Hofstra University
Curriculum and Standards (C&S) Approval Process Instructions
(January, 2019)

GENERAL

Curriculog is a curriculum management system that replaces the previous paper system used by the University.

All faculty will have access to the Curriculog system through their Hofstra Portal.

The following proposal forms can be found in the Curriculog system:

1. *Proposal Forms* – for **new proposals** (courses or programs) or **major changes** to existing courses or programs.
    a. Undergraduate Program Change Form – Major
    b. Graduate Program Change Form - Major
    c. New Undergraduate Program
    d. New Graduate Program
    e. Undergraduate New Course
    f. Graduate New Course
    g. New Undergraduate Major/Minor/Dual-Degree Program

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 changes, grade mode changes) 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.
    a. Undergraduate Course Change Form – Minor
    b. Undergraduate Program Change Form - Minor
    c. Graduate Course Change Form – Minor
    d. Graduate Program Change Form – Minor

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.
    a. Official Enrollment Limit (OEL) Change

4. *ISP Request Form* – If a new ISP code is requested this form may be requested to provide the necessary information in order to assign the appropriate ISP code.
    a. ISP Request

5. *Distance Learning Development Form* – for first-time distance learning (DL) offerings.
    a. Distance Learning Development Approval

PROCEDURES

1. Curriculog proposals are created by the faculty and/or chairperson in each respective school's departments/programs.
2. Curriculog proposals move along approval workflow process that includes:
    a. Originator – the person creating the proposal.
    b. Department Chair
    c. Educational Support Dean (SOE only)
    d. Dean's Office Review (HCLAS only)
    e. Dean's Office, if applicable
    f. C& S Committee, if applicable

g. Executive Committee, if applicable

h. Other Unit Dean – (one for each school, if applicable)

i. Dean

j. Registrar

k. Bulletin Editor

l. Applicable Senior Vice Provost or Vice Provost

3. The proposal can be tracked at any time during the review process. The status icon in the proposal toolbox will provide details related to the necessary approval steps including any required committee approvals.

a. The Dean's Office oversees the curriculum review process in each college/school, including obtaining appropriate approval from other units (e.g., Library, other departments, other schools) as appropriate. Any necessary approval steps have been added to the approval process as indicated by the college/school Dean's Office. If medication to the approval step is required, contact the Coordinator, University Bulletin and Curriculum in the Office of the Provost.

b. Consideration by the appropriate college/school committee is arranged as part of the Curriculog approval process.

   i. This include faculty approval, approval 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.

c. *Minor change proposals* are evaluated by the pertinent committee chairperson acting <u>alone</u>, **unless** he/she finds need to consult the committee. Minor changes do not require a faculty vote.

d. The electronic approval of the Curriculum Proposals or Graduate Committee chairpersons and the Dean's Office will suffice.

e. The proposal, with all appropriate corrections and approvals, is then forwarded to the Registrar, who forwards to the Bulletin Editor, who forwards to the Provost or applicable Vice Provost for review.

   • **Final approval:**

f. Upon the Provost's Office final approval (preceded by Senate consideration if needed), the proposal is flagged for export into the bulletin.

SPECIFIC INSTRUCTIONS FOR THE CURRICULOG PROPOSAL FORM

COLLEGE/SCHOOL DEPARTMENT INFORMATION

- College/School: Select an option from those listed.
- Department/Program: Use the drop-down arrow to select the Department/Program.
- Other Units for Review: If the proposed change warrants review by another school, select an option from those listed.

COURSE/PROGRAM TITLE

- With the exception of new courses, this information must be imported from the current bulletin into Curriculog proposal
  o Course/Program Title: Be sure to indicate the complete and full name of a program, including the degree (e.g., MA, MSEd) since many programs have the same title with different degrees (e.g., BA vs. BS).
  o Course Prefix: 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).
  o 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.
  o Sem. Hours

ACTION REQUESTED

1. Curriculog Proposals are separated into Undergraduate or Graduate. Please be sure to use the appropriate proposal.
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. Banner Attributes: Curriculog proposal forms include relevant Banner attributes.
   a. Distribution Courses are for HCLAS designation ONLY. No new courses outside of HCLAS will be given a distribution designation unless first vetted through HCLAS; existing non-HCLAS core courses have been grandfathered with a distribution designation.
   b. Internship/Externship/Field-based courses: Check if there is a field based component to the course.
   c. Honors Essay/Project/Thesis Course: Check if appropriate.
   d. Distance/Hybrid Approval: Indicate if the course/program has been approved in a distance learning (DL) and/or hybrid (HY) format.
   e. Liberal Arts (HCLAS only): Check if appropriate.
   f. School of Education only: Indicate if course is a field placement (FP), teacher training (TT), and/or skills (SLKS) course.
4. Proposed Official Enrollment Limit (OEL): Enter number.
5. Effective Bulletin Year: The Bulletins are typically "published" in February for the following upcoming academic year (e.g., February 2018 for the 2018-2019 bulletins).
   a. **Changes submitted after February 1st will apply to the subsequent bulletin year, unless otherwise noted and approved (e.g., changes submitted after 2/1/18 will not appear in the 18-19 bulletin; they will appear in the 19-20 edition).**

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, 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 multimedia 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 filmmaking course from a course on the history of filmmaking (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, SPCH, 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 other 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).

   Note: The Online Bulletin uses the following wording for all courses:
   - Undergraduate courses: "May not be taken on a Pass/D+/D/Fail basis."
   - Graduate courses: "Pass/Fail grade only." **or** "May not be taken on a Pass/Fail basis."

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 ##, not both." 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/Crosslisted 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 060 and GEOG 060. The course description for TPP 060 in the Online Bulletin is "Same as GEOG 060." and no additional information is provided; the course description for GEOG 060 is the relevant one.

       c. Indicate if the course has been offered before as a provisional/workshop/special topics course. If yes, provide previous # and title. Please note: In Bulletin copy, please add a "Formerly" statement in the course description, under the "Prerequisites/Course Notes" section.

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. Adding course to be accommodated by diminishing the frequency of offering of current course(s)/section(s); provide details.

13. Weekly total class meeting hours.

14. Faculty load: If this is left blank, it will be assumed that it is the same as the semester hours earned by students.

15. 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.

16. Voucher request for individuals, such as cooperating teachers or on-site supervisors, who are not otherwise compensated; subject to approval.

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).

BULLETIN TEXT (EXACT WORDING)

- Major and Minor Modifications to Existing Bulletin Text: Import the necessary information from the current bulletin in the Curriculog proposal. Be sure to fill in and/or complete any information that is indicated with an orange asterisk. This is required information. Do not make any changes. Launch the proposal. Once launched, please make any necessary changes to the bulletin description.
- New Course Text:
  o For new courses: course prefix, number, title, semester hours, when offered (e.g., Fall, Periodically), course description, and if appropriate, prerequisites, co-requisites, restrictions, and/or special course notes (e.g., lab fees) are to be indicated in the Curriculog proposal.
  o For new programs, list program requirements and all courses. Indicate new courses with an asterisk (*).
  o **For all text entered under "New Bulletin Text": Please highlight exactly and clearly what text changes are being proposed. This will prevent errors.**

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. If there is a deviation from the deadline for the Effective Bulletin Year, provide a rationale here.
- *Outcomes Assessment*:
  o 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.
  o If any changes are being made as a result of the department's/program's outcomes assessment, include this information in the rationale.
  o For new programs, detail outcomes assessment procedures.

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 lateness's.
- Bibliography
- Other Requirements/Information, as appropriate. All syllabi should include some statement regarding the honor code/academic honesty and services for students with disabilities. Other useful information includes a reminder statement about University deadlines, information regarding incompletes, etc. In some cases, departments/schools prefer to have standard language for some of these categories on all syllabi. Below are examples of some suggested language. These are illustrative and are not meant to be exhaustive:

  - **Academic Honesty**:

    - Hofstra University Honor Code: "As a member of the Hofstra community I pledge to demonstrate integrity and ethical behavior in all aspects of my life, both inside and out of the classroom. I understand that I am accountable for everything I say and write. I will not misrepresent my academic work, nor will I give or receive unauthorized assistance for academic work. I agree to respect the rights of all members of the Hofstra community. I will be guided by the values expressed in the P.R.I.D.E Principles. I accept the responsibility to follow this Honor Code at all times."
    - Honor Code Short Form: "I pledge on my honor that I have done this work with honesty and integrity, without giving or receiving unauthorized assistance."
    - Violations of Academic Honesty: Hofstra University places high value upon educating students about academic honesty. At the same time, the University will not tolerate dishonesty, and it will not offer the privileges of the community to the repeat offender. For information regarding Hofstra's statement of principles with respect to academic honesty, examples of violations, procedures for handling violations, as well as a student's right to appeal a charge, see
      - Faculty Policy Series #11 for undergraduate students (https://www.hofstra.edu/pdf/Faculty/Senate/senate_FPS_11.pdf) and
      - Faculty Policy Series #11G for graduate students (https://www.hofstra.edu/pdf/Faculty/Senate/senate_FPS_11G.pdf).

  - **Students Access Services (SAS)**:

    If you believe you need accommodations for a disability, please contact Students Access Services (SAS). In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified individuals with disabilities will not be discriminated against in any programs, or services available at Hofstra University.

    Individuals with disabilities are entitled to accommodations designed to facilitate full access to all programs and services. SAS is responsible for coordinating disability-related accommodations and will provide students with documented disabilities accommodation letters, as appropriate.

    Please note that accommodations may require early planning and are not retroactive; please contact SAS as soon as possible. All students are responsible for providing accommodation letters to each instructor and for discussing with him or her the specific accommodations needed and how they can be best implemented in each course. For more information on services provided by the university and for submission of documentation, please contact Students Access Services, 107 Mack Student Center, 516-463-7075.

- **Deadlines**:

    Please be mindful of University deadlines. See www.hofstra.edu/deadlines.

- **Incomplete Policy**:

    Hofstra's policies regarding Incomplete grades, default grades, and associated deadlines can be found in the Undergraduate and Graduate Studies Bulletins (https://bulletin.hofstra.edu/).