

## *Curriculum and Standards (C&S) Proposal Form Instructions*

### Latest versions of C&S forms:

- Proposal Form – April, 2009
- Quick Action Form – April, 2009
- Enrollment Limit Form – April, 2009

### GENERAL

The latest versions of the C&S forms have been created as *forms* in Word. The forms are available in the *Forms* section of the Provost's web pages ([http://www.hofstra.edu/About/Administration/Provost/prov\\_forms.html](http://www.hofstra.edu/About/Administration/Provost/prov_forms.html)). Each time the forms are updated, the latest versions and the instructions will be available at that site. The differences between the three forms:

1. *Curriculum and Standards Proposal Form* – may be used for new proposals (courses or programs) or any type of changes to courses or proposals (major or minor).
2. *Curriculum and Standards Quick Action Proposal Form* – should be used only for **minor changes** that don't require any information that is required of new courses. If changes (even minor ones; e.g., budget change) are made to any of the information that is contained on sections **C, D, and E** of the larger form, then the Quick Action Form should not be used.
3. *Curriculum and Standards Enrollment Limit Change Form* – should be used only for enrollment limit changes. The routing is much simpler: the Dean's Office will forward to the Provost's Office. Once the change has been approved, the Provost will send a copy to Academic Records so that Banner can be updated.

Since each is presented as a *form*, it is preferable that you fill out most of the form (with the exception of such things as signatures) in Word. Most fields that need to be either checked or filled in will appear in **gray** on the forms. Simply use the TAB key to tab from field to field as appropriate. To select a *check box*, click in the appropriate box. A fill-in text field will expand as necessary. Thus, even though some of the fields look small, they will expand to accommodate as much information as you need to provide. This will also hold true for the *Bulletin Text* and *Explanation—Rationale* sections. The boxes appear small in the blank form, but will expand as information is either typed in or pasted in from another document.

### PROCEDURES

1. Proposals originate in departments/programs and are typically submitted by the chairperson. Major changes/new courses/new programs require prior approval by the department/program faculty.
2. Proposals are submitted to the relevant Dean's Office. Please check with the relevant Dean's Office as to how many copies (if any) need to be submitted with the original and if the Dean's Office wants the submission electronically or via a paper copy.
3. The **original proposal** (paper version including all the relevant signatures) is routed by the Dean's Office to appropriate campus officials for notification, editing suggestions, comments, and signatures. The Office of Academic Records, Bulletin Editor, and Provost are included in this initial routing (with the exception of the *Enrollment Limit Change Form*, see above). Some proposals require notification and sign-off by other units (e.g., Library and/or Computer Center if additional resources are anticipated, another department/unit is affected). Signatures indicating that the appropriate campus officials have seen the proposal are included in Section J. Any unresolved issues should be noted. **The Office of Academic Records, the Bulletin Office, and the Provost's Office will each make its own copy after signing, dating, and making any relevant comments/corrections/edits. In addition, no electronic copy needs to be circulated (by e-mail or otherwise) until the "final" version is approved, unless instructed otherwise by the Dean's Office. See #9 below.**
4. Consideration by the appropriate College/School committee is arranged.

5. If the proposal requires faculty approval, signatures of the chairperson of the appropriate College/School committee and/or the chairperson of the College/School Executive Committee (as needed), and the Dean's Office will attest to the fact that the faculty has voted its approval.
6. *Minor change proposals* are evaluated by the pertinent committee chairperson acting alone, **unless** he/she finds need to consult the committee. Minor changes do not require a faculty vote. The signatures of the Curriculum Proposals or Graduate Committee chairpersons and the Dean's Office representative will suffice.
7. The original copy of the proposal, with all appropriate corrections and signatures, is then forwarded to the Provost's Office with an attached "*final*" cover sheet (**yellow**).
8. Upon the Provost's approval, preceded by Senate consideration **if needed**, the Provost's Office sends copies to the Office of Academic Records, the Bulletin Editor, and others as needed. The original document is sent back to the Dean's Office. The Dean's office is responsible for sending a copy to the originating department.
9. **After final approval has been given, the originating department (with Dean's Office oversight) is responsible for sending a final (corrected, if necessary) electronic version of the approved Bulletin copy (as an e-mail attachment) to the Bulletin Office.**

### **SPECIFIC INSTRUCTIONS FOR THE CURRICULUM & STANDARDS PROPOSAL FORM**

#### **PRELIMINARY INFORMATION**

- Date: Please enter in date format. Word will accept several different date formats (e.g., 9-1-06, 9/1/06, September 1, 2006).
- Identifying Code: The *identifying code*, used for tracking purposes, is generated by the appropriate Dean's Office and consists of a prefix and a unique number. The following prefixes are currently in use:
  - HCLAS: DN
  - Honors College: HC
  - Library: LIB
  - New College: NC
  - School for University Studies: SUS
  - School of Communication: SCO
  - SOEHHS: ED
  - ZSOB: BIZ
  - University-wide: U
- College/School: Please check the appropriate college or school. The numbers in parentheses correspond to how these units are identified in Banner.
- Department/Program
- Date
- Chairperson's Name (printed)
- Chairperson's Signature

#### **SECTION A. COURSE/PROGRAM TITLE**

- Course/Program Title
- Course Prefix: Because many departments are now offering courses using prefixes different from the department name, please be sure to complete the Course Prefix section (e.g., SPAN, FREN in Romance Languages and Literatures).
- Course Number(s). Please check with the Office of Academic Records to verify that a proposed "new" course number is in fact available for the intended use. To check directly in Banner proper if a course number has been used, go to the Form, SCACRSE, enter the prefix (under Subject), tab to Course, and click the down arrow. You will be shown all the course numbers ever used for that prefix since we migrated to Banner. If the course number you would like to use does not appear on this list, you can use it.
- Semester Hours

## **SECTION B. ACTION REQUESTED**

1. Level: Undergraduate or Graduate
2. Major Change: New program/major, minor, course, or a substantial change to an existing course/program. For a new program/major/minor, go directly to Section E. For a new course, fill out all sections of the proposal form (see Required Information for Major Course Changes below).
3. Minor Change: A distinction is made between “minor” changes (including deletions) and other curricular change proposals. In this context, “minor” does not mean “unimportant.” A minor curricular change is one that, to be made permanent, does not require presentation to the entire College/School faculty for a vote and is presented for information only. Typical of minor program changes are alterations in the description and/or requirements of a department’s major (e.g., substitution of a course requirement). Typical of minor course changes are changes in the title, description, and/or prerequisites of an existing course. If you are in doubt as to whether a given proposal should be treated as “minor,” consult with the pertinent committee chairperson or with the Dean’s Office before submitting the proposal. Please note that “dropping” a course/program from the Bulletin/Banner actually inactivates it (and prevents it from appearing in the Bulletin). The information is retained in the system, however, for archival purposes. Thus, for example, you cannot normally reuse a course number from a course that has been “dropped.”
4. Distribution Courses are for HCLAS designation ONLY. No new courses outside of HCLAS will be given a distribution designation; existing non-HCLAS core courses have been grandfathered in and have received a distribution designation. Please indicate whether this is a new or existing course and select the appropriate distribution category.

## **SECTION C: REQUIRED INFORMATION FOR MAJOR COURSE CHANGES ONLY**

1. First Offering: Semester and Year
2. Offering Sequence (check all that apply): Please note that periodically means that the course is not being offered on a regular basis (e.g., every fall). Instead, it is offered on an irregular basis (e.g., Course X might be offered Spring 2006, Fall 2006, and Summer II 2007; alternatively, it might not be offered every year). Once a year means that the course will be offered only once in an academic year and that the specific semester is not known at this time.
3. College/School: Please check the appropriate college/school and division, if appropriate.
4. Semester Hours
5. Repeatable for Credit: Can course be repeated for credit (when specific topics change from semester to semester)? If yes, please also fill in C6.
6. Maximum times this course can be taken: Fill in a number or indicate “No limit.” The maximum number of times a course can be taken (when specific topics change from semester to semester) **includes** the original time a student takes the course. So, for example, if the maximum number of times is 3, the student might take the course for the first time Fall 2005, retake it again Spring 2006, and then again in Fall 2006.
7. Student Level: Undergraduate or Graduate.
8. Grade Mode: Standard, NC/SUS, Mandatory P/F, or Not for Degree Credit.
9. Course Type:
  - a. *Lecture* (L): Formalized instruction, conducted on or off campus, in which the faculty presents an education experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual or multi-media materials or techniques. Encompasses seminars (generally but not universally defined as a small group of advanced students engaged in original research under the guidance of a professor who meets regularly with them for reports and discussion) and some workshops. Compensated onload unless enrollment drops to below 5.
  - b. *Subsection*: A subsection is an educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member. It is directly related to a specific *Lecture*. There are two main types of subsections: *Lab* (B) or *Recitation* (R). Compensation is generally onload. **Please indicate the Lecture course associated with this Lab and/or Recitation course.**

- c. *Studio/Skills (S)*: This category is used to describe music, fine and performance art, and theater courses, as well as skills classes. In no way is this course type to be used to determine whether a class meets liberal arts requirements. For example, a studio describes a fine arts course in painting which is distinct from an art history course in painting (lecture). This value is used as well to differentiate a film-making course from a course on the history of film making (lecture). It is also used to describe skills classes which cover the basis instructions in the fundamentals of skills and related strategies of a specific sport. Includes MBA, SOE and library workshops. Generally, compensated onload unless enrollment drops to below 5.
  - d. *Independent Study (I)*: This category describes courses in which a faculty member works with an individual or a small group of students. For non-Law independent study courses, see the detailed breakdown of such courses as defined by the Collective Bargaining Agreement. Compensation for non-Law courses is on a per capita basis and controlled by the contracted faculty point associated with the type of independent study.
  - e. *Other (O)*: Used exclusively for non-Hofstra courses (e.g., off-campus education) or non-courses (e.g., maintaining matriculation).
10. Can Course Be Taken Pass/D+/D/Fail: Please note that if the answer is “No,” no student, including students who might be taking the course as an elective and not necessarily to fulfill major requirements, would be able to take it P/F. An example of an undergraduate course that cannot be taken on a P/F basis is WSC 1. If your intent is to restrict the “no P/F” to your majors, then you can answer this “Yes,” which would allow others students to elect a P/F grade for the course. By default, distribution courses, courses taken in fulfillment of any language requirement and those courses required in the major field and any other course specified by course title or number as required for the major may not be taken P/F (unless the particular courses are graded that way).
11. List of Corequisites.
12. List Equivalent Courses:
- a. **Equivalent courses**: the content for these courses is substantially the same and, therefore, students should not be receiving credit for both courses. The course descriptions overlap to some extent, but they are NOT identical. There is a large equivalency file in Academic Records, which checks for these types of courses. Examples would be PSY 140 and SOC 180, introductory statistics courses that are considered equivalent in terms of satisfying a requirement. But they have **different** course descriptions and slightly different emphases in content, examples used, etc. They may also differ in terms of semester hours. An example of Bulletin language is “Credit given for this course or XXXX ##.” This is the language that currently exists for SOC 101 (“Credit given for this course or FDED 115, not both”) and for FDED 115 (“Credit given for this course or SOC 101, not both”). This language is consistent and entirely appropriate given that the courses are not identical, although they deal with much of the same content. A student can receive credit for one or the other of them, but not both.
  - b. **Identical courses**: these courses actually satisfy a higher equivalency criterion in that not only do they cover substantially the same content, but in fact, they cover the **identical** content. Their course descriptions are identical; they meet at the same time, in the same room, taught by the same instructor. These courses are cross-listed because they are identical and a student can sign up for one or the other prefix. Example, TPP 149 and ENGL 149. Here the language in the bulletin for TPP 149 is “Same as ENGL 149” and no course description is given because the course description for ENGL 149 is the relevant one. Sometimes, the course description is repeated for both “same as” courses, as in the case of TPP 60 and GEOG 60.
13. List Prerequisites.
14. What budget number should this course be charged to? The **budget number** should include the FUND, ORG, and ACCT – for a total of 15 numbers, 5 digits each.
15. Special Fees. If appropriate, please indicate whether this is a variable fee or a set fee, and what type of fee it is (e.g., lab fee).
16. Is this course for Liberal Arts credit?
17. Distance education format. For a distance education course, a separate *Online Course* form (also available on the Provost’s *Forms* web page) needs to be completed.
18. SOEHHS only. Please indicate if the course is for a school-based program.

#### **SECTION D: FOR A NEW COURSE**

1. Adding course is to be accommodated by diminishing the frequency of offering of current courses.
2. Adding course is to be accommodated by diminishing the # of sections of multi-section courses.
3. Proposed enrollment limit per section.
4. Semester hours. Please be sure to include the weekly total class meeting hours (contact hours).
5. Faculty load: If this is left blank, it will be assumed that it is the same as the semester hours earned by students.
6. Main Expected Use: To meet a degree requirement, major/minor requirement, or other (please specify).
7. Has proposed course been offered as a workshop? If yes, please provide the previous workshop # and title.
8. Suggested ISP code, if appropriate. Please keep in mind that the final ISP code will be assigned following a review of the *ISP Course Information Form* (if appropriate). Please see the latest version of the *Per Capita Descriptions* for definitions of the various categories and their associated ISP codes.
9. Request for Voucher compensation for individuals, such as cooperating teachers or on-site supervisors, who are not otherwise compensated.

#### **SECTION E: COURSE/PROGRAM SUPPORT**

1. If known, provide name(s) of expected initial instructor(s).
2. To be taught by: Indicate whether present or new full-time or adjunct faculty.
3. Will any of the following be needed? Please indicate whether additional resources will be needed. If you answered “Yes” for any of the resource items, please provide an explanation as to the source of the funding to cover these resources (e.g., out of department budget, out of Dean’s budget).

#### **SECTION F: FOR NEW OR SUBSTANTIALLY CHANGED COURSE, ATTACH SYLLABUS**

Although each college/school/department may have its own preferred format for course syllabi, the proposal form includes the categories that are typically included on a syllabus (keeping in mind that some categories are more or less appropriate, depending on the course):

- Hofstra University
- College/School
- Department
- Course Number
- Course Title
- Semester Hours
- Course Description
- Goals/Objectives
- Learning Outcomes
- Typical Assignments/Requirements
- Required Text(s)/Readings
- Course Schedule
- Grading Criteria
- Attendance Policy – If there are specific attendance policies for the class, please be explicit about penalties for unexcused absences.
- Bibliography
- Other Requirements/Information (e.g., academic honesty, students with disabilities, completion of incompletes)

#### **SECTION G: CROSS-CULTURAL OR INTERDISCIPLINARY STUDIES COURSES (HCLAS)**

The “Explanation-Rationale” (item I), as well as the syllabus, should indicate how the course meets the HCLAS distribution criteria of Cross-Cultural or Interdisciplinary.

- *Cross-Cultural*: This category focuses on the intellectual and cultural traditions of the peoples of Africa, Asia, the Middle East and Latin America, and the Caribbean, as well as the indigenous peoples of the Americas and Australia. Courses in this category must engage students in a rigorous study of the traditions and practices of one or more of these peoples. These courses must include substantial reading and writing assignments, with at least 3500 words of written work.
- *Interdisciplinary*: Courses in this category must be a rigorous study that exposes students to an interdisciplinary approach to an important subject or problem. These courses are specifically designed courses taught within programs or departments recognized as interdisciplinary by the faculty of HCLAS. These courses must include substantial reading and writing assignments, with at least 3500 words of written work.
  1. The course proposal must provide a rationale explaining how the disciplines to be treated elucidate the topic at hand in ways that a single discipline could not.
  2. The course must demonstrate the value of differing views and/or methodologies, critical thinking, the ability to synthesize, and the strengths and limitations of such an interdisciplinary approach.
  3. The proposal must demonstrate that the interdisciplinary content of the course consists of more than the sum of different disciplines put together. That is, the course should be interdisciplinary, not just multidisciplinary.
  4. The proposal must demonstrate sufficient acquaintance with the methodologies, history, main trends, and major controversies of the disciplines treated in the course.
  5. Interdisciplinary courses may be taught by a single faculty member or team-taught.
  6. Please include a **Supplementary Instructor's Bibliography** that was used in preparing the course to show familiarity with the different theoretical models that make a given course interdisciplinary.

#### **SECTION H: BULLETIN TEXT (EXACT WORDING)**

- Old Bulletin Text: Indicate page number(s) in most recent Bulletin and note whether it is the Undergraduate or Graduate Bulletin. Rather than retyping the Old Bulletin Text, you can copy it from the Acalog course descriptions and paste that information directly into the text box.
- New Bulletin Text:
  - For new courses and major changes in courses: course prefix, number, title, semester hours, when offered (e.g., Fall, Periodically), course description, and if appropriate, prerequisites, corequisites, restrictions, and/or special course notes (e.g., lab fees).
  - For minor changes: As long as there is no ambiguity, it is sufficient to provide just the changes (including the course prefix and number). For examples, if prerequisites are changing, it is sufficient to list the old prerequisites under Old Bulletin Text and new prerequisites under New Bulletin Text.
  - For new programs, list program requirements and all courses. Indicate new courses with an asterisk.
- The text boxes for Old Bulletin Text and for New Bulletin Text will expand as necessary as information is either typed in or pasted in from another document; place cursor in text box and begin typing (or pasting).

#### **SECTION I: EXPLANATION—RATIONALE FOR MAJOR CHANGES AND NEW COURSES**

- Please provide an explanation or rationale for all major changes as well as new courses/programs. Explain necessity for change(s), relationship to other courses in an outside the department, prospective demand for new course(s), etc.
- *Cross-Cultural and Interdisciplinary Studies distribution courses*: see explanation for Section G (above).
- *Outcomes Assessment*:
  - For new courses or for changes to existing courses: If any changes are being made as a result of the department's/program's outcomes assessment, please include this information in the rationale.
  - For new programs, detail outcomes assessment procedures.
- The text box will expand as necessary.

**SECTION J: INITIAL SIGNATURES BEFORE COMMITTEE CONSIDERATION**

Please sign, date, and make comments as appropriate.

**SECTION K: COMMITTEE SIGNATURES**

Please obtain the necessary signatures, if applicable.