

Curriculum Change Guide

State University of New York
at Cortland

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Contents

Introduction	4
Recommendations for Getting Started	4
Impact Reports	5
Levels of Curriculum Change	6
Level I Curricular Change	6
Level II Curricular Change	7
Level III Curricular Change	8
Roles and Responsibilities for Review	9
Curricular Review and Functional Responsibilities	9
Recommendations and Feedback	11
Guidelines for Program Change or Development	12
Program Proposal General Guidelines	12
Guidelines for Academic Program Requirements	13
Bachelor's Degree Requirements	13
Student Learning Outcomes	14
Definitions and Clarifications	15
Credit Hour Standards	16
Graduate Degree Requirements	18
Guidelines for Course Change or Development	19
Course Proposals General Guidelines	19
Course Number Changes	19
Guidelines for Catalog Course Descriptions	20
Arrangement of Course Catalog Descriptions	20
Course Attributes	21
General Education Course Proposal Guidelines	21
Writing Intensive	22
Presentation Skills	23

Liberal Arts	23
Implementation	24
Implementation Checklist for New or Altered Curriculum	25

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 University 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 University Catalog via 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, Vice Provost for Academic Affairs and Registrar's office 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 University 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 various 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 Vice Provost for Academic Affairs are available to assist with any questions regarding the review process.

Curriculum Forms and Instructional Sheets

All curriculum proposal forms are 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](#).

Tip Sheets for Course Changes

[New Course Tip Sheet](#)

[Alteration of an Existing Course Tip Sheet](#)

Tip Sheets for Program Changes

[Alteration to an Existing Program](#)

[New Program/Minor/Concentration](#)

Impact Reports and Working with Other Departments

Impact Reports are important in determining how a curriculum change will affect another program or department. The department proposing the curriculum change is responsible for:

1. running the report in Curriculog to determine if any departments are connected to the change
2. communicating with impacted departments to ensure they are informed of the proposed change
3. collecting feedback from impacted departments and attaching that to the Curriculog proposal

The impacted department might need to submit additional course/program proposals due to the curriculum change.

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.

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.

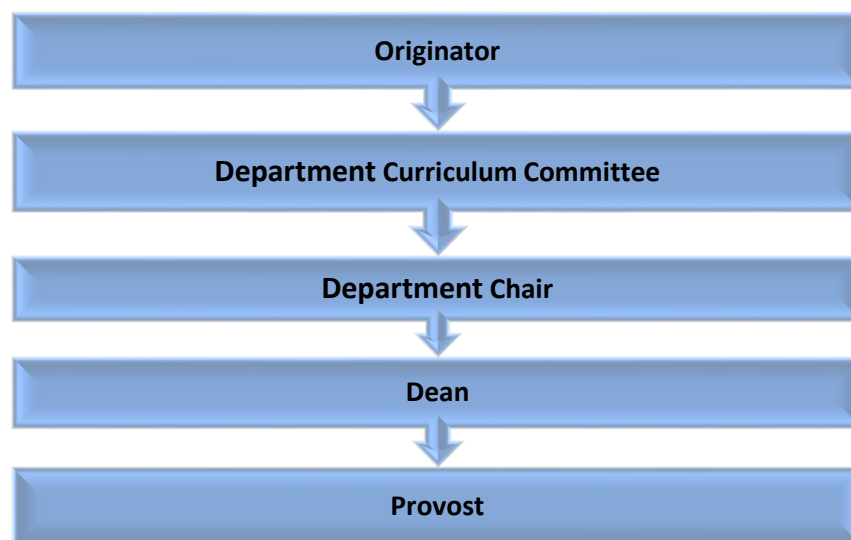
Level I Course Changes

- 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 Vice Provost for Academic Affairs Office)

Level I Program Changes

- addition of existing course(s) within group of elective courses within your department
- removal of your departmental course(s) within group of electives
- change in program description
- online offering – with NO alterations to the current program (requires SUNY and SED approvals)
- change in program name (requires SUNY and SED approvals)
- other, in consultation with Vice Provost for Academic Affairs Office

Level One Approval Process



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 the Registrar's Office, see page 13)
- catalog description altering primary content of course or course restriction
- course title changes
- credit hours changes
- 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 removing 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



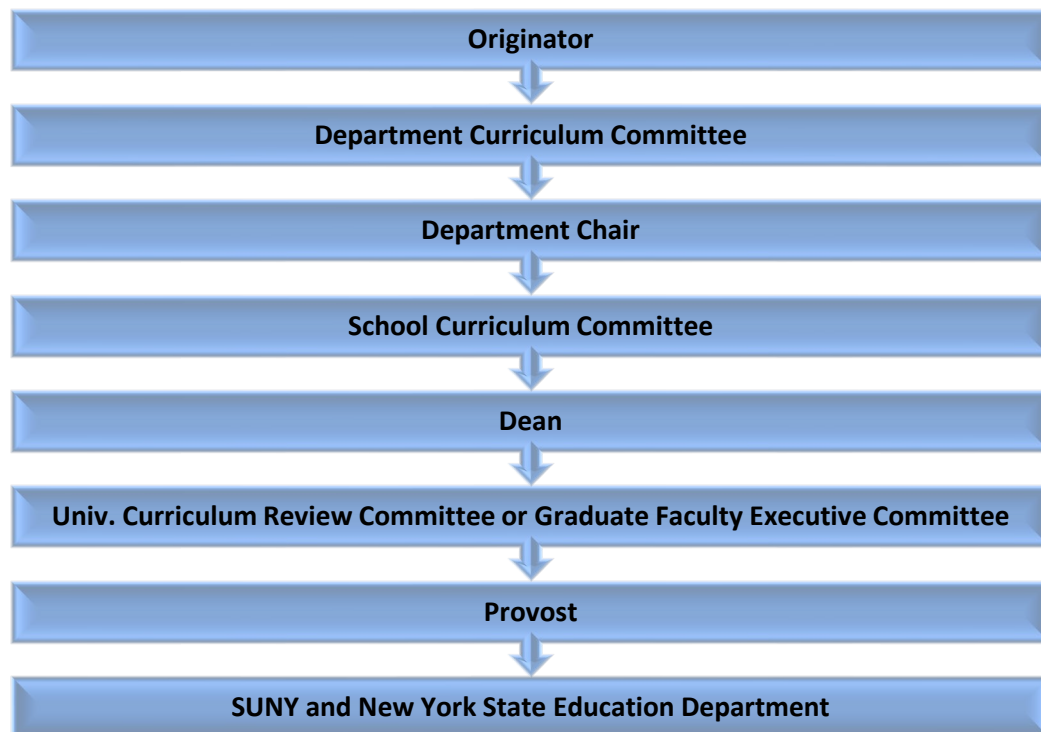
Level III Curricular Change

This is comprised of alterations that will require off-campus approval such as SUNY and/or New York State Education Department. Please contact the Vice 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
- eliminating a requirement for completion, such as internships, clinical placement, cooperative education or other work- or field-based experience
- deactivation or discontinuance of existing program

Approval Process for Level III



ROLES AND RESPONSIBILITIES FOR REVIEW

Curricular Review and Functional 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 and free from error
 - consistent with all University 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 University, 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.
- establish and publish meeting schedule
- maintain and publish meeting minutes
- provide comment and opinion on recommendation for approval
- participate in final vote in meetings

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 University mission and to verify that the proposal is consistent with all Cortland, SUNY, and NYSED policies.
- edit, comment, and approve proposals and attach supporting documentation, if needed

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
- Review course syllabus in alignment with Curriculog proposal
- determine if the proposal affects the offerings of another department (impact report)
- establish and publish meeting schedule
- maintain and publish meeting minutes
- provide comment and opinion on recommendation for approval
- participate in final vote in meetings

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 University
- responsible for maintaining the records of all recommended proposals

- edit, comment, and approve proposals

UCRC/GFEC

- identify significant overlap or duplication of course or program with existing curriculum
- determine if the proposal affects the offerings of another department (impact report)
- recommend policy changes to the appropriate committee
- establish and publish meeting schedule
- maintain and publish meeting minutes
- provide comment and opinion on recommendation for approval
- participate in final vote in meetings

Provost

- ensure curriculum can be carried out by the school and respective department given the personnel and university resources
- is consistent with the mission of the University
- final campus authority to approve or disapprove a curriculum proposal
- 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/NYSED for approval

Curriculum Records

- a record of all approved proposals and supporting materials can be viewed and/or printed in Curriculog. Electronic curriculum files are also maintained in the Vice 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, and 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 Vice 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 Vice 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) All proposals must include program Student Learning Outcomes and a Curriculum Map showing how outcomes align with program requirements and where major assessments occur.
- 3) The proposed major, minor, or concentration must include any prerequisite courses for the required courses, i.e., the program cannot contain hidden prerequisites.
- 4) A four-year (UG) or two-year (GR) program schedule must be provided with any Level III **and new** 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
- World language requirement
- Upper Division Study (45 cr. hr. with 24 in the major)
- LASR requirements (60 cr. hr. for BS; 90 cr. hr. for BA; 25% for a BFA)
- Twelve credits of free electives (if applicable, see Academic Program Requirements p.20).
- 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
- 5) 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.
 - 6) 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 University, SUNY, and NYSED, within the established timeline.

- 7) When initiating a new program proposal, the first step in the campus-approval process is creating a Program Announcement proposal (for UG programs) or a Letter of Intent proposal (for GR programs) found in Curriculog. Once the proposal receives campus approval, it will be forwarded to SUNY for approval, followed by a 30-day open comment period from other SUNY campuses. Contact the Vice Provost for Academic Affairs Office for the next steps to submit your full new program proposal.

GUIDELINES FOR ACADEMIC PROGRAM REQUIREMENTS

Bachelor's Degree Requirements

- **Credit Hours**

The bachelor's degree requires a minimum of 120 credit hours (excluding COR 101) 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 World Language, English Composition, and Presentation Skills areas of the Cortland General Education Program are described below.

- **World Language**

The World Language requirements for general education, B.F.A., B.S., B.S. Ed., and B.A. can be found in the [university catalog](#).

Note: Some departments require specified courses in world 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 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. programs; a minimum of 60 credit hours of liberal arts and sciences courses in B.S. or B.S.Ed. programs; or a minimum of 25 percent of a program's total credit hours must be liberal arts and sciences courses in B.F.A. 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 30 credit hours for the degree must be completed at SUNY Cortland to meet the University'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 University.

- **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."

Student Learning Outcomes

Student Learning Outcomes (SLOs) are the observable or measurable results subsequent to a learning experience for both the program and courses. They may involve knowledge (cognitive), skills (behavioral), or attitudes and values (affective) that provide evidence that learning has occurred. SLOs also indicate the level of learning (e.g., introductory to advanced). Please visit the [Student Learning Outcomes Assessment Resources](#) webpage for further information.

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, world 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.

- **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.

- **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; at least half of these credit hours must be taken at SUNY Cortland. Students cannot minor in the same area as the major. There may be department limitations on addition of a minor based on major or concentration course work. Please check the catalog for specific restrictions.

- **Concentration**

A concentration is a required or optional area of focus within a major. Residency for majors with concentrations will be calculated on the total credit hours required for the major inclusive of the concentration. Further information regarding a concentration can be found in the [undergraduate catalog](#).

- **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 university curriculum review process.

- **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).

- **Pathway Programs**

Pathway programs (often 4+1) allow students to complete a B.S. or B.A. program and then complete a master's degree program. The courses for each degree program do not overlap and are only counted for one degree. These programs do not need to be reviewed and approved by SUNY/NYSED

- **Accelerated Degree Programs**

Accelerated degree programs (e.g., 3+2) can share courses for both degree programs, thus needing approval by SUNY/NYSED.

Credit Hour Standards

Policy

SUNY Cortland, along with [SUNY](#) follows the Carnegie definition of a semester credit hour, which has stipulated that one semester credit hour be awarded for fifteen sessions of 50-minutes duration in classroom lecture-recitation each requiring two hours of outside preparation by the student.

The following definitions and practices apply the relationship between contact and credit hours. Courses may be composed of any combination of elements described, such as a lecture course which also has required laboratory periods or a lecture course having an additional requirement for supervised independent study or tutorial activity.

A semester credit hour is normally granted for satisfactory completion of one 50-minute session of classroom instruction per week for a semester of not less than fifteen weeks. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. Semester credit hours are granted for various types of instruction as follows:

I. Lecture, seminar, quiz, discussion, recitation

A semester credit hour is an academic unit earned for fifteen 50-minute sessions of classroom instruction with a normal expectation of two hours of outside study for each class session. Typically, a three-semester credit hour course meets three 50-minute sessions per week for fifteen weeks for a total of 45 sessions.

II. Activity supervised as a group (laboratory, field trip, practicum, workshop, group studio)

A semester credit hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is 150 minutes or more in duration with little or no outside preparation expected. Forty-five 50-minute sessions of such activity would also normally earn one semester credit hour. Where such activity involves substantial outside preparation by the student, the equivalent of fifteen periods of 100 minutes duration each will earn one semester credit hour.

III. Supervised individual activity (independent study, individual studio, tutorial)

One credit for independent study (defined as study given initial guidance, criticism, review and final evaluation of student performance by a faculty member) will be awarded for the equivalent of forty-

five 50-minute sessions of student academic activity.

Credit for tutorial study (defined as study which is given initial faculty guidance followed by repeated, regularly scheduled individual student conferences with a faculty member, and periodic as well as final evaluation of student performance) will be awarded on the basis of one semester hour credit for each equivalent of fifteen contact hours of regularly scheduled instructional sessions.

IV. Full-time Independent Study (student teaching, practicum)

If a student's academic activity is essentially full-time (as in student teaching), one semester credit hour may be awarded for each week of work.

V. Experiential Learning

At its discretion, an institution may award credit hours for learning acquired outside the institution which is an integral part of a program of study. When life or work experience is to be credited as a concurrent portion of an academic program design, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised academic activity that provides the learning considered necessary to program study.

VI. Credit by Examination

At its discretion, an institution may award semester hour credits for mastery demonstrated through credit-by-examination. When such credit by examination is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree.

VII. Short Sessions

Credit hours may be earned in short sessions (summer sessions, intersessions, etc.) proportionately to those earned for the same activity during a regular term of the institution, normally at no more than one credit per week of full-time study.

VIII. Appeal and Review

Institutions may present educational justification for departures from these policy provisions to the office of the provost and vice chancellor for academic affairs, which will be responsible for their interpretation. Credit hours to be earned in approved overseas academic programs will continue to be considered on an individual basis following established procedures. Other special arrangements suggested by campuses will be considered on an individual basis by this office.

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. These 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:

- Prior degrees required
- Certifications required
- 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.

GUIDELINES FOR COURSE CHANGE OR DEVELOPMENT

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 19 for recommended format)
- Student Learning Outcomes
- Topical Outline of Course Content
- List of assignments
- How the course grade will be assessed and grading scale
- Author of syllabi

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)

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 of Existing Course form for each course in Curriculog.

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

5) Course Schedule Types (e.g., Activity, Lecture) and Specialized SUNY course section types are listed on the [Registrar's](#) website.

Course Number Changes

To request a course number or prefix change, consult with the Registrar's office. Then, complete the New Course Form to request the new course number/prefix and then complete the Deactivation of Existing Course form to deactivate the original course number/prefix.

For course number changes, any attributes will carry over to new course number only if the course description and student learning outcomes remain the same. If there are changes with the course description and student learning outcomes, any attribute will need review by respected areas.

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 University 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
- 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.

Catalog Note:

Example: Class includes two weeks at Raquette Lake.

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

If requesting no other changes to a course, please log in to [Curriculog](#) and complete the abbreviated "Adding/Deleting an Attribute to Existing Course" form.

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).

Cortland General Education Program

Communication
Writing Studies and
Presentation Skills
Diversity: Equity, Inclusion, and Social Justice
Mathematics (and Quantitative Reasoning)
Natural Science (and Scientific Reasoning)
Humanities
Social Sciences
The Arts
US History and Civic Engagement
World History and Global Awareness
World Language
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 University 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.

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 and Sciences

New York State Education Department

The liberal arts and sciences requirement is comprised of courses in the disciplines of the humanities, natural sciences and mathematics and social sciences. Curriculum submitted to NYSED will need to follow the following requirements found here: <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm>

SUNY Cortland

Liberal Arts courses at Cortland 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

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's office), University Catalog (Vice Provost for Academic Affairs Office), Transfer Credit Equivalencies (Advisement and Transition) and admissions processes. Curriculum changes in the University 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 University 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 I Change(s)	Received No Later Than:	Received No Later Than:
Department Chair	September 25	February 1
School Dean	October 5	February 15
Provost	October 10	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	
UCRC/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 marketing and admissions criteria; build or revise application materials and systems; determine recruitment strategies.
- Marketing: department web page edits.
- Transfer Credit Coordinator in Advisement and Transition: consult on course alterations that may affect current course equivalencies.
- Vice Provost for Academic Affairs Office: College Catalog Edits; consult on criteria for developing a new program or a major program alteration (as it pertains to SUNY/SED guidelines).