Course Proposal Form – Instructions and Guidance

See the end of this document for instructions on submitting the Course Proposal Form to the Committee on Curriculum for review.

1. **Course Information**
   1.1 Enter the proposed course prefix and number, and title of the proposed course. If this is a new course without an assigned course number, you need to first contact the Registrar’s office to obtain a course number. Courses with numbers ending in ‘96’ cannot be submitted to the Committee on Curriculum.

   1.2 If this is a New Course, simply check the “This is a New Course” box and proceed to section 1.3. If this is a Course Revision, please check all boxes that apply. A course is considered NEW if:
   - It did not appear in the previous academic year’s college catalog; or
   - It is a special topics course that has been previously offered for at least three semesters and is being formalized with a unique course number.

Consult the table below for guidance to determine if you have a Minor Course Revision or a Major Course Revision. Consult with Committee Chair if you need clarification. Complete the Required Action based on the determination.

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Minor Course Revision</th>
<th>Major Course Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>√ If change is within same Division (e.g. 121 to 221)</td>
<td>√ If there is a change in division (e.g. 121 to 321)</td>
</tr>
<tr>
<td>Credit hours</td>
<td>N/A</td>
<td>√ Usually relates to changes of Objectives or Content</td>
</tr>
<tr>
<td>Format (lecture, lab, field)</td>
<td>√ No effect on resources. Minor effect on catalog description.</td>
<td>√ If there is significant effect on resources</td>
</tr>
<tr>
<td>Pre- or Co-Requisites</td>
<td>√ If courses are from within your department</td>
<td>√ If prerequisite courses are from outside your department</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>√ Minor edits for clarity</td>
<td>√ If affected by other major change(s)</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>N/A</td>
<td>√ Adding or deleting more than 20% of the approved Objectives</td>
</tr>
<tr>
<td>Content</td>
<td>N/A</td>
<td>√ Adding or deleting more than 20% of the approved content</td>
</tr>
<tr>
<td>General Education</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Course Inactivation or Reactivation</td>
<td>N/A</td>
<td>√</td>
</tr>
<tr>
<td>Required Action</td>
<td>Complete Section 1 (Course Information), Section 3 (Update the Detailed Course Description), and Section 7 (Proposer Information and Department Chair Affirmation) of the Course Proposal Form</td>
<td>Complete Course Proposal Form in its entirety.</td>
</tr>
</tbody>
</table>

Once approved, new courses and changes to existing courses will be offered during the subsequent academic year.

1.3 If it is your contention that the proposed course/revision fulfills the requirements for a SUNY General Education (GenEd) course, please check the appropriate box(es) to indicate the appropriate GenEd area(s).

2. **Proposer Need Statement:**
2.1 Provide a narrative indicating why the course is needed to meet the current or proposed goals and outcomes of the program or College. For example, if the course has previously been taught as a special topics course. If this is a major revision of an existing course, indicate why the revision is necessary to meet the goals and outcomes of the program or College.

2.2 For each pre-requisite and co-requisite course, please indicate the relationship to the proposed course. Include pre- and co-requisite courses that are taught by another department, as well as those taught in the home department.

2.3 If this course addition or revision affects other Departments or academic programs, explain the impact of this course in meeting the goals and outcomes of those Departments/programs. You must affirmatively state that affected departments have been notified and have responded to the anticipated impacts, if any, with a commitment of resources. See section 6 below, for documentation/confirmation required to comply with this section 2.3. If this is a course revision that results in no change to other Departments or academic programs, please enter “no change”.

2.4 For proposed General Education courses, please review the SUNY General Education Requirements at http://www.suny.edu/provost/generaleducation/GenEdGuideApp.cfm as an aid in assessing whether your course may fulfill General Education requirements for the specified knowledge area. If you wish your course to be considered as meeting General Education requirements, complete a SUNY Course Addition Reporting Template (see http://www.suny.edu/provost/generaleducation/CourseAdditionForm.cfm) and attach it to the Course Proposal Form. Once received by the Committee, the proposal, along with its General Education information, will be forwarded to the Dean of Instruction for approval as a General Education course. For further information on SUNY General Education Requirements, see http://www.suny.edu/provost/generaleducation/GenED.cfm.

In addition, please provide on the Course Proposal Form a short narrative indicating how the course will fulfill General Education requirements.

2.5 Staffing requirements may include a full-time vs. visiting instructor, the requirement for a new hire, teaching assistant or laboratory assistance, etc. If this is a new course identify whether staff are already in place to teach the course; if this is a course revision identify whether there is a need for additional staff. If the course revision requires no change in staffing requirements, please enter “no change”.

2.6 Identify the specific departmental resources for this course or course revision, indicating whether they are currently available, or whether they need to be acquired. Also indicate if any resources will need to be obtained from sources other than the department. If this is a course revision that results in no change to the demands on departmental resources, please enter “no change”.

2.7 Enter the anticipated number of students expected to be enrolled in the course in each semester the course is to be offered.

2.8 Indicate the anticipated frequency of class meetings per week. Provide justification for these choices, particularly if the class will meet infrequently or at times outside normal class hours (e.g. during session breaks or weekends)

3. Detailed Course Description

The Detailed Course Description on the form you are submitting will become the course description of record for this course. For that reason, if this is a course revision, all information on the original (or latest revision) of the detailed course description (as previously approved) must be included on this current submission of the Course Proposal form. If revisions are being made to the Detailed Course Description, these should be added to the original language from the last submission of the Detailed Course Description, showing where changes are being made.

3.1 Course Identification and Format
For items 3.1.1 through 3.1.5, enter the pertinent information or check the appropriate boxes. When answering item 3.1.6, please refer to SUNY policy on Credit/Contact Hours at http://www.suny.edu/sunypp/documents.cfm?doc_id=168 for guidance as to the relationship between contact hours and credit hours. 3.1.7: indicate the pre- or co-requisite courses or general areas of knowledge.

3.2 Scope

3.2.1 Lower Division classes are undergraduate classes in the 100-299 range; Upper Division classes are undergraduate classes in the 300-499 range; Beginning Graduate classes are graduate classes in the 500-599 range; Advanced Graduate classes are graduate classes in the 600-999 range. See the College Catalog at http://www.esf.edu/catalog/courses/intro.htm for further information.

3.2.2 Indicate the relationship between the proposed course and existing ESF or Syracuse University courses. If this is a required course (paragraph a) please note that you will generally need to additionally submit a Curriculum Proposal Form to COC, indicating the revision of the curriculum, and explaining where the course will fit within the program, showing new class sequencing, etc. Restricted enrollment (paragraph c) refers to particular classes of students and whether they are eligible (or not) to enroll in the class. For example, the course may be restricted only to students in a certain program, only to students of a particular class standing, only to ESF students, etc. Class size limits are not seen as a restriction. If the response to paragraph (d) is “Yes”, please make sure that any impacts on these similar or identical classes are included in Section 2.3 above. For shared resource courses (paragraph e), indicate whether or not this is a shared resource course. Shared resources courses are designated when the topic of coverage of both courses is the same and when the contact hours are scheduled simultaneously.

3.3 Guidance for Developing Student Learning Outcomes

The learning outcomes should be stated such that they are specific, measurable, achievable, and relevant to the level of instruction, content and pedagogical methods. Outcomes must support the course scope. Consider three domains of learning (cognitive, affective and psychomotor) when developing outcomes. Learning domains based on Bloom (1956) are summarized at Starting Point http://serc.carleton.edu/introgeo/assessment/domains.html.

Outcomes of Lower Division courses generally correlate to Knowledge, Comprehension and Application, while Upper Division and Graduate course outcomes are generally correlated to Application, Analysis, Synthesis and Evaluation.

If this is a Shared Resource course, there should be an obvious difference between the learning outcomes of the two courses relevant to the level of instruction.

Example guidance: Use the following statement or something similar to describe the course learning outcomes:

After completing this course the student should be able to:

- Explain…
- Identify…
- Compute…
- Describe…
- Etc. …

3.4 Major Concepts, Processes or Tools
This section identifies course content, skills, and/or themes (e.g. think of this as the course index or a table of contents). A numbered or bulleted list is adequate. These need to be consistent with the learning domains and outcomes.

### 3.5 Instructional Methods

Describe how the department or Division anticipates the course outcomes will be met (e.g., lecture, lab, recitation, seminar discussion, field, other). Identify anticipated principal instructional methods. Identify primary evaluation tools, if appropriate (e.g. exams, papers, projects). Provide an example of a suggested textbook or other learning resources. Textbooks and similar resources can be described with phrasing such as “The textbook will be Author, Title, Publisher or equivalent” to allow instructor flexibility over time as editions or availability change.

Use resources such as: [http://serc.carleton.edu/introgeo/assessment/hallmarks.html](http://serc.carleton.edu/introgeo/assessment/hallmarks.html) or University of Washington Center for Teaching and Learning [http://www.washington.edu/teaching/teaching-resources/](http://www.washington.edu/teaching/teaching-resources/).

For example:

- **Field labs for identification of in situ individuals of any age, young to mature, using knowledge of both morphological and ecological characteristics to aid identification.**
- **Weekly discussion groups regarding values of human interactions with the natural environment.**
- **Semester-long research paper summarizing the natural history of the area - geology, climate, soils, major plant communities, cultural effects, and interactions among these in the landscape.**

### 3.6 Catalog Description

This should indicate the course number and title, format, brief description, semester(s) offered, and pre- and/or co-requisites. If this is a shared resource course, there should be a sentence in the catalog description to differentiate the levels of instruction. You must include the following phrase for both of the courses that share resources: “Note: Credit will not be granted for both xxx and xxx.” The catalog description should not exceed 1000 characters.

For example:

**ESF 211. Flora, Fauna, and Faculties: The Making of ESF (3)**

Three hours of lecture/discussion per week. Introductory survey of the history of SUNY ESF. Defining moments in ESF history on human resources. Contemporary resource use, allocation and management. Exposure to historiography, historical research and analysis. Spring.

Prerequisite(s): None

### 3.7 Course History

Please provide the dates of initial approval of the course and any history of subsequent revisions.

### 4. Institutional Impacts
This section pertains to forecasting institutional resource needs to support the course. Provide clear statements regarding the needs and current availability (or absence) of resources. Assess budget impacts, including imposing course fees. If this is a course revision, please complete this section by detailing the institutional impacts that will result from the proposed revision.

5. Health and Safety Considerations

Please answer Yes or No to questions 5.1 through 5.8. If this is a proposed course revision, the answers should pertain to the health and safety considerations that result from the effects of the revision. If the answer is "Yes" to any of these questions, please explain at the bottom of the page. If you are proposing a Lab or Field course, and all your answers are “No” please provide an explanation at the bottom of the page. Normally, some safety precautions are expected for such courses.

6. Coordination and Consultation

If the proposed course or course revision has an impact on other departments, programs or units, you must obtain signatures from each department/program/unit before submission of this proposal. Provision is made on this form for signatures from three departments/programs. If more signatures are necessary, please supply these on an additional page. If the affected department/program/unit has supplied a letter or email showing that it has been given the opportunity to assess the impact of this course proposal on its unit, please attach this to the Course Proposal Form.

7. Proposer Information and Department Chair Affirmation

Contact information of the Proposer should be entered here. Before submission of this proposal, the signature (or confirming email) of the Department Chair must also be obtained, indicating that the proposal has been reviewed and approved by the Department, affected departments have been notified, and confirming that there is a plan in effect to meet the resource needs of the proposed course.

8. Approvals

Please leave blank.

SUBMISSION OF COURSE PROPOSAL FORM TO COMMITTEE ON CURRICULUM

Once departmental approval has been obtained as noted in Section 7 above, the proposal form may be submitted to COC in one of the following manners:

1. If all “signatures” are in the form of emails from the affected parties (Section 6) and from the department chair or designated curriculum representative (Section 7), please check the appropriate boxes in these sections, attach the emails to the form, save the form in .docx format with the course prefix and number added to the file name, and email it to curriculum@esf.edu. The review process will start immediately the form is received.

2. Save the unsigned form in .docx format with the course prefix and number added to the file name, and email it to curriculum@esf.edu, indicating that signatures will be following. Print the form locally, obtain the required signatures and mail the form, using campus mail, to Barbara Newman, Office of Instruction and Graduate Studies, 235 Gateway Center. The proposal will be informally reviewed upon receipt, and the official review process will start when all required signature pages are received.

3. Print the form locally, obtain the signatures required in Sections 6 and 7, and mail the form, using campus mail, to Barbara Newman, Office of Instruction and Graduate Studies, 235 Gateway Center. The review process will start when the form is received.