged by the proposal.
3. Upon final approval by the College Curriculum Committee, the sponsor must file a paper and electronic copy of the new Catalog text and standard course outline(s), as approved, with the Department and the Graduate Studies Office.

VII. PROGRAM CHANGE PROPOSAL FORMAT

1. A program change proposal is used to modify one or more features of an existing program.
2. Program change proposals shall adhere to the format and section titles indicated on the appropriate university program change worksheet (electronic versions are available in the Graduate Studies Office), and to the following format requirements:
 - A. Proposals must include an identifier and footer date appearing on each page indicating the program or course, the most recent date of revision, and the draft version.
 - B. Proposals must be paginated.
 - C. Each proposal must have a Proposal Cover Sheet (see Appendix D) and the appropriate university worksheet (electronic versions are available in the Graduate Studies Office).
 - D. The Justification/Rationale narrative (see Appendix E-4) describes the reasons for the program change(s) and appears after the cover sheet and university worksheet and before the new Catalog text. The Justification/Rationale addresses the following points:
 - i. Adherence to the requirements of this document and the University, including deadlines for submission.
 - ii. Need for the proposed program changes.
 - iii. Program Student Learning Outcomes, with corresponding assessment, and how the SLOs are linked to the 6 key ideas in the college Conceptual Framework (see Appendix F for example matrix).
 - iv. Overlap and/or complementarity with other programs in the College and/or University.
 - v. Program fit and enhancement.
 - vi. Reflection of current theory and practice.
 - vii. Proposed target audience.
 - viii. Facility, resource, and fiscal implications.
 - ix. Relationship to priorities in the College of Education Mission Statement.
 - x. Explanation and evidence of appropriate consultation at each stage of proposal development and review (as outlined in section II.7 above).
 - E. New Catalog text should be written with an eye toward clarity, coverage, and succinctness.
 - F. Program courses. Include a list of all courses in the proposed program, including new courses and proposed course changes to existing courses. The appropriate university form must be included for each new or changed course listed. Courses should adhere to the College Standard Course Outline format (see Appendix C). It is not necessary to submit standard course outlines for courses that are unchanged by the proposal.
3. Upon final approval by the College Curriculum Committee, the sponsor must file a paper and electronic copy of the new Catalog text and standard course outline(s), as approved, with the Department and the Graduate Studies Office.

Appendix A

CURRICULUM CONSULTATION RECOMMENDATION LIST

Course # _____ Faculty Sponsor _____

Course/Program Title _____

- New Course
- Course Change
- Re-activate Course
- Special Topics: _____ Type I _____ Type II _____ Type III
- New Program
- Program Change
- Drop Course

Brief Description of Curriculum Proposal:

Date on Curriculum Document: _____

Department: <input type="radio"/> EDPAC <input type="radio"/> LS <input type="radio"/> TED <input type="radio"/> SSCP
Signature of Chair _____ Date _____
It is my recommendation that the following faculty be consulted regarding this curriculum proposal.
<input type="radio"/> _____
<input type="radio"/> _____
<input type="radio"/> _____
<input type="radio"/> _____
<input type="radio"/> _____

Appendix C

COLLEGE OF EDUCATION STANDARD COURSE OUTLINE (to be used for new courses and changes to existing courses)

1. Course prefix, number, title (units).
2. Course Description. Description of the course as it will appear in the Catalog cannot exceed 40 words. Prerequisites, fieldwork hours, service learning, clinic experience, lab or material fees, “consent of instructor,” designation of the course as “credit/no credit” or “letter grade only [A-F], or other requirements that do not describe the content of the course are not included in the 40 word limit.
3. Student Learning Outcomes. What students should know and be able to do upon completion of the course.
4. Outline of Subject Matter. Course subject matter should be directly aligned with Student Learning Outcomes. The number of the corresponding SLO should appear in parentheses after relevant content.
5. Recommended Texts (including instructor course packet as applicable).
6. Assessments and Grading System.
 - 6.1 The Standard Course Outline should contain a description of key assessments that measure student performance on course SLOs. The number of the corresponding SLO should appear in parentheses after relevant assessments. The description of these assessments should be sufficient to allow course instructors to incorporate them in course syllabi. Course instructors may have additional assessments that are explicitly linked to SLOs. The following matrix is an example of how to display course assessments linked to SLOs:

Assessment in Course XXX:

Assignment Description	Linked to SLO	% of Course Grade
Assignment # 1 (brief descriptive title and/or description)	SLO #3	xx%
Assignment # 2 (brief descriptive title and/or description)	SLO # 2	xx%
Assignment # 3 (brief descriptive title and/or description)	SLO #1	xx%
Assignment # 4 (brief descriptive title and/or description)	SLO # 4	xx%
Assignment # 5 (brief descriptive title and/or description)	SLO #5	xx%

- 6.2 Grading policies and procedures and the percentage of the course grade associated with each assessment must be explicit on each instructor’s syllabus. Instructors must develop scoring guidelines for assessments, which must be made available to students.

6.3 The final course grade will be based on a descriptive scale such as the following:

90-100%	=	A	mastery of the relevant course standards.
80-89%	=	B	above average proficiency of the relevant course standards.
70-79%	=	C	satisfactory proficiency of the relevant course standards.
60-69%	=	D	partial proficiency of the relevant course standards.
Below 60%	=	F	little or no proficiency of the relevant course standards.

6.4 In compliance with university policy, final grades will be based on at least three, and preferably four or more, demonstrations of competence. In no case will the final examination grade count for more than one-third of the course grade.

7. Policies for Attendance, Withdrawal, Late Assignments.

The instructor's syllabus must contain explicit statements of attendance, withdrawal and late assignment policies, which must be consistent with University policies. Instructors should refer to the current California State University, Long Beach Catalog of Graduate and Undergraduate Studies and to the Academic Senate website for campus guidelines and policy statements as they develop their individual course policies.

8. Special Needs Statement. Required statement in standard course outline and each syllabus: *Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he/she should seek the assistance of the Director of Disabled Student Services on campus.*

9. Selected Bibliography (1-2 pages; must be in APA format).

10. Inkeeping with the CSU Assistive Technology Initiative (Fall 2007), instructors are required to make their course syllabi and materials accessible to all students, including print and e-versions.

Appendix D

**COLLEGE OF EDUCATION
CURRICULUM PROPOSAL APPROVAL SHEET**

To be used for:

- new course changes to existing course new program changes to existing program

Department:

Program:

Course:

Department Review:

1. I have read the attached course/program proposal subsequent to its review by the department curriculum committee and approve its transmission to the college curriculum committee:

_____ (Department Curriculum Committee Chair signature) _____ (date)

2. I have read the attached course/program proposal subsequent to its review by the department curriculum committee and approve its transmission to the college curriculum committee:

_____ (Department Chair signature) _____ (date)

College Review:

3. I have read and approved the attached course/program proposal subsequent to its review by the college curriculum committee and approve its transmission to the university for inclusion in the next Catalog:

_____ (College Curriculum Committee Chair signature) _____ (date)

4. I have read and approved the attached course/program proposal subsequent to its review by the college curriculum committee and approve its transmission to the university for inclusion in the next Catalog:

_____ (Department Chair signature) _____ (date)

5. I have read and approved the attached course/program proposal subsequent to its review by the college curriculum committee and approve its transmission to the university for inclusion in the next Catalog:

_____ (Associate Dean signature) _____ (date)

Appendix E-1

COLLEGE OF EDUCATION

New Course Proposal

Template for Curriculum Proposal Justification/Rationale

The Justification/Rationale narrative describes the reasons for the new program and appears after the two cover sheets and before the new Catalog text. The Justification/Rationale addresses the following points:

- Section i. Adherence to the requirements of this document and the University, including deadlines for submission.
- Section ii. Need for the proposed new course.
- Section iii. Course Student Learning Outcomes and which course SLOs are also program SLOs.
- Section iv. Overlap and/or complementarity with other courses in the College and/or University.
- Section v. Program fit and enhancement.
- Section vi. Reflection of current theory and practice.
- Section vii. Proposed target audience.
- Section viii. Facility, resource, and fiscal implications.
- Section ix. Relationship to priorities in the College of Education Mission Statement.
- Section x. Explanation and evidence of appropriate consultation at each stage of proposal development and review (as outlined in section II.7 of the Curriculum Guidelines).

Appendix E-2

COLLEGE OF EDUCATION

Course Change Proposal

Template for Curriculum Proposal Justification/Rationale

The Justification/Rationale narrative describes the reasons for the new program and appears after the two cover sheets and before the new Catalog text. The Justification/Rationale addresses the following points:

- Section i. Adherence to the requirements of this document and the University, including deadlines for submission.
- Section ii. Need for the proposed course changes.
- Section iii. Course Student Learning Outcomes and which course SLOs are also program SLOs.
- Section iv. Overlap and/or complementarity with other courses in the College and/or University.
- Section v. Program fit and enhancement.
- Section vi. Reflection of current theory and practice.
- Section vii. Proposed target audience.
- Section viii. Facility, resource, and fiscal implications.
- Section ix. Relationship to priorities in the College of Education Mission Statement.
- Section x. Explanation and evidence of appropriate consultation at each stage of proposal development and review (as outlined in section II.7 of the Curriculum Guidelines).

Appendix E-3

COLLEGE OF EDUCATION

New Program Proposal

Template for Curriculum Proposal Justification/Rationale

The Justification/Rationale narrative describes the reasons for the new program and appears after the two cover sheets and before the new Catalog text. The Justification/Rationale addresses the following points:

- Section i. Adherence to the requirements of this document and the University, including deadlines for submission.
- Section ii. Need for the proposed new program.
- Section iii. Program Student Learning Outcomes, with corresponding assessments, and how the SLOs are linked to the 6 key ideas in the college Conceptual Framework (see Appendix F for example matrix).
- Section iv. Overlap and/or complementarity with other programs in the College and/or University.
- Section v. Program fit and enhancement.
- Section vi. Reflection of current theory and practice.
- Section vii. Proposed target audience.
- Section viii. Facility, resource, and fiscal implications.
- Section ix. Relationship to priorities in the College of Education Mission Statement.
- Section x. Explanation and evidence of appropriate consultation at each stage of proposal development and review (as outlined in section II.7 of the Curriculum Guidelines).

Appendix E-4

COLLEGE OF EDUCATION

Program Change Proposal

Template for Curriculum Proposal Justification/Rationale

The Justification/Rationale narrative describes the reasons for the new program and appears after the two cover sheets and before the new Catalog text. The Justification/Rationale addresses the following points:

- Section i. Adherence to the requirements of this document and the University, including deadlines for submission;
- Section ii. Need for the proposed program changes;
- Section iii. Program Student Learning Outcomes, with corresponding assessments, and how the SLOs are linked to the 6 key ideas in the college Conceptual Framework (see Appendix F for example matrix).
- Section iv. Overlap and/or complementarity with other programs in the College and/or University;
- Section v. Program fit and enhancement;
- Section vi. Reflection of current theory and practice;
- Section vii. Proposed target audience;
- Section viii. Facility, resource, and fiscal implications;
- Section ix. Relationship to priorities in the College of Education Mission Statement;
- Section x. Explanation and evidence of appropriate consultation at each stage of proposal development and review (as outlined in section II.7 of the Curriculum Guidelines).

Appendix F
(to be used for new program and program change proposals only)

Display of Student Learning Outcomes (SLOs) *

(Link the key idea in the Conceptual Framework to the relevant SLO in the appropriate cell by indicating the course in which the benchmark assessment resides and a title or descriptor of the assessment)

Conceptual Framework Key Ideas / Student Learning Outcomes	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5
Growth & Learning					
Social Responsibility					
Diversity					
Service & Collaboration					
School Improvement					
Research, Scholarship, & Evaluation					

* Note: The number of SLOs displayed on this form are for demonstration. A program might have more or fewer SLOs.

Description of Student Learning Outcomes:

SLO #1	
SLO #2	
SLO #3	
SLO #4	
SLO #5	