

CEHD Curriculum Council Procedures—rev. 9-11-18

CEHD Constitution (*Amended 4/7/08*)

Section 3. Curriculum Council. The Curriculum Council (CC) shall:

- a. Establish policies and provide leadership and guidance on educational issues of concern to faculty, students, and administration;
- b. Review and approve proposed courses and programs offered wholly or in part in the College; and
- c. Provide, on occasion, reviews of curricula and programs, both in conjunction with external reviews and as needed in the College.

CEHD By-Laws

Curriculum Council (CC)

- a. Membership: Membership shall consist of the directors of undergraduate studies and directors of graduate studies or appropriate representatives from each academic unit; two student services members appointed by the student services director; one graduate student, one undergraduate student, and one CS/BU representative elected by their constituency organizations. The dean may appoint a non-voting liaison.
 - b. Chair: The chair will be appointed by the dean from among the members of the committee after consultation with the Governing Council.
 - c. Frequency of Meeting: The CC shall meet at the beginning of each academic year and vote to delegate full CC votes to subcommittees, unless there is an issue that arises that warrants full CC discussion. If not approved the full CC shall meet at least once a month.
 - d. Subcommittees: It is recommended that the CC establish two subcommittees, one addressing undergraduate issues and one addressing graduate issues.
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Overall Design Principles for Proposed Improvement of CEHD CC

1. Simplify the procedures.
 2. Delegate more authority and responsibility to the CEHD departments and the CC subcommittees for decision making regarding course proposal approval process.
 3. Increase clarity of criteria for review of course proposals.
 4. Increase emphasis on consultation and encouragement for partnerships and interdisciplinarity among departments.
 5. Involve other expertise within CEHD with the CC for its responsibilities.
 6. Increase focus on strategic discussions concerning curriculum matters.
 7. Reduce the total time spent by all individuals with CC activities.
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A. Reorganize CEHD Curriculum Council to improve effectiveness and efficiency

1. Delegate more responsibility for the CEHD CC subcommittees.
2. Focus activities of the CC Small Working Groups (SWGs) on special projects of a limited scope. SWGs operate for a short duration to complete their task.
3. Establish formal involvement of CEHD Licensed School Professional Steering Council with licensure-related courses and program proposals due to expertise.
 - a. The LSP Steering Council is requested to review all LSP-related course and program proposals and make a recommendation to the CC.
 - b. The recommendations will be placed on a Consent Agenda.

4. CEHD CC subcommittees procedures:
 - a. Meet monthly during the 9-month academic calendar.
 - b. Individual course review and existing program revision review occur at the proposing CEHD department and the CEHD CC subcommittee level. Initial review of new program proposals occurs within the proposing department, followed by the CEHD CC subcommittee level.
5. CEHD full CC procedures:
 - a. If delegating of the full CC votes to the Subcommittees is not approved the following procedures will apply.
 - b. More emphasis during meetings on larger strategic discussions of CEHD curriculum and connections with the larger UMN community
 - c. Receive and approve Consent Agenda report on course and existing program revision reviews by the CC subcommittees.
 - d. Receive recommendation from CC subcommittee and conduct review and approval of program proposals within the full CC.
 - e. Chair of the CC subcommittee or the full CC temporarily assigns another to conduct the meeting if a course or program proposal has a direct tie to them.

B. Principles for review of course proposals. These are the guiding principles to increase consistency and efficiency with course review.

1. When reviewing course proposals, the CC expects that the following are addressed:
 - a. The title and description clearly communicate the essence of the course
 - b. The course purpose and specific learning objectives are clear
 - c. The course content is cohesive and substantive
 - d. The course title, description, topics, assignments, and readings or viewing of media are aligned with the course learning objectives
 - e. The assigned readings and media resources and the course assignments are substantive, convincing, and appropriate with respect to the course learning objectives and the subject matter
 - f. The substance and rigor of the course are appropriate for the proposed level at which the course is offered (1xxx through 8xxx)
2. When reviewing the course syllabus, the CC expects that it will contain:
 - a. All syllabus elements as specified by the Senate Committee on Educational Policy. See the Center for Educational Innovation web site at <https://cei.umn.edu/> which includes a checklist based on University Senate Classroom Expectations Guidelines.
 - i. Undergraduate course syllabi follow the requirements for syllabi.
 - ii. Graduate course syllabi have more specific criteria depending on the Graduate School Policy & Review Council reviewing the course proposal (see http://www.grad.umn.edu/faculty-staff/governance/P-R_councils/ for details).
 - b. Full citations of course readings or other media