College of Education Overview: Steps in the Curriculum Process

This overview covers the CED curriculum process and is intended to be used in tandem with the [CSULB Curriculum Handbook](). With the exception of certain Standard Course Outline-only updates, all curriculum proposals require department and college approvals, using the College's internal process and forms as described below. Some proposals also require approval at the University and/or Chancellor's Office level, which will take several additional months to complete. CED forms referenced below may be found on the [CED Curriculum Guidelines and Proposals]() website.

Overview of Proposal Types

Proposal Type	Required Approvals	Submitted via Curriculog?	Required Forms/Documents
Course change (with Catalog and/or course classification and/or modality change)	Department and college curriculum committees	Yes	▪ CED Full Course Proposal Form + Standard Course Outline Template ▪ Consultation documentation
Course change to modality only	Department and college curriculum committees	Yes	▪ CED Expedited Course Proposal Form ▪ Consultation documentation
New course	Department and college curriculum committees	Yes	▪ CED Full Course Proposal Form + Standard Course Outline Template ▪ Consultation documentation
Program change	Department and college curriculum committees	Yes	▪ CED Full Program Proposal Form **or** CED Expedited Program Proposal Form (for minor changes) ▪ Consultation documentation
New degree program*	Department and college curriculum committees; Dean; University committees, Vice Provost, President; Chancellor's Office; Commission on Teacher Credentialing (if applicable)	Yes	▪ CSU/CSULB Forms ▪ CED New Program Proposal Addendum ▪ Consultation documentation
New minor or certificate*	Department and college curriculum committees; Dean; University committees, Vice Provost, President	Yes	▪ CSU/CSULB Forms ▪ CED New Program Proposal Addendum ▪ Consultation documentation
New degree program option*	Department and college curriculum committees; Dean; University committees, Vice Provost, President; Commission on Teacher Credentialing (if applicable)	Yes	▪ CSU/CSULB Forms ▪ CED New Program Proposal Addendum ▪ Consultation documentation
Program elevation (per EO 1071)*	Department and college curriculum committees; Dean; University committees, Vice Provost, President; Chancellor's Office	No	▪ CSU/CSULB Forms ▪ Consultation documentation
Self-support program (via the College of Professional and International Education)	Department and college curriculum committees; CPIE; Commission on Teacher Credentialing (if applicable)	No	▪ CSU Program Proposal Template ▪ CED New Program Proposal Addendum ▪ Consultation documentation
Standard Course Outline (SCO) only (changes to the SCO that do not impact the Catalog, modality or course classification)	Department curriculum committee	No	▪ Standard Course Outline Template

* If proposing a new degree program or option, new minor or certificate program or program elevation, consult with the Dean and obtain an email indicating initial support of the proposal. Initial support does not guarantee final approval from the Dean. Prior to undergoing the department and college review process, new degree programs must first be projected on the [CSU Academic Master Plan.]()

The Curriculum Process

Ideation
- If applicable, review the current University Catalog program and/or course description; review the current Standard Course Outline for course changes.
- Determine if the proposal would involve minor or significant course modification(s), new course(s) and/or minor or significant program level modifications or the creation of a new program.
- Consider the fiscal impact of your proposal in terms of hiring faculty, offering courses, purchasing equipment or materials, or requesting special facilities, especially for new programs, majors, minors or certificates.
- Consider the current research, theory and practice (including standards of the profession) that grounds your idea for the curricular initiative.
- Consider how the program or course aligns to the idea of equity-mindedness. The term "equity-mindedness" addresses racial, ethnic, and other social inequities and refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity (e.g., policies, practices, and student outcomes). These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices (Center for Urban Education). See more information below and also the term "equity" in the College of Education EDI Shared Knowledge & Language Resource.

Initial Conversations
- Talk with your department chair and program coordinator about the idea and possible fiscal impact. You may be asked to present your idea to the entire department.
- Talk with the relevant Associate Dean (Rebecca Bustamante for undergraduate and credential programs or Laura Portnoi for graduate programs) about the idea and fiscal impact.
- Dialogue with your faculty colleagues to refine your idea(s) and garner support for your proposal.
- Questions concerning the curricular process may be addressed to the Associate Dean responsible for curriculum (Laura Portnoi) and/or to the College Curriculum Committee Chair (Tim Keirn).

Proposal Development and Consultation
- View the CSULB Curriculum Handbook.
- Write your proposal in accordance with the relevant CED/University form(s) noted above; CED proposal forms are available on the CED Curriculum Guidelines and Proposals web page.
  - Consult with the College Curriculum Committee Chair if unsure of whether your proposal requires a full or expedited proposal form. In general, expedited forms are used only for minor changes, such as course titles, technical errors, dropping or adding a course from/to a program or adding admissions requirements to a program.
- Consult with impacted parties by using the consultation email template and sharing your proposal with:
  - Your department chair (required)
  - The relevant lead advisor (i.e., the Liberal Studies Lead Advisor, Associate Director of TPAC, Director of Graduate Studies Office or Associate Director of Doctoral Program). (Required only for program changes, new programs, minors, options, certificates, and elevations.)
  - Impacted CED faculty and/or program coordinators

- o Impacted CED department chairs
- o Impacted CSULB department chairs or faculty
- o Dean – only needed for new degree, minor, option, certificate or program elevation proposals (obtain the Dean's email approval prior to department/college curriculum committee review; a final letter of support is required once the proposal is approved)

Documentation of consultation is required for all types of proposals at the time of proposal submission, including expedited proposals, new programs, or elevations.

Submitting Your Proposal Through Curriculog
Please note: Elevations, self-support programs and SCO-only changes do not go through Curriculog.

- Enter the relevant elements of your proposal into Curriculog. With the exception of the rationale (which should be written with a university audience in mind), the Curriculog platform primarily includes elements of the proposal that will appear in the *University Catalog*. Additional information contained in CED forms is used for internal purposes.
- If proposing changes to an existing program or course, read the instructions in Curriculog carefully to ensure that you upload the current Catalog copy on the first screen; **do not** make changes to Catalog text in this first screen except in the categories checked to be modified or changed.
- If proposing changes to an existing program or course, the categories checked **must** match the changes made – both in Curriculog and on the internal CED curriculum forms.
- If proposing a new course or changes to an existing **course classification**, view the CSULB Course Classification Chart and consult with your Department Chair and the Associate Dean who oversees curriculum for guidance on selecting the appropriate classification.
- For new courses and course change proposals, any **requirements** needed to enter the course, including prerequisite courses or other restrictions (e.g., "Open to UDCP students only" or "For juniors and seniors only") must be listed as part of the prerequisites field in both Curriculog and the CED proposal. Initial credential courses that include fieldwork hours and are regulated by CTC should have the following statement included as a prerequisite: "Students must have a valid Certificate of Clearance and proof of a negative TB test to begin fieldwork hours in this course." Other courses regulated by the CTC should list "Certificate of Clearance" as appropriate.
- For new courses and course change proposals, any **additional notes** that are not related to entrance requirements for the course but rather impact the course after students are enrolled (e.g., "Students must complete 45 hours of fieldwork") should be listed in the course fees field in Curriculog and on the CED proposal form. Note that the university Curriculum Office is working on revising this field to make it clearer that it is used for course fees and any other additional notes.
- Courses that include fieldwork hours should have the course fees box checked (as students pay a SPLIP liability insurance fee) and should include the note "Course fees may be required" under the course fees section.
- The University Curriculum Office must complete a technical review in Curriculog prior to the department commencing with its review and approval process as outlined below. If submitting a proposal between November 1 and April 1 when Curriculog is offline, the proposer will submit the proposal via Curriculog for technical review and department/college approval via the system after April 1. The department/college review process with internal CED internal forms may proceed while Curriculog is offline.

Department Level Review and Approval Process
- Follow department protocols to request that the proposal be reviewed by your Department Curriculum Committee.

- All proposals submitted to the Department Curriculum Committees must be submitted with appropriate CED and/or University/CSU forms in **Microsoft Word** format. Consultation documents must also be included for all proposals (may be submitted in PDF form).
- Follow department protocols to schedule a **first read** of the proposal with the Department Curriculum Committee.
- Revise the proposal to address the committee's recommendations.
- Follow department protocols to schedule a **second read** of the proposal with the Department Curriculum Committee.
- At the Department level review, it is expected that issues of APA style and writing conventions will be addressed. Department level review will also cover content, fiscal impact, and alignment with the mission and goals of the College of Education. Department curriculum committees also maintain accurate minutes that record the proposal process, noting dates of review, votes, actions required, and other key recommendations.
- Spell out all acronyms relevant to your discipline the first time it is mentioned and use consistent references and terminology regarding key concepts throughout your proposal.
- In describing the Student Learning Outcomes or Assessments, use appropriate vocabulary to accurately describe student activities that are relevant for the course such as expectations at an undergraduate or graduate level. For example, "*evaluate* organizational structures and *apply* concepts" might be more relevant for a 500-level course rather than "*identify* organizational structures." See [Bloom's Taxonomy of Action Verbs](#).
- At this point, the Department Curriculum Committee may vote to approve or send the proposal back with further recommendations for revision.
- If approved, provide the most up-to-date, clean **Microsoft Word** versions of the proposal documents to the chair of the Department Curriculum Committee following department protocols.
- If approved, the Department Curriculum Committee Chair makes final changes where appropriate to the proposal in Curriculog. The Chair of the Department Curriculum Committee and the Department Chair enter their approvals in Curriculog.
- If approved, the Department Curriculum Committee Chair submits the proposal documents to the College Curriculum Committee Chair via SharePoint. Department curriculum committee chairs create a folder labeled by program name or course number, as applicable, and place the files in the folder.
- To be implemented beginning the following Fall Semester, all curriculum changes/proposals must be entered into Curriculog with full department approvals by September 30th to be considered by the College Curriculum Committee.

College Level, Review and Approval Process
- At the College level review, the committee assumes that APA and writing conventions have already been addressed. The focus will be on content, fiscal impact, and alignment with the mission and goals of the College of Education and how the proposal addresses equity mindedness. The College Curriculum Committee also maintains accurate minutes that record the proposal process, noting dates of review, votes, actions required, and other key recommendations.
- You will be scheduled to meet with the College Curriculum Committee to present your proposal documents as applicable and consultation documentation for a **first read**.
- After the first read, the College Curriculum Committee will send you the Word document(s) with tracked changes containing the College Curriculum Committee's feedback.
- Utilizing the feedback provided in the Word document(s) and during the first read meeting, revise the proposal to address the committee's recommendations.

- Submit a revised Microsoft Word version of the proposal to the College Curriculum Committee via email. You will be scheduled to meet for a **second read** of your proposal.
- After the second read, the College Curriculum Committee will send you the Word document(s) with tracked changes containing the College Curriculum Committee's feedback.
- Utilizing the feedback provided in the Word document(s) and during the second read meeting, revise the proposal to address the committee's recommendations (if needed).
- At this point, the College Curriculum Committee may vote to approve or send the proposal back with further recommendations for revision.
- If approved, the College Curriculum Committee chair makes final changes where appropriate to the proposal in Curriculog. The Chair of the College Curriculum Committee and the Associate Dean move the proposal forward to the University Curriculum Office via Curriculog.
- For new degree, minor, option, certificate or program elevation proposals, the Dean will review the proposal and, if approved, will prepare a letter of support to the Vice Provost for Academic Programs.

EO 1071 Elevation Considerations
- Review information and steps for the process to Elevate an Option to a Full Degree in the CSULB Curriculum handbook.
- Review the 8/6/19 EO 1071 memo from the Vice Provost for Academic Programs available on the CED Curriculum Guidelines and Proposals web page.
- Elevation proposals have three options for review: 1) elevation with no program change, 2) simultaneous program change and elevation or 3) sequential program change followed by elevation. Because elevations take longer to approve than program or course changes, the sequential option might be used if you have significant program changes or are adding new courses and would prefer that they be active and in the Catalog for the next academic year.
- All program elevations follow the above College of Education review processes and require additional university/CSU forms to Elevate an Option to a Full Degree.
- For simultaneous program changes and elevations, the forms required to Elevate an Option to a Full Degree should be submitted to Department and College Curriculum Committees for review at the same time as program and/or course proposals.
  - Importantly, changes to the program proposed simultaneously with an elevation are not submitted via Curriculog. In contrast, course changes proposed simultaneously with an elevation are submitted via Curriculog using the form titled "All-Year – New Course for New/Degree Elevation."
- Program elevations that do not involve any curricular changes (i.e., no revisions to the program/courses or new courses) do require consultation documentation.
- For program changes followed by subsequent program elevations, submit the program change prior to the September 30th deadline. The elevation form may then be submitted after the deadline and consequently the elevation would occur one academic year later.
- All elevation proposals require review and approval via the Vice Provost for Academic Programs, the Curriculum and Educational Policies Council, the University Resources Council, the Academic Senate, the President and the Chancellor's Office. This approval process takes several months to complete.

Equity-mindedness

Proposers are expected to integrate equity-mindedness into relevant proposals as noted below:

Program Proposals	Examples and Guiding Questions
Program Catalog Description *In this section, provide a program description that integrates equity mindedness.*	For example, • Educational administrators serve in many capacities. No matter what position an administrator holds within a TK-12 educational organization, all efforts should be directed at supporting equitable academic opportunity and achievement for all students. The courses in the preliminary administrative services credential program are designed to prepare leaders for this important work. Emphasis is placed on (1) examining the role of a school leader, with heavy emphasis on instructional leadership, (2) using data to solve problems of practice, (3) leading school improvement to create more equitable schools, (4) managing and guiding change, and (5) working collaboratively with diverse families and communities. The program's primary mission is to educate students who will assume leadership positions in diverse, urban, TK-12 schools and districts
Program Learning Outcomes (PLOs) *PLOs should identify what students should know and be able to do upon completion of the program and reflect equity-mindedness.*	For example, • Candidates demonstrate an awareness of how cultural values and biases impact the counselor-student relationship, and develop culturally responsive interventions that consider school, institutional, community, and environmental factors that enhance and impede student success.
Program Alignment & Equity-mindedness *In no more than 1-2 paragraphs, describe how your program prepares candidates to produce graduates who are ready to be equity leaders in the educational institutions and community agencies where they will work. Substantiate this claim with reference to specific elements of your program.*	For example, • The program is grounded in "inclusive practices" which encompasses inclusion in a traditional sense in special education where students with disabilities are included to the maximum extent possible with their general education peers. Assignments across the program require candidates to modify or adapt instructional strategies to align with grade level standards and to reflect the unique abilities of each student from an asset-based lens.

Course Proposals	
Course Student Learning Outcomes (SLOs) *SLOs should identify what students should know and be able to do upon completion of the course and reflect equity-mindedness.*	For example, • Students analyze culturally responsive supports essential for building meaningful and sustaining respectful partnerships with culturally and linguistically diverse families and families of students with diverse learning needs.
Course Alignment & Equity-mindedness *In no more than 1-2 paragraphs, provide evidence that the proposed curriculum is aligned to the definition of equity-mindedness with support from current and innovative scholarship in the field that addresses serving students, clients and others in urban settings, attending to varying needs and strategies resulting from, for example, racial and ethnic group membership, disability status, gender identity, socioeconomic status, and/or sexual orientation).*	For example, • In-class and fieldwork experiences allow candidates to examine different types of data collected and examined under a multi-tiered systems of support (MTSS) model to serve the needs of a wide range of CLD students with mild/moderate and extensive support needs in ways that are culturally affirming and sustaining to a diverse group of learners (Paris, 2012). Special attention is made to the needs of CLD populations in urban contexts, so candidates are informed and prepared to be social change agents (Torres & Noguera, 2008), who are cognizant of the factors that contribute to disproportionality of certain racially and ethnically diverse groups in particular special education categories of eligibility (Cartledge et al., 2016). Additionally, readings and case studies focused on the needs of students on alternate curriculum directly addresses the needs of students with more extensive support needs and the various considerations to accurately plan for their fair, just, and equitable assessments (Brady et al., 2016; Smith, 2019).
Subject Matter Outline *Course subject matter should be directly aligned with Student Learning Outcomes and reflect equity-mindedness.*	Consider… • Do course topics promote awareness and critical examination of dominant norms and broader social inequalities? • Are equity-minded topics integrated throughout?
Recommended Texts and Bibliography *Selected readings must include critical and current perspectives on the subject matter, including equity-mindedness, as well as diverse representation of authors and researchers.*	Consider… • Do readings represent a range of students' experiences and intersectional backgrounds from an asset-based perspective in which their racial/ethnic backgrounds are perceived as sources of learning and knowledge? • Do readings promote awareness and critical examination of students' assumptions, beliefs, and privilege?

	• Do readings promote awareness and critical examination of dominant norms and broader social inequalities?
Assessments *The Standard Course Outline should contain examples of assessments that measure student performance on course SLOs and reflect equity-mindedness.*	Consider… • Students will examine the history and contemporary experiences of people and communities that face discrimination, racism, and marginalization. • Students will analyze the LCAP to examine dominant norms, as well as social inequities in educational institutions and infrastructure (e.g., technology, assessments, funding).