BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV.02.00   Updated: November 2019

SUBJECT: **New & Revised Course Proposals**

The official source for curricular matters is Section IV of the *Directory of Policy Statements (DOPS).* The following information is presented as a supplement to DOPS. It answers frequently asked questions about issues brought before the College Senate Curriculum Committee (CSCC).

Beginning September 2011, all course proposals, course revisions, and program revisions must follow the electronic policy of 2011 cited in the next section.

SECTION 1: NEW CURRICULAR ACTIONS AND CURRICULAR REVISIONS

CURRICULAR PROPOSAL SUBMISSION POLICY:

I. Departments should establish their own internal procedures for reviewing curricular proposals. The College Senate Curriculum Committee (CSCC) asks that one member of each departmental curriculum committee be assigned the function of assessing proposals for conformity to standard format and to make appropriate changes to the curriculum document as suggested by departmental and dean's level committees. The department should update the CSCC regularly and share with the CSCC the name of the delegate.

The CSCC will provide training as needed and requested by departmental, and/or dean's level, curriculum committees to establish common understandings about content, format, and process.

II. A single curricular proposal will follow this path toward approval:

1. Curricular proposals approved by departments will be sent to the dean's office via the online workflow management system.

2. Deans will follow established procedures for reviewing proposals.

3. Proposals **rejected** at the dean's level will be returned to the department with an explanation, and no further action will be scheduled.

4. Proposals reviewed and **approved** at the dean's level will be sent to the College Senate Office via the online workflow management system.

5. Once received in the College Senate Office, a log number will be issued, and the curricular proposal with correct title, number, and catalog description will be sent for inclusion in the next *Daily Bulletin.* The description will be edited by Marketing and Communications before publication. Departments should contact their associate dean if there are any problems with the editing. Once the announcement has been posted in the *Daily Bulletin,* interested parties

may review the proposal and, if they so desire, initiate the challenge process (see DOPS IV:04:00) within 15 academic days of posting.

6. The CSCC will review the curricular proposal and post contingencies based on its established procedures for review and make a recommendation to the Senate according to Senate bylaws.

7. Proposals **rejected** will be returned to the initiator (person who initiates proposal in workflow management system) with the CSCC feedback via the online workflow management system.

8. For proposals **approved pending revisions (APR)**, the department originating the proposal will be notified via the online workflow system to make recommended changes to the electronic document or confirm changes that have been made by the CSCC. Once changes are made, the revised document and/or responses to revision requests are updated via the online workflow management system under the original proposal for next steps in the approval process.

9. For proposals approved with no changes, the assistant to the College Senate will

   • post the approval in the *Daily Bulletin,*
   • log the approval date,
   • forward the final proposal to the Academic Affairs Office or the president's designee for final review and approval.

10. Once a curricular proposal has been approved by the president, the title and number will be published in the *Daily Bulletin* (by the President's Office). The proposal will be archived digitally as per DOPS Policy Number IV:02:05: Electronic Archive of Course Proposals.

11. Program proposals shall follow subsequent steps listed in DOPS Policy Number IV:01:00: Program Proposals and Review following the CSCC and president's approval.

12. Certificate proposals shall follow subsequent steps listed in DOPS Policy Number IV:06:00: Proposals for SUNY Certificates following the CSCC and president's approval.

TEMPLATE FOR NEW AND REVISED COURSE PROPOSALS
Explanatory Information Is in ITALICS
See Appendix B Curriculum Handbook, for copy of the template

Prefix, Number and Name of Course:
Use the current prefix for course revisions.

New courses should be assigned numbers that are not currently in use within a prefix and make sense in the logical sequence of courses for a major or reflect the level of content appropriate to their intended audience. For example, lower-level courses should be identified as 100 or 200 level. 300 and 400 levels are for upper-division courses that meet the guidelines established by the College Senate. For numbering graduate level courses departments should consult with the Dean of the Graduate School.

The name of the course listed on the routing sheet must match the course title on all documents, and be unique within the prefix. If the name of the course is revised, show the former title in parentheses. The title should be no more than 70 characters.

Cross-listing of a course requires consultation with all chairs involved in course listing. If the cross-listed course also crosses dean areas, the appropriate deans must be consulted.

Credit Hours:
In Class Instructional Hours: **Labs:**   **Studio:**   **Field Work:**

*List credit hours such as "3 credits". Instructional hours reflect time for lecture presentation each week. Lab hours should be listed only for courses with lab requirements included in the credit hours. Generally, 2-3 hours of lab equal 1 credit hour. Studio hours should be used for art and theatre courses. Generally, 4 hours of studio equal 1 credit hour. Field work pertains to supervised practica and internships (**not** volunteer or service learning hours) and should list the **total** number of hours required for the course. 3 hours per week (45 total hours for the semester) equal 1 credit hour.*

Catalog Description:
Prerequisites: *Do not leave blank. Write "none" if appropriate. Departments should carefully consider which prerequisites are appropriate to content and level of course.*

The description should be approximately 50 words. Use sentence fragments when possible, as long as the statement concisely and clearly conveys the key concepts of the course so as to assist general readers in understanding course content. Campus guidelines for catalog preparation will be followed.

Reasons for Addition or Revision:

Describe how this course contributes to departmental programs, to the college requirements, or to the intellectual life of the campus. If this is a revision, describe how and why this revision

should replace the existing course. A copy of the existing course must accompany a proposed revision.

The following is the tabular format for course outcomes, content and assessment. An explanation of each area follows the table.

Student Learning Outcomes: *Explain what students will be able to DO as a result of this course. (Use active verbs.)*	**Course Content References:** *For each outcome, indicate the number of the corresponding section of course content where this outcome is addressed.*	**Assessment:** *Describe how student learning outcomes are measured in this course. Each of the learning outcomes described must have a corresponding assessment.*
Course Content: *In outline form, provide the course content, activities and procedures in this course. Cross-reference the course content with the student learning outcomes in the table above.*		

Student Learning Outcomes: *The wording of student learning outcomes will vary among departments and majors; however, course authors should research outcomes language suggested by accrediting bodies and their discipline. The intent of this section is to articulate what students will be able to DO as a result of the course. Outcomes are directly related to course content and are reflected in assessment processes. Outcomes should be measurable. Bloom's Taxonomy, (Appendix E in Curriculum Handbook), provides specific language for outcomes. Remember that 300 and 400 level courses should have outcomes that address higher-order thinking and go beyond introductory information.*

Course Content References: *This section connects student learning outcomes with course content. The numerical code used in this section reflects the coherence of content with student learning. You should complete this section after you have outlined the course content so you can easily refer to your numerical codes in the outline.*

Assessment: *This section describes how student learning is measured. Assessment should be reflective of and appropriate to student learning outcomes described. Course authors may consult with the Associate Vice-President for Curriculum and Assessment for guidance if*

necessary. Each learning outcome must have a corresponding assessment even if the method of assessment is repetitive.

Course Content: *Course outlines should follow Roman numeral format. The most common error in using this format is in subdivision. Divisions require at least two sub-categories to merit subdivision. Content should be representative of the major concepts\to be taught by **all** instructors of the course, and is not meant to be a syllabus. Content must be coherent with student learning outcomes, and assessed appropriately. In other words, it should be clear to readers of your course that the course content is designed to accomplish your learning goals. Remember to cross-reference content with outcomes in the table to make the connection between content and learning goals clear for readers of the proposal.* (Model Course Proposals – Appendix B in Curriculum Handbook)

Resources:

*List the resources used to develop the course, and resources to be used in the teaching of the course. This listing is meant to be **representative**, not comprehensive, and should be 1 to 2 pages in length. Use the following categories:*
<u>Scholarship</u>: *This may include both classic and current (within the last five years) articles and books. Include at least a page of references (in total).*
<u>Periodicals</u>: *List titles of journals and periodicals related to the course.*
<u>Electronic and/or Audiovisual Resources</u>: *List resources and/or internet addresses for materials that can be accessed through Butler Library or other available student resource support services.*

*Common problems with this part of the course proposal have included variable bibliographic entry styles, appropriate number of current and/or classic publication years and listings that are less than one or more than two pages long. Course authors **must** use a style manual appropriate to their disciplines, and be consistent throughout the resource section. **All** style guidelines require alphabetized entries. The Periodical Listing refers to journal and periodical **titles** only, not specific articles.*

Source: *Curriculum Handbook*, College Senate Curriculum Committee, 2011