COLLEGE OF EDUCATION CURRICULUM COMMITTEE
GUIDELINES FOR FACULTY

Requests for changes to the courses and curricula offered by the departments, as well as new courses and programs, are developed by the departmental faculty. The proposing faculty members prepare a description of the proposed curricular changes with a brief supporting rationale memo. In the rationale memo, faculty provide a complete explanation of the proposed curricular change(s). These guidelines can be used by the faculty to construct their rationale memo. In addition, proposing faculty members are encouraged to get letters of support for major changes, new courses, and new programs from any closely aligned offerings in other program areas or departments. Approvals of curricular changes follow the guidelines in the Course-Program Flow Chart, which is posted on the Curriculum Committee SharePoint site.

GUIDELINES FOR PREPARING A RATIONALE MEMO
FOR NEW/REVISED COURSES AND PROGRAMS

TO: The XXXX Department faculty (Department that approves the change)
FROM: The proposing faculty (e.g. specialization, program area, interdisciplinary group with individual faculty listed)
DATE: Date memo was completed
RE: Describe the requested action

Recommendation: Brief description of the requested change/action (e.g. minor change in course requirements, approval of a new course, approval of a new program). Attach relevant documentation such as Form 40’s, syllabi, and/or program proposals.

Description: Brief description of the proposed curriculum change or new course/program purpose and features (e.g. format, instructional methods, use of technology, etc.).

Rationale: The purpose of the rationale statement is to fully explain the reasons for the proposed curriculum change or new course/program so there is no confusion as the documents move through the various approval levels, as well as to provide a justification for making the change and carefully consider all of the ramifications of the change. Submit this rationale with required Form 40’s. [Note: Keep this section brief. A more complete rationale will be needed for new courses/programs than for minor changes to existing courses/program. The outline below is illustrative of the types of topics to cover.]

Background: What historic and/or contextual information will help decision makers as they consider the proposed curricular change? For example, address the way a new course fits into prior, concurrent, and/or subsequent courses in an existing curriculum.

Target Audience: Who is the target audience for the course/program?

Need: What evidence do you have that the course/program will fill a student need?
**Resources:** What resources will be needed to create the change? Consider budget, space, faculty, technology, sustainability, etc.

**Expected Learning Outcomes:** What are the expected learning outcomes of the course/program? Consider relevant department, college, state, and national standards. Form 40 can be referenced for this item.

**Uniqueness:** How is this course/program unique? Are there any other courses/programs on campus that duplicate the proposal course/program? If so, distinguish the proposed course/program from the existing ones and/or attach a letter of support from departments with similar offerings.

**Impact on Other Departments:** Will the proposed course/program have an impact on any other departments on campus (e.g. increase or reduce enrollments in their courses)? If so, describe the potential impact and/or provide a letter of support from the impacted unit(s).

**Supporting Documentation:** Briefly list the supporting documentation provided (e.g. Market analysis, enrollment trends, Form 40, syllabi, letters of support, etc.)