Curriculum Change Guide 2016-17

State University of New York College at Cortland

Contents

INTRODUCTION

The Curriculum Change Guide is designed to support faculty and departments in the development of new curriculum and alterations of existing curriculum. Anyone interested in curriculum development or change should review the Guide and use the resources available on the SUNY Cortland Curriculum website which includes instructional sheets for the new online forms. The Curriculum Change Guide, and online forms are overseen by the College Curriculum Review Committee and the Graduate Faculty Executive Committee.

Curricular proposals are submitted and reviewed through Curriculog, the online curriculum management system. The Curriculog system then integrates changes into our College Catalog through the Acalog system.

Recommendations for Getting Started

1. Review this Guide to understand the review and approval process.
2. Depending upon the scope of proposed changes, you should consult with the following offices before initiating a change: Department Chair, Dean, Enrollment Management, Associate Provost for Academic Affairs and Registrar to understand implications of changes.
3. Fill out all forms completely and carefully review and edit for accuracy. Filling out the forms accurately will ensure proper edits in the College Catalog.
4. Considerations should be given if the changes affect currently enrolled students (e.g., deletion of a course used in program) and transfer students. Departments should identify how to help students successfully transfer after following an earlier version of our catalog in their prior coursework (e.g., at a community college)
5. Changes to admissions requirements, change of major requirements, and academic standing for programs that are not outlined in the curriculum review process must have approval of the appropriate School Dean and the Provost.
6. Once curriculum is approved, departments will work with a number of offices to implement changes. Use the checklist provided in this guide to ensure Banner, Degree Works, transfer credit articulations and more are updated.
7. The Associate Deans and Associate Provost for Academic Affairs are available to assist with any questions regarding the review process.

Curriculum Forms and Instructional Sheets

All curriculum proposal forms can now be accessed on the Curriculog website:
https://cortland.curriculog.com. Information for logging in to Curriculog as well as instructional sheets can be found on our curriculum webpage.

Course-Related Forms

New Course Form

Alteration of an Existing Course

Alteration of an Existing Course-CROSS-LISTED

Level 1 Alteration of an Existing Course

Deletion of an Existing Course

Adding/Deleting an ATTRIBUTE to an Existing Course

NOTE: For your convenience, the New Course form and the Alteration of an Existing Course form now contain sections to add attributes to your course (GE, LASR, PRES, and WRIT).   Additionally, if you are only adding an attribute to an existing course, with no other changes being requested, you should use the abbreviated form, *Adding/Deleting an ATTRIBUTE to an Existing Course* form.

Program-Related Forms

Alteration to an Existing Program

Level 1 Alteration of an Existing Program

New Program/Minor

LEVELS OF CURRICULUM CHANGE

Level I Curricular Change

This is a curricular change, at the department level, that does not affect a named requirement or an elective in another department or program. Level I changes require approval by the department curriculum committee/chair, department chair, dean and provost.

Departmental Collaboration Note: If a course is used by a program in a different department, or if the change involves courses from other departments, it is a Level II change.

Level I Course Changes
- frequency code
- edit of course description that does not change primary content of course
- change in course title
- addition or deletion of prerequisite(s)/corequisite(s) within your department
- edit abbreviated course title
- other – (only after consultation with Associate Provost for Academic Affairs)

Level I Program Changes
- addition of existing course(s) within group of elective courses within your department
- deletion of your departmental course(s) within group of electives (consult Associate Provost for Academic Affairs first)
- online offering – with NO alterations to the current program (requires SUNY and SED approvals)
- other in consultation with Associate Provost for Academic Affairs

Level One Approval Process

Originator
Department Curriculum Committee
Department Chair
Dean
Provost
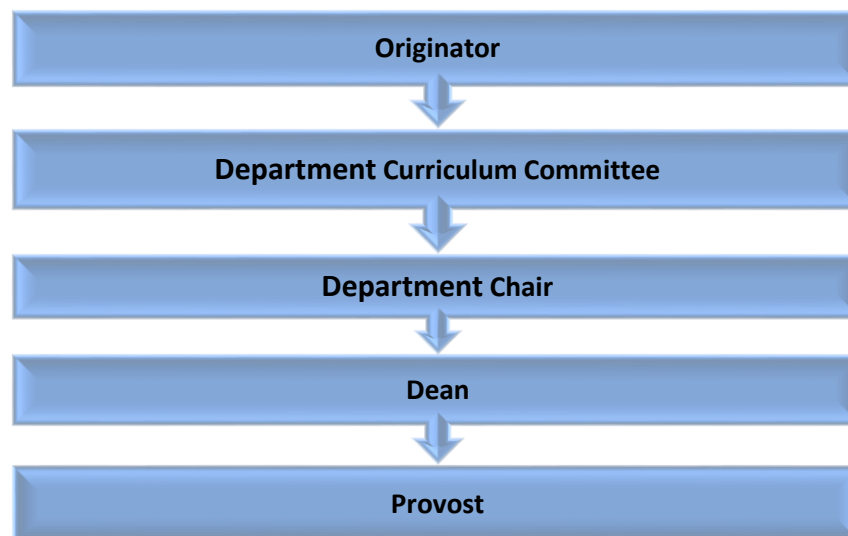
Level II Curricular Change

Substantial curricular change that impacts the originating department or area, and/or affects other programs, but does not require SUNY/SED approval.

NOTE: If a course is already in the upcoming fall schedule and you are proposing a curricular change, please contact the Registrar's Office to check feasibility of change for the fall semester.

Level II Course Changes

- change affecting requirements or electives in other departments or programs
- course prefix
- change in course number (must first consult with APAA Office)
- catalog description altering primary content of course or course restriction
- Course title
- Credit hours
- corequisite/prerequisite change that affects other departments or programs
- change in grade mode
- approval for an attribute
- adding a cross-listing to a new or existing course
- deletion of course
- new course proposal

Level II Program Changes

- creating a new minor
- alterations to an existing program (major, minor, concentration) including adding or deleting cores and courses
- adding or deleting existing or new course(s) to a group of acceptable elective courses within a program that affects another department

Approval Process for Level II Proposals

Originator
Department Curriculum Committee
Department Chair
School Curriculum Committee
Dean
College Curriculum Review Committee or Graduate Faculty Executive Committee
Attribute approval (e.g., GE Committee, Writing Committee), if applicable
Provost

Level III Curricular Change

This is comprised of alterations that will require off-campus approval such as SUNY and/or New York State Education Department. Please contact the Associate Provost for Academic Affairs Office to determine your level of change.

Level III changes include:
- major change to a teacher education program
- cumulative change from the last SED review and approval of one-third or more of the minimum credits required for award (10 credits for master's programs)
- change in program name
- new majors
- new degree programs
- adding or eliminating one or more options, concentrations or tracks
- adding/deleting certificate title
- creating a new program from an option, track or concentration in an existing registered program
- change in program delivery mode (e.g. distance education) – if your alteration enables students to complete 50% or more of the program via distance education
- change in program's focus or design
- adding or eliminating a requirement for completion, including a clinical placement, cooperative education or other work- or field-based experience
- deletion, deactivation or discontinuance of existing program

Approval Process for Level III

Originator
⬇
Department Curriculum Committee
⬇
Department Chair
⬇
School Curriculum Committee
⬇
Dean
⬇
College Curriculum Review Committee or Graduate Faculty Executive Committee
⬇
Attribute approval (e.g., GE Committee, Writing Committee) if applicable
⬇
Provost
⬇
SUNY and New York State Education Department

ROLES AND RESPONSIBILITIES FOR REVIEW

Curricular Review Responsibilities

All Levels (including Department Curriculum Committee)
- make a determination on curriculum quality, rigor and clarity
- ensure proposals are on the correct Curriculog form, complete, free from error and consistent with all College curriculum guidelines (turning on the proposal form's help text will aid in knowing if the fields have been completed correctly).
- ensure required supporting documents are attached including course outlines/syllabi, support from other departments, etc.
- comply with College, SUNY, and NYSED requirements

Department Curriculum Committee
- every department should have a curriculum committee that reviews proposals for accuracy and pedagogical merit. Please contact departments for additional information on department specific policies and procedures.

Chair
- any time a change impacts or involves another department(s) (e.g., overlap, elimination of their course from your program or prerequisite) written feedback from the affected department (or attempt to receive feedback) must be attached to the proposal.
- ensure that the proposal is consistent with the College mission and to verify that the proposal is consistent with all Cortland, SUNY, and NYSED policies.

School Curriculum Committee
- evaluate the pedagogical/academic merit of each proposal, giving due deference to the subject matter expertise of the faculty or department originating the proposal
- examine overlap or duplication of course content with other courses/programs
- determine if the proposal affects the offerings of another department

Dean
- evaluate if curriculum can be carried out by the department given personnel and resources
- check that proposal is consistent with the mission of the department, school and College

CCRC/GFEC
- identify significant overlap or duplication of course or program with existing curriculum
- determine if the proposal affects the offerings of another department
- recommend policy changes to the appropriate committee

Provost
- ensure curriculum can be carried out by the school and respective department given the personnel and college resources
- is consistent with the mission of the College
- final campus authority to approve or disapprove a curriculum proposal

Functional Responsibilities

Department Curriculum Committee
- establish and publish a meeting schedule
- maintain and publish meeting minutes
- provide comment and opinion on recommendation for approval
- participate in final vote in meetings

Department Curriculum Committee Chair
- facilitate meetings
- manage communications with originator and/or department chair and other committee chairs regarding contingencies, clarification, etc.
- edit, comment and approve proposals on behalf of the committee

Chair
- edit, comment and approve proposals, and attach supporting documentation, if needed

School Curriculum Committee
- establish and publish a meeting schedule
- maintain and publish meeting minutes
- provide comment and opinion on recommendation for approval
- participate in final vote in meetings

School Curriculum Committee Chair
- facilitate meetings
- manage communications with originator and/or department chair and other committee chairs regarding contingencies, clarification, etc.
- edit, comment and approve proposals on behalf of the committee

Dean
- responsible for maintaining the records of all recommended proposals
- edit, comment and approve proposals

CCRC/GFEC
- establish and publish a meeting schedule
- maintain and publish meeting minutes
- provide comment and opinion on recommendation for approval
- participate in final vote in meetings

CCRC/GFEC Chair
- facilitate meetings
- manage communications with originator and/or department chair and other committee chairs regarding contingencies, clarification, etc.
- edit, comment and approve proposals on behalf of the committee

Provost
- notification of final decision will be made to every level of curricular action
- responsible for the maintenance of all records relating to curricular proposals
- forward appropriate proposals to SUNY for off campus approval

Curriculum Records
- a record of all approved proposals and supporting materials can be viewed and/or printed in Curriculog, with the final hard copy filed in the Associate Provost for Academic Affairs Office.

Recommendations and Feedback

At each level of review, the committee or official will make a determination on whether to recommend for approval by the Provost. The following outlines decision outcomes and related follow-up:

- Recommend for Approval
  Supporting materials should be attached to the proposal for review at next levels of approval. Committee Chairs indicate approval on behalf of the committee in Curriculog.

- Contingent Recommendation (minor revision) - HOLD
  If there is a small change or clarification needed, but there is strong support for a proposal, a committee can vote for an approval with a contingent hold. The committee chair will contact the originator/department chair and communicate the contingency (e.g., clarify wording, correct editorial issues). The chair may accept the response, or share it with the committee for confirmation, and if conditions are met satisfactorily, make any necessary edits.

  In Curriculog, chairs may put the proposal on HOLD or simply not approve it at the chair level until the contingency is resolved. The chair should attach documentation of the resolution (e.g., email agreement from department) and approve the curriculum, which will forward it to the next level.

- Not Recommended (major revisions) - REJECT
  If the proposal is not recommended and major revisions would be necessary for a recommendation, the proposal can be rejected at the department curriculum committee, chair, dean, school or college level of review. Rejecting a proposal will send it back one level in the approval process as well as to the originator. Justification for rejection with any recommendation for revision can be made in the proposal's comment section, or it can be done via email, and then attached to the proposal (with all responses received). Based on the revisions being requested, the department may opt to delete the proposal from the system and submit a new proposal.

  Department Request for Further Review
  The originating department may request that a proposal that was not recommended be forwarded to the next level of review without revision. In these cases, the originating department should provide a detailed rationale for not making revisions. The Associate Provost Office system administrator can move the proposal to the next step by using a forced approval. Proposals that are not recommended at two consecutive levels cannot be forwarded without further revision.

- Table Discussion - HOLD
  A committee may decide to table or place the proposal on "Hold" for discussion of a proposal to request additional information from departments, consult with other levels of review, or in cases where a vote cannot be conducted for lack of a quorum. Committees are encouraged to make a decision and communicate recommendations within a reasonable timeframe.

GUIDELINES FOR PROGRAM CHANGE OR DEVELOPMENT

The following guidelines are designed to help the curriculum writer (originator) prepare program proposals that will pass through the curriculum channels in the smoothest and most timely manner possible. If questions are raised while preparing a program proposal, please contact the Associate Provost for Academic Affairs Office.

Program Proposal General Guidelines

1) If a new major, minor, concentration, or program alteration is being proposed that includes new courses or alterations to existing courses, all proposals must be submitted in Curriculog at the same time. This will allow committees to review the materials as one complete package.

2) The proposed major, minor, or concentration must include any prerequisite courses for the required courses, i.e., the program cannot contain hidden prerequisites.

3) A four-year (UG) or two-year (GR) program schedule must be provided with any Level III program proposals, including a schedule for all concentrations.

   The attached program schedule must allow for:

   ### Undergraduate
   - COR 101 (UG)
   - CPN 100 or 102; and CPN 101 or 103 (UG)
   - All required General Education courses, including Presentation Skills (UG)
   - Six credit hours of Writing Intensive courses taken institutionally, including three in the major
   - Foreign language requirement
   - Upper Division Study (45 credits with 24 in the major)
   - LASR requirements (60 cr. hr. for BS; 90 cr. hr. for BA)
   - Twelve credits of free electives (if applicable, see Academic Program Requirements p.15).
   - When a SUNY Transfer Path applies to the program, it must show how students can complete an appropriate number of SUNY Transfer Path (TPath) courses within the first two years of full-time study (or 60 credits), consistent with SUNY's Student Seamless Transfer policy.

   ### Undergraduate and Graduate
   - Program requirements
   - New courses (when submitting a major program alteration)
   - Prerequisites/corequisites for all courses noted

4) For non-interdisciplinary majors, the major must have a minimum of 30 credit hours of required discipline-specific courses. This is a SUNY policy for the Bachelor's degree.

5) Any Level III proposal that is postponed, tabled, withdrawn, or is inactive must be re-reviewed and revised and brought into full compliance with all current policies and academic guidelines established by the College, SUNY, and NYSED, within the established timeline.

Course Proposals General Guidelines

1) Course Outline
   New or alteration of existing course forms must include an updated course outline or syllabus. At a minimum, the following are required for all course outlines or syllabi and must be consistent with the proposal.

   - Title of Course
   - Prefix and Number
   - Catalog Description (refer to page 14 for recommended format)
   - Student Learning Outcomes
   - Topical Outline of Course Content

2) Shared Resource Courses
   New course proposal forms must be submitted for each shared resource course. Proposals for shared resource courses must include both the undergraduate outline and graduate outline for each course clearly defining the course requirements and expectations for earning undergraduate or graduate credit.

3) Cross-Listed Courses (equivalent courses described later in this guide)
   New proposals for cross-listed courses must include course proposals for each course. Cross-listed courses which are also "equivalent courses" have the same course title, course number (if available), course content, and catalog description. If altering an existing cross-listed course, use the Alteration to an Existing Course (Cross-listed) form in Curriculog.

4) Curriculum review at the Department, School, Dean and CCRC/GFEC levels will be based on the proposal and the material contained in the course outline.

GUIDELINES FOR CATALOG COURSE DESCRIPTIONS

1) The catalog course description should be concise. One to three brief sentences or phrases are usually enough. A complete sentence is not always necessary. Frequency code, credit hours and prerequisites/corequisites are not included in the course description in Curriculog, and must be provided in the appropriate fields within the proposal form.

2) Course requirements should be avoided in the description.

3) The catalog course description should not use abbreviations unless there is a standard acceptable abbreviation.

4) The catalog course description should not be instructor-specific, nor should it be so specific that only a course instructor understands it.

5) The catalog course description should not include phrases such as: "The students will…" or "This course focuses on…"

6) The catalog course description must be free from typographical error.

7) The level of course content should be consistent with the course number.

8) New course numbers must be verified by the Registrar's Office to ensure that course numbers are not already in use or have not been previously used in academic history.

ARRANGEMENT OF COURSE CATALOG DESCRIPTIONS

Courses appear in the College Catalog with the following information. These are broken out into separate questions/fields on the Curriculog forms.

- Course prefix, course number, course title
- Frequency code
- Description
- Variable parts of a catalog description as described below.
- Credit hours (see examples A – J below)
- Grade Mode
- Repeatability   May be total credits or number of times taken
- Prerequisites   must be taken prior to the course
- Concurrent prerequisite (may be taken at the same time as prerequisite)
- Corequisites   (must be taken at the same time as enrollment)
- Cross-listing (equivalent)   Will appear as "Also listed as"

Additional Course Information that might be included in the Course Description Field in Curriculog:
 Lecture and laboratory hours:
  Example: Three lectures, one three-hour laboratory.
 Lecture and field experience:
  Example: The course includes 25 hours of field observation/teaching experience.

 Restriction statement:
  Example: Not open to geology majors.
  Overlapping Course Example: Not open to students with credit for HLH 199.

GUIDELINES FOR ACADEMIC PROGRAM REQUIREMENTS

Bachelor Degree Requirements

- **Credit Hours**
  The bachelor's degree requires a minimum of 120 credit hours and may not exceed 126 credit hours. A minimum of 45 credit hours must be at the upper division, 24 within the major.

- **General Education**
  All students must complete the Cortland General Education Program, which encompasses all SUNY General Education requirements. Specific policies for Foreign Language, English Composition, and Presentation Skills areas of the Cortland General Education Program are described below.

- **Foreign Language**
  All students must demonstrate proficiency in a foreign language through the 101 level to fulfill Category Nine of the Cortland General Education requirement. Students enrolled in a B.S., B.S.Ed. or B.F.A. program in the School of Arts and Sciences or the School of Professional Studies need only one semester of a foreign language with the exception of speech and language disabilities majors (SLD/SLDW), who must successfully complete the fourth semester (202) of a college-level foreign language sequence. Students in the program listed above may meet the Foreign Language requirements by: 1) successful completion of a one-semester college-level foreign language course (101) or the equivalent; 2) having earned a final grade of 85 or higher in the third year of high school foreign language study or a passing grade in any subsequent year of high school foreign language study; or 3) having earned a score of 85 or higher on a foreign language Regents Exam or a local exam aligned with a discontinued Regents Exam.

  Students enrolled in the B.S. program in early childhood, childhood, early childhood and childhood, adolescence education, inclusive special education, and, the B.S. in Speech and Hearing Science must successfully complete the second semester (102) of a college-level foreign language sequence or confirm proficiency equivalent to successful completion of the second semester (102) of a college-level foreign language sequence through a testing program approved by the Modern Languages Department.

  Note: Some departments require specified courses in foreign language in support of their major program requirements in addition to those described above.

- **English Composition and Writing Intensive Courses**
  All students must complete six to eight credit hours in English composition and at least six additional credit hours, applicable to other graduation requirements, of work in Writing-Intensive (WRIT) courses. The writing intensive requirement must be fulfilled by taking course work at SUNY Cortland. At least three credit hours of Writing-Intensive course work must be in the major.

- **Presentation Skills**
  All students must demonstrate proficiency in oral communication by taking a course with the Presentation Skills (PRES) attribute. Many of these courses are included in the major.

- **Academic Major**
  A major requires with a minimum of 30 credit hours of discipline-specific courses. Majors must have a minimum of 24 credit hours of discipline-specific courses at the upper level - 300 or above.

- **Liberal Arts and Sciences Courses**
  All students must complete a minimum of 90 credit hours of liberal arts and sciences courses in B.A. and B.F.A. programs, or a minimum of 60 credit hours of liberal arts and sciences courses in B.S. or B.S.Ed. programs.

- **Activity and Participation**
  No more than eight credit hours of combined activity and/or participation courses may be applied toward meeting graduation requirements except as department major requirements specify additional activity and/or participation credits.

- **Residency Requirement**
  At least 45 credit hours for the degree must be completed at SUNY Cortland to meet the College's residency requirement. In addition, one half of the credits for the major, minor and/or concentration must be completed at SUNY Cortland. Special requirements may be designated by each school of the College.

- **Free Electives**
  In general programs must include a minimum of 12 credit hours of free electives. Accredited programs may require fewer than 12 credit hours of free electives. During curriculum review, any department seeking an exemption from the 12-credit hour, free-elective rule must sufficiently demonstrate how the prescribed courses meet requirements imposed by the external accrediting agency. Free electives do not include general education, composition, quantitative skills, writing-intensive, foreign language or major requirements.

- **Grade Point Average**
  Undergraduate students must earn a minimum of a 2.0 grade point average both overall and in the major, as well as in all minors and concentrations. Graduate programs require a minimum 3.0 for completion.

  A grade point average higher than 2.0 may be required by some degree programs and minimum GPAs may be required as prerequisite for courses, internships, or field experiences.

- **Completion Status**
  Completion of all course work, i.e., no "incompletes."

Definitions and Clarifications

- **Use of Course to Fulfill Multiple Degree Requirements**
  A single course may be used to satisfy more than one degree requirement, e.g., general education, writing-intensive, quantitative skills, foreign language, major requirement. However, a single course may not fulfill more than one major requirement.

- **Activity and Participation Course Restrictions**
  No more than eight hours of combined activity and/or participation courses may be applied toward meeting graduation requirements except as department major requirements specify additional activity and/or participation credits.

- **Definition of Lower and Upper Division Undergraduate Courses and Graduate Courses**
  Lower-division courses are taught at the 100 or 200 level. Upper-division courses are taught at the 300 or 400 level. Graduate courses are taught at the 500 or 600 level.

- **Definition of Minor**
  A minor is an approved program of study, not leading to a degree, in an area outside the major. A minor comprises a minimum of 15 credit hours; half of these credit hours must be taken at SUNY Cortland. Students cannot earn a minor in the same area as the major or concentration. Likewise, students cannot earn a concentration in the same area as the minor.

- **Definition of Concentration**
  A concentration is an approved program of study that provides a particular set of options within a given major or minor. Concentrations may be embedded as part of the requirements of a major, or added as a separate option to a major.

  For a concentration embedded in a major, concentration coursework counts towards total major. For example, an academic major of 30 credit hours of discipline-specific courses with an embedded concentration would include a concentration with 12 credit hours plus at least 18 credit hours in the major.

  Optional concentrations must have a minimum of 12 hours that are independent and distinct from the major requirements, that is, the credit hours used in the concentration cannot be used to fulfill the requirements in the major core, and likewise those courses used in the major core cannot be used to fulfill the requirements in the concentration. An academic major that provides the option of a concentration that can be added separately to a major would include a concentration with 12 distinct hours in addition to the 30 credit-hour major for a total of 42 credit hours.

  Half of the credit hours in any concentration must be taken at SUNY Cortland.

  Students cannot earn a minor in the same area as the major or concentration. Likewise, students cannot earn a concentration in the same area as the minor. Majors, minors and concentrations are not listed on diplomas but are recorded on official College transcripts.

- **Definition of Equivalent and Overlapping Courses**
  Equivalent courses have the same course content but are cross listed under two or more course prefixes. Catalog descriptions for equivalent courses are the same and must include an "Also listed as ..." statement. If a required course in a program is equivalent, then any of the equivalent courses may be used to satisfy the requirement.

  Overlapping courses are those having sufficient content similarities such that a department may choose to place enrollment restrictions on them. Catalog descriptions for overlapping courses must include a "Not open to students with credit for ..." statement. Equivalent and overlapping courses must be approved through the college curriculum review process.

- **Definition of Special Topics Courses**
  Special-topics courses may be topical or experimental in nature and generally reflect a content area not covered by an existing course. Special-topics courses are numbered 129, 229, 329, 429, 529, or 629, depending on the course level. A special-topics course may be offered for a maximum of three times. Prior to the third offering, a special-topics course must be submitted through the curriculum review process as a new course if it is to be offered again. Special-topics courses may be used to fulfill only a general elective or an elective requirement in a major. A special-topics course from one discipline may be cross listed with an equivalent special-topics course from a different discipline. Cross listing such courses requires approval of department chairs, or coordinators, from both disciplines. Special-topics courses cannot be cross listed with an existing course in the curriculum. Special topics courses cannot receive approval for an attribute with the exception of SUNY Cortland GE (local).

Graduate Degree Requirements

General Degree Requirements

- Minimum 30 Credit Hours of graduate courses
- 9 hours at a 600-level
- Must have 3.0 GPA to graduate
- Must have a C- or higher in all coursework. Additional minimums may apply by program; see Graduate Catalog.
- Requirements may include specific workshops and competencies to meet certification standards.
- Culminating experience
  Every master's degree program at Cortland will include satisfactory completion of at least one of the following special requirements, in addition to regular classroom work. The major department will advise students regarding which of these options will be available.

  A. A comprehensive examination in the area of study. The examination may not be taken before candidacy for the degree is established. It may be repeated according to regulations established by individual departments, but shall not be taken more than three times.

  B. A thesis prepared under the supervision of the department of specialization and subject to the Standards of Graduate Study at SUNY Cortland, acceptable for a maximum of six credit hours of the required program. Formal approval of the thesis topic will not be granted until after candidacy for the degree is established. Theses will be submitted in proper form and prepared in accordance with *A Guide for the Preparation of Theses*, which is available from the individual departments.

  C. A special project for up to six credit hours, as determined by the department of specialization. Formal approval of the plan for this special project may not be obtained until after candidacy for a degree is established.

Admissions Requirements
In addition to SUNY Cortland Graduate Admission standards, program specific admissions criteria should be clear and thorough including:
  o Prior degrees required
  o Certifications required
  o Criteria for admissions evaluation
    Departments should discuss program specific admissions requirements with Graduate Admissions.

Accreditation Standards
Departments must illustrate how any program leading to certification or licensure meets current professional standards.

IMPLEMENTATION

Timeline for Implementation

Final approval and implementation of curriculum is dependent upon the level and type of change. Following approval, changes may need to be reflected in the Banner (Registrar), College Catalog (Publications and Electronic Media), Transfer Credit Equivalencies (Advisement and Transition) and admissions processes. Curriculum changes in the College Catalog review and editing process must first go through the appropriate curriculum review process.

The effective date is the first semester that a change may be implemented (e.g., course offered; students enrolled in program). The College Catalog is updated for the fall semester only. Curriculum can continue to be reviewed and approved throughout the semesters, but will not be implemented past the deadlines.

The following table reflects deadlines for approval related to effective date and implementation of changes.

Type of Curricular Change	To be effective Spring 20xx Final Approval Deadlines	To be effective Fall 20xx Final Approval Deadlines
Approvals For All Level 1 Change(s) Department Chair School Dean Provost	**Received No Later Than:** September 25 October 5 October 10	**Received No Later Than:** February 1 February 15 March 1
Approvals For All Level II and III Change(s) **To be effective for the following year catalog, proposals must be approved at each level as follows:**		
Department Curriculum Committee	October 15	
Department Chair	November 15	
School Curriculum Committee	December 15	
School Dean	January 15	
CCRC/GFEC	February 15	
Final Approval (Provost, SUNY, SED) for implementation the following fall.	March 1	
Final Approvals for Attributes		
General Education Liberal Arts Writing Intensive Presentation Skills	June 1	

If a course is already in the upcoming fall schedule and you are proposing a curricular change, please contact the Registrar's Office to check feasibility of change for the fall semester.

Please be aware that off-campus approvals may take SEVERAL months depending upon the curriculum being proposed. Please plan accordingly.

Implementation Checklist for New or Altered Curriculum

All curricular change involves implementation. To ensure smooth implementation, departments are encouraged to consider the scope of the change and begin coordinating implementation as curriculum develops. The following offices are central to alterations or new programs and courses and are listed with examples of changes that may be required.

- Registrar's Office: alteration and/or building Banner curriculum; creation of new codes, degree audit creation or revision.

- Enrollment Management and Admissions: consult on determination of market and admissions criteria; build or revise application materials and systems; determine recruitment strategies.

- Publications: collaborate on Undergraduate and Graduate Catalog edits; consult on web.

- Transfer Credit Coordinator in Advisement and Transition: consult on course alterations that may affect current course equivalencies.

- Associate Provost for Academic Affairs: consult on criteria for developing a new program or a major program alteration (as it pertains to SUNY/SED guidelines).

COURSE ATTRIBUTES

For General Education, Writing Intensive, Liberal Arts, and Presentation Skills, proposals are submitted through [Curriculog](#) and require the following approvals:

1. Department Chair
2. Dean
3. Respective Committee
4. Provost
5. For SUNY General Education categories, proposals must be approved by SUNY administration.

All approvals will be effective for the upcoming catalog year.

General Education Course Proposal Guidelines

The General Education Committee, a committee established by and reporting to the Faculty Senate, recommends courses included in the Cortland General Education Program. The committee's responsibility is to ensure that proposed courses meet the intent and outcomes of the particular General Education categories and will fulfill the established category goals, objectives, and learning outcomes. Courses are submitted to the General Education Committee after having been approved by the college curriculum process as outlined in the *Curriculum Change Guide,* except in the case of special topics courses (refer to #6 of the "Guidelines" below).

<u>Cortland General Education Program</u>

1. Quantitative Skills
2. Natural Sciences
3. Social Sciences
4. United States History and Society
5. Western Civilization (optional)
6. Contrasting Cultures
7. Humanities
8. The Arts
9. Foreign Language
10. Basic Communication
11. Prejudice and Discrimination
12. Science, Technology, Values and Society

Students must complete a minimum of 30 credits hours of SUNY General Education.

Guidelines for Review of General Education Courses
1. General Education (GE) Committee's jurisdiction shall extend to all General Education categories.
2. GE courses shall not normally* have prerequisites.
3. GE courses shall normally* be introductory courses that emphasize examination and explanation of fundamental principles of academic disciplines.
4. Four-hundred level courses and above shall not normally* be considered appropriate for inclusion in GE.

5. Proposals for inclusion of courses in GE shall demonstrate clear and specific connection between the content of the course and the goals, assumptions, objectives, and learning outcomes of the category to which inclusion is proposed. In addition, all GE courses must conform to the existing rule that they fulfill the GE writing requirement (5 page minimum).
6. Special topics (-29) courses may be submitted for inclusion in local GE, although they can be offered no more than three times under the -29 course number. These courses are specifically identified with the GE Category included in the course title.
7. The GE Committee may suggest modifications of course proposals that fail to meet the GE category requirements.
8. The GE Committee shall offer an explanation if a course is denied for inclusion in GE.
9. The authors of denied course proposals shall have the right to appeal the GE Committee's decision, whether in writing, in person, or both.
10. The GE Committee welcomes courses that encourage interdisciplinary study.
11. Amendments to, or alterations of, these guidelines require approval of the Faculty Senate, the body to which the GE Committee is responsible.
12. GE Committee decisions and actions shall apply prospectively (that is, from the time of enactment forward).
13. Faculty will have the ability to appeal committee decisions by meeting with the General Education Committee.

*Rationale will need to be provided if courses do not follow the normal guidelines in #2, #3 and #4 above.

Refer to the College Catalog for more details on the General Education Requirements.

Writing Intensive

Students are required to complete six hours of coursework in Writing Intensive courses. At least three of these credit hours must be completed in their major. Writing Intensive courses are based on three premises: that writing improves with practice in diverse settings; that writing engages students and improves the learning of the material being taught; and that writing develops thinking skills.

Courses that are labeled Writing Intensive have the following characteristics:

1. They require students to write the equivalent of 15 typed pages
2. They require at least 2 pieces of writing; or, in some courses, you may require students to complete one project, which will be submitted in multiple drafts.
3. Any writing for a final examination is not included in the 15 pages of writing required.
4. Students must have opportunities to revise their written work.

If you would like to request Writing Intensive designation for an existing course, please log in to Curriculog and complete the *"Adding/Deleting an Attribute to Existing Course"* form.

For additional information, see resources from the College Writing Committee.

Presentation Skills

Presentation Skills are part of the Basic Communication requirement. Presentation Skills course proposals must address:

a. Students will make at least one presentation in the course and respond to questions and comments following the presentation.
b. Students must submit at least one outline with attached source list related to the presentation.
c. Students must evaluate their own presentation and those of other students, according to criteria provided by the instructor.
d. Faculty provide instruction in effective presentation skills specific disciplines including requirements and methods of preparation for oral assignments (i.e. structure, research, outlining, visual components, creativity and delivery). Highlight these on course syllabus.

Liberal Arts

Liberal Arts courses may be offered from any department on campus. Liberal Arts course proposals must address 5 of the following 8 criteria:

1. Historical perspective
2. Theoretical considerations
3. Relational-complexity
4. Breadth of knowledge
5. Inquiry-analysis
6. Critical examination
7. Ethical perspective
8. Independent learning