

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

Sponsoring Faculty Member Proposing a Program Change

Name:
Department:
Program:

*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.

Does the proposal involve a degree elevation?

No Yes (if yes, consult [College of Education Overview: Steps in the Curriculum Process](#) document for additional forms/processes to be completed.)

A. Current/Proposed Program Title (if changing from current, provide both proposed and current program title):

B. 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

- 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).