

Hofstra University
Curriculum and Standards (C&S) Proposal Form Instructions

LATEST VERSIONS OF C&S FORMS:

- Proposal Form – February, 2011
- Quick Action Form – February, 2011
- Official Enrollment Limit Form – February, 2011
- SOEHHS Addendum Form – February 2011
- ISP Request Form – February 2011
- Distance Learning Approval Form – February 2011

GENERAL

The latest versions of the C&S forms have been created as *forms* in Word. They are available in the *Forms* section of the Provost's web pages (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.

Differences among the forms:

1. *Proposal Form* –for **new proposals** (courses or programs) or **major changes** to existing courses or programs.
2. *Quick Action Proposal Form* –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, grade mode change) are made to any of the information that is contained on sections **C or D** of the longer Proposal Form, then the Quick Action Form should not be used.
3. *Official Enrollment Limit Change Form* –only for official enrollment limit changes. The routing is much simpler, requiring only Dean and Provost review and approval. Once the change has been approved, the Provost will send a copy to Academic Records so that Banner can be updated.
4. *SOEHHS Addendum Form* – for the School of Education, Health & Human Services only. Greyed out areas to be completed by the Office of Certification and Educational Support Services.
5. *ISP Request Form* – If a new ISP code is requested (Section B, #19), this form may be requested to provide the necessary information in order to assign the appropriate ISP code.
6. *Distance Learning Approval Form* – for 1st time distance learning (DL) offerings.

The forms contain drop-down boxes, check boxes, and text fields. For drop-down boxes, click on the down arrow and select an option from the list. To select a *check box*, click in the appropriate box. A fill-in text field will expand as necessary to accommodate as much information as is needed – whether it is typed in directly or pasted in from another source (e.g., another document, on-line bulletin).

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. **Electronic** versions of the proposals are submitted to the relevant Dean's Office; check with the Dean's Office regarding submission of a paper copy in addition to the electronic copy.
3. The Dean's Office oversees the curriculum review process through the college/school, including obtaining appropriate signatures from other units (e.g., Library, other departments, other schools) as appropriate. The SOEHHS incorporates the *SOEHHS Addendum Form*.
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 will suffice.
7. A copy of the proposal, with all appropriate corrections and signatures, is then forwarded to the Registrar, who forwards to the Bulletin Editor, who forwards to the Provost for review.

8. **Final approval:**
 - a. **Expedited approval** – If **no substantive** questions/issues are raised by the Registrar, Bulletin Editor, or Provost, a “*final*” (*yellow*) *cover sheet*, noting the Provost’s final approval, will be generated by the Provost’s Office and returned to the Dean’s Office.
 - b. **Normal approval** – If questions/issues that require further clarification/answers/changes are raised by the Registrar, Bulletin Editor, or Provost, the proposal will be sent back to the Dean’s Office. Once the questions/issues have been dealt with, the Dean’s Office will generate a “*final*” (*yellow*) *cover sheet*, which will be forwarded to the Provost for final approval.
9. Upon the Provost’s final approval (preceded by Senate consideration **if needed**), the Provost’s Office sends copies to the Registrar, the Bulletin Editor, and others as needed. The original document (with all the necessary signatures) is sent back to the Dean’s Office.
10. The Dean’s Office is responsible for sending a copy to the originating department.
11. **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 PROPOSAL FORM

PRELIMINARY INFORMATION

- 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: CM
 - SOEHHS: ED
 - ZSOB: BIZ
 - University-wide: U
- Date: Can be entered directly in the field, or selected via the drop-down arrow.
- College/School: Use the drop-down arrow to select. The numbers in parentheses correspond to how these units are identified in Banner.
- Division: Use the drop-down arrow to select the HCLAS division, if appropriate.
- Department/Program
- Chairperson’s Name

SECTION A. COURSE/PROGRAM TITLE

- Course/Program Title
- Course Prefix: Because many departments offer courses using prefixes different from the department name, be sure to complete the Course Prefix section (e.g., SPAN, FREN in Romance Languages and Literatures).
- Course #(s). Check with the Office of Academic Records to verify that a proposed “new” course number is 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 the migration to Banner. If the proposed course number does not appear on this list, it can be used.
- Sem. Hours

SECTION B. ACTION REQUESTED

1. Level: Undergraduate or Graduate
2. Major Change: New program/major, minor, course, new dual-degree program, substantial change to an existing course/program, or DL format addition to existing program. For a new program/major/minor, go directly to

Section D. For a new course, fill out all sections of the proposal form (see Required Information for Courses below).

3. 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 with a distribution designation.

SECTION C: REQUIRED INFORMATION FOR COURSES ONLY

1. First Offering: Semester and Year
2. Offering Sequence (check all that apply): “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. Repeatable for Credit: Can course be repeated for credit (e.g., when specific topics change from semester to semester)? If yes, provide the maximum number of times a course can be taken, or check “no limit” (if appropriate). The maximum number of times a course can be taken **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 2011, retake it again Spring 2012, and then again in Fall 2012.
4. Grade Mode: Standard, NC/SUS, Mandatory P/F, or Not for Degree Credit.
5. Course Type:
 - a. *Lecture* (L): Formalized instruction, conducted on or off campus, which includes 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 and some special topics courses. Also includes distance learning (DL) versions of a “lecture” course.
 - b. *Subsection*: 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). **Indicate the Lecture course associated with the Lab and/or Recitation course.**
 - c. *Studio/Skills* (S): Used to describe music, fine and performance art, and theater courses, as well as skills classes. For example, a studio might describe 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 basic instructions in the fundamentals of skills and related strategies of a specific sport. Includes MBA, SOE and library workshops. This course type is not used to determine whether a class meets liberal arts requirements.
 - d. *Independent Study* (I): 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).
6. Can Course Be Taken Pass/D+/D/Fail (undergraduate) or Pass/Fail (graduate): 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 – example of an undergraduate course that cannot be taken on a P/F basis is WSC 1. If the intent is to restrict the “no P/F” to majors only, then the answer should be “Yes,” which would allow others students to elect a P/F grade for the course. By default, distribution courses, courses taken in fulfillment of a language requirement, 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).
7. List of Corequisites.
8. 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 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 (“same as”) courses:** these courses 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. The course description for TPP 149 in the bulletin is “Same as ENGL 149” and no additional information is provided; 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.
 - c. Indicate if the course has been offered before as a provisional/workshop/special topics course. If yes, provide previous # and title; need to add “Formerly” in course description.
9. List Prerequisites – include a GPA requirement and/or a different grade required for prerequisites (instead of the default C- or better), if appropriate.
 10. Budget number – should include the FUND, ORG, and ACCT; total of 15 numbers, 5 digits each.
 11. Special Fees – if appropriate, indicate whether this is a variable fee or a set fee, and type of fee (e.g., lab fee).
 12. Is course for Liberal Arts credit?
 13. Distance learning (DL) format. For a DL course, a separate *Distance Learning Approval Form* (also available on the Provost’s *Forms* web page) needs to be completed for 1st-time DL courses.
 14. SOEHHS only – indicate if the course is for a school-based program.
 15. Adding course to be accommodated by diminishing the frequency of offering of current course(s)/section(s); provide details.
 16. Proposed official enrollment limit (OEL) per section.
 17. Weekly total class meeting hours.
 18. Faculty load: If this is left blank, it will be assumed that it is the same as the semester hours earned by students.
 19. Suggested ISP code, if appropriate. Final ISP code will be assigned following a review of the *ISP Course Information Form* (if appropriate). See the latest version of the *Per Capita Descriptions* for definitions of the various categories and their associated ISP codes.
 20. Voucher request for individuals, such as cooperating teachers or on-site supervisors, who are not otherwise compensated; subject to approval.

SECTION D: 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 additional resources be needed? For any “Yes” response, 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 E: BULLETIN TEXT (EXACT WORDING)

- Old Bulletin Text: Repeat *Identifying Code* from p. 1. Provide URL from most recent bulletin (copy and paste so as to reduce errors). Rather than retyping the Old Bulletin Text, you can copy it from the on-line bulletin and paste the 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 (*).

SECTION F: EXPLANATION/RATIONALE FOR MAJOR CHANGES

- 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 and outside the department, prospective demand for new course(s), how the course meets *Cross-Cultural* or *Interdisciplinary* distribution criteria requirements (if appropriate), etc.
- *Outcomes Assessment*:
 - For new courses or for changes to existing courses, provide learning goals and objectives. If this information is contained in the syllabus, can refer to it.
 - If any changes are being made as a result of the department's/program's outcomes assessment, include this information in the rationale.
 - For new programs, detail outcomes assessment procedures.

SECTION G: SIGNATURES

Sign, date, and make comments as appropriate.

FOR NEW OR SUBSTANTIALLY CHANGED COURSE, ATTACH SYLLABUS

Although each college/school/department may have its own preferred format for course syllabi, the following categories 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, be as explicit as possible, including indicating if there are any penalties for unexcused absences and/or latenesses.
- Bibliography
- Other Requirements/Information, as appropriate. These examples are illustrative and are not meant to be exhaustive:
 - academic honesty
 - students with disabilities
 - incomplete policy

ADDITIONAL INSTRUCTIONS FOR THE QUICK ACTION FORM

SECTION B. ACTION REQUESTED

2. 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 minor program changes are alterations in the description and/or requirements of a department's major (e.g., substitution of a course requirement). Typical minor course changes are changes in the title, description, and/or prerequisites of an existing course. When 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. “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, a course number from a course that has been “dropped” cannot normally be reused. Use this section, or the *Quick Action Form*, to add the DL format to an existing course; not necessary if DL is proposed for an entire program, in which case the program change (detailing all the courses) will suffice.