College of Education (CED) FULL Program Change Proposal Form and Guide

Sponso	oring Faculty Member Proposing a Program Change Name: Department: Program:					
conduc	o Department Curriculum Committee review, consultations with impacted parties must be cted, the proposed changes must be entered into Curriculog and the university Curriculum 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.					
propos require	he exception of the rationale, Curriculog only requires submission of elements of the curriculum al that will appear in the University Catalog, whereas the Department/College approval process es additional documentation. See the College of Education Overview: Steps in the Curriculum s document for more detail.					
Does tl	he proposal involve a degree elevation?					
	Yes (if yes, consult <u>College of Education Overview: Steps in the Curriculum Process</u> document litional forms/processes to be completed.)					
A.	Current/Proposed Program Title (if changing from current, provide both proposed and current program title):					
В.	Proposed Program Catalog Description: (in this section, provide a program description that integrates equity mindedness.*)					
C.	Proposed Additional Catalog Copy (include sections as applicable for Prerequisites; Application Information, Classified Admission, Advancement to Candidacy, Program Requirements, etc.):					
	Also submit a PDF of current Catalog copy with your proposal.					
D.	Detailed Overview of Changes to Program (in bullet form, identify all changes to the program, such as admission requirements, courses to be added or dropped, updated description):					
E.	Program Change Rationale (in no more than 1 paragraph, provide a clear rationale for the proposed program change(s). This rationale must be the same as what is entered into Curriculog.)					
F.	Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs):					
	[PLOs should identify what students should know and be able to do upon completion of the program and reflect equity-mindedness.]					

[Complete the table below to 1) list PLOs in the top row and 2) list the courses where a specific PLO aligns with University ILOs in the appropriate boxes. Note that not all PLOs will align with an ILO. Add or delete columns as needed for the relevant number of PLOs. Some ILOs are undergraduate focused and may not directly align with PLOs for CED programs.]

Program Learning Outcomes Institutional Learning Outcomes	PLO 1: (Identify PLO here)	PLO 2: (Identify PLO here)	PLO 3: (Identify PLO here)	PLO 4: (Identify PLO here)	PLO 5: (Identify PLO here)	PLO 6: (Identify PLO here)
Communication, Numeracy, Critical Thinking Skills						
Critical and Ethically Engaged in Global and Local Issues						
Knowledgeable and Respectful of Diversity						
Integrating Skills of Liberal Education						
Collaborative Problem Solving, Research, Creative Activity						

- G. 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):
- H. **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 [ex. Program learning outcomes, coursework, field experiences, professional development, advisement, etc.]. Proposers may also wish to address how your field's professional standards also support equity-mindedness.*)

- I. **Proposed Target Audience** (in no more than 1 paragraph, describe target population):
- J. **Instructor, Facility, Resource and Fiscal Implications** (in no more than 1 paragraph, describe *implications*):
- K. **Documentation of Consultation** (attach documentation from the following impacted parties, where applicable):
 - Your department chair (required)
 - Relevant lead advisor (required; i.e., the Liberal Studies Lead Advisor, Associate Director of TPAC, Director of Graduate Studies Office or Associate Director of Doctoral Program)
 - Impacted CED faculty and/or program coordinators
 - Impacted CED department chairs
 - Impacted CSULB department chairs or faculty

*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).