

College of Education (CED) FULL Course Proposal Form, Guide and Standard Course Outline Template

Sponsoring Faculty Member Proposing a New Course or Significant Course Change

Name:

Department:

Program:

Course Number:

*Prior to Department Curriculum Committee review, consultations with impacted parties must be conducted, the proposed changes must be entered into [Curriculog](#) and the university Curriculum Office must complete the technical review.**

Check box if Curriculog technical review is complete

**If submission occurs between November 1 and April 1 when Curriculog is offline, proposer must submit after April 1 for technical review and department/college approvals via Curriculog.*

With the exception of the rationale, Curriculog only requires submission of elements of the curriculum proposal that will appear in the University Catalog, whereas the Department/College approval process requires additional documentation. See the [College of Education Overview: Steps in the Curriculum Process](#) document for more detail.

Separate forms are required for each new course or course change proposal.

Choose one:

New Course

Course Change

A. Course Details

1. Current/Proposed Course Prefix, Number and Title (*if changing from current, provide both proposed and current prefix, number and title*):

2. Current/Proposed Course Description (*if changing from current, provide both proposed and current description; 40 word limit*):

3. Current/Proposed Course Units (*if changing from current, provide both proposed and current units*):

4. Current/Proposed Course Classification: (*if changing from current, provide both proposed and current course classification; view the CSULB [Course Classification Chart](#) and consult with Department Chair and Associate Dean for guidance on selecting the appropriate classification*):

5. Current/Proposed Prerequisites (*if changing from current, provide both proposed and current prerequisites; include restrictions such as “department consent” or “for admitted students in X program only”; enter n/a if none are required; note that if an*

initial credential course has fieldwork hours and is regulated by the CTC, the following statement must be included in the prerequisites: “Students must have a valid Certificate of Clearance and proof of a negative TB test to begin fieldwork hours in this course.” Other fieldwork courses regulated by the CTC should list “Certificate of Consent required” as applicable):

6. Current/Proposed Corequisites (if changing from current, provide both proposed and current corequisites; list n/a if none are required):

7. Current/Proposed Prerequisites/Corequisites (if changing from current, provide both proposed and current prerequisites/corequisites [in cases when a course can be either/or]; list n/a if none are required):

8. Grading (e.g., Letter grade only (A-F); if changing from current, provide both proposed and current grading):

9. Is this course repeatable for credit (i.e., for special topics or individual projects)?
 Yes No

10. Does this course have fees associated with it? Yes No (if yes, explain; note that if the course has fieldwork hours, the “yes” box must be checked - students will have a SPLIP fee for liability insurance; courses with fieldwork should also include “Course fees may be required” in this section. Any other requirements after enrolling such as “45 hours of fieldwork” required should also be noted here.)

11. What modes of instruction are approved for this course?

Face-to-Face Hybrid Online–Synchronous Online–Asynchronous Hyflex

B. New Course/Course Change Rationale (in no more than 1 paragraph, provide a clear rationale for the proposed course change(s). This rationale must be the same as what is entered into Curriculog.)

C. Overlap and/or Complementarity (describe any course cross-listing or redundancy across the College or University, and/or describe how the changes complement current course/program offerings):

D. Course Alignment

D1. Mission and Vision (mark each element, where appropriate, of the CED Vision and Mission Statement that is integrated within the program/course)

College Mission and Vision Element	Check if integrated to Course/Program	Evidence: SLO #, Subject Matter Outline #, or Assessment #
Effective pedagogy		

Evidence-based practices		
Collaboration		
Leadership		
Innovation		
Scholarship		
Advocacy		

D2. 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. Proposers may also wish to address how their field's professional standards also support equity-mindedness.)*

E. Proposed Target Audience *(in no more than 1 paragraph, describe target population):*

F. Instructor, Facility, Resource and Fiscal Implications *(in no more than 1 paragraph, describe implications):*

G. Documentation of Consultation *(attach documentation from the following impacted parties where applicable):*

- Your department chair (required)
- Impacted CED faculty and/or program coordinators
- Impacted CED department chairs
- Impacted CSULB department chairs or faculty

H. Standard Course Outline *(complete the template below.)*

COLLEGE OF EDUCATION STANDARD COURSE OUTLINE
[Insert COURSE PREFIX AND NUMBER]

[Changes to a Standard Course Outline (SCO) that impact the Catalog, modality or course classification go through full department and college review, while changes to the SCO only are completed at the department level. All items in brackets are directions for the proposer and should be deleted from the SCO after the proposal is approved. Equity-mindedness will also need to be integrated in the Student Learning Outcomes, Subject Matter Outline, Recommended Texts, Assessments, and Bibliography.]*

Faculty using this Standard Course Outline to construct a syllabus should consult the following university policies: [PS 11-07](#): Syllabi and Standard Course Outlines; [PS 14-15](#): Faculty Office Hours; [PS 12-03](#): Final Course Grades, Grading Procedures, and Final Assessments; and [PS 20-01](#): Online and Hybrid Instruction (if applicable). The college and department have a syllabus template available that already incorporates these policies.

1. Course prefix, number, title (number of units)

2. Course Description

[Description of the course as it will appear in the Catalog (cannot exceed 40 words).]

3. Course Pre-requisites, Co-requisites, Fieldwork and Other Requirements

[List all relevant pre-requisites, “department consent,” fieldwork hours, clinical experience, course-related fees, “letter grade only [A-F],” or other requirements.]

4. Mode of Instruction

Modes of instruction this course is authorized to use:

Face-to-Face Hybrid Online–Synchronous Online–Asynchronous Hyflex

5. Course Student Learning Outcomes (SLOs) and Alignment with Program Learning Outcomes (PLOs)

[SLOs should identify what students should know and be able to do upon completion of the course and reflect equity-mindedness.]

Complete the table below (adding or deleting rows as needed) to identify course SLOs and their alignment to program PLOs. Some course SLOs may not directly align with PLOs. In cases where a course serves multiple programs, the PLOs for each relevant program may be listed. If no PLOs are applicable, list N/A.]

Course Student Learning Outcome	Aligned Program Learning Outcome(s)

6. Subject Matter Outline

[Course subject matter should be directly aligned with Student Learning Outcomes and integrate equity-mindedness. The number of the corresponding SLO should appear in parentheses after relevant content.]

7. Recommended Texts

[Examples of texts should be provided and must include critical perspectives on the subject matter, including equity mindedness, as well as a diverse representation of authors and researchers. Multi-section courses may have required text(s) identified by the department/program that should be clearly identified in the SCO.]

8. Assessments

*[The Standard Course Outline should contain examples of assessments that measure student performance on course SLOs and reflect equity-mindedness. The description of these examples of assessments should be sufficient to allow course instructors to incorporate them into course syllabi. The number of the corresponding SLO(s) should appear in the second column. One assessment may meet multiple SLOs. Any **required** assessments identified by the department/program must be indicated in the table below.]*

Assessment Description	Linked to SLO(s)	Required?
Assessment # 1 (brief descriptive title and/or description)	SLO #X	
Assessment # 2 (brief descriptive title and/or description)	SLO # X	
Assessment # 3 (brief descriptive title and/or description)	SLO #X	
Assessment # 4 (brief descriptive title and/or description)	SLO # X	
Assessment # 5 (brief descriptive title and/or description)	SLO #X	

Instructors must include assessments identified by departments/programs as **required** in their syllabi. Aside from required assessments, instructors may choose from those listed here or create their own assessments as long as they meet the course SLOs.

9. Selected Instructor’s Bibliography

[1-2 pages; must be in APA format. Selected bibliography must include critical and current perspectives on the subject matter, including equity-mindedness, as well as diverse representation of authors and researchers.]

*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).