

Policies and Procedures Related to Curriculum Adoption, Review and Evaluation

Context: The School of Education faculty serves as the School of Education's (SOE) curriculum committee. While Program Areas within the School are responsible for the integrity and coherence of particular programs, all new courses and major curricular or program changes are reviewed and approved by the entire faculty.

Policy: To approve a new course or major curricular or programmatic changes requires a majority affirmative vote by the School of Education faculty eligible to vote. Formal course approval is sought only when a new course will be an active course in the School's course inventory. An active course is part of a regular rotation of courses and published in the catalog.

Procedures for Curriculum Adoption:

Individual faculty or a program area may propose a new course. [Often a course is offered as a special topics one or two times before faculty seek approval for formal curriculum adoption.]

Individual faculty initially propose a course to Program Area members. Upon approval from the program area, a course proposal is presented to the full faculty for discussion. At a subsequent meeting or by ballot, the full faculty vote to approve (voting options are: approve, do not approve, abstain).

- If the SOE faculty approves an undergraduate-level course, the course is entered into our course inventory.
- If the SOE faculty approves a graduate-level course, the course proposal is then forwarded to the Dean of the Graduate School for review and approval. Once the Dean of the Graduate School approves the course, it is then entered into the course inventory.

Procedures for Curriculum Review and Evaluation:

Each semester, the Associate Dean for Teacher Education reviews each teacher education syllabus to ensure that campus and teacher education policies are stated clearly, and to ensure that Performance-Based Standards for Colorado Teachers are included and aligned with graded assignments.

We conduct Exit Surveys for all students in their final semester. Several items on the Exit Survey solicit student feedback on their courses and academic experiences. Exit Survey data are compiled and reported to the faculty annually.

In teacher education programs we also conduct First-Year Teacher and Employer surveys. Items on both surveys ask program graduates and employers to self-assess or rate program graduate's knowledge and skills in key domains. Results from both surveys are compiled and reported to the faculty annually.

Each year a key issue is identified for more intensive study. Examples of such issues include students' perceptions of their experiences in EDUC 3013 School & Society or a third-year review of the graduate program revisions. Study results are reported to the full faculty.

Our teacher education programs (both undergraduate- and graduate-level programs) are reviewed externally by state agencies (DHE/CDE) every five years as part of program reauthorization. All program curricula are reviewed as part of the campus Program Review process.