New Course Proposal Curriculum Tip Sheet

Inquiry Phase

Developing the Course

- Examine existing courses via the [College Catalogs](#) to identify related and/or overlapping content.
- Speak with your department about how this course will fit into programs and college requirements (e.g., major requirement, GE) and the appropriate level of study.
- If the course is part of a program requiring accreditation, review relevant professional standards or state standards.
- If you want to explore course development or the course will be a one-time offering, consider offering the course using the X29 course number designation (may only be offered two times prior to proposal submission).
- For more detailed information, see the Curriculum Guide on the [Curriculum](#) website.

Proposal Phase

New Course Proposal Materials

- Complete a new proposal using the New Course Proposal form in Curriculog.
- Create an outline for the course that includes: course title, prefix and number, catalog description, goals/objectives, topical outline of course content. Teacher Education course proposals must include syllabus following the Teacher Education Template.
- If there are similar courses, you will need documentation (email is fine) from the Chair(s) of the department(s) offering those courses acknowledging their awareness and support of the proposal. This documentation should be attached to your proposal form

Navigating the Approval Process

- Make sure everything is filled out correctly and accurately.
- Be sure the course number is not being used (check with Registrar).
- Know who your department/school representatives are on committees.
- Respond quickly to requests for additional information from committees.
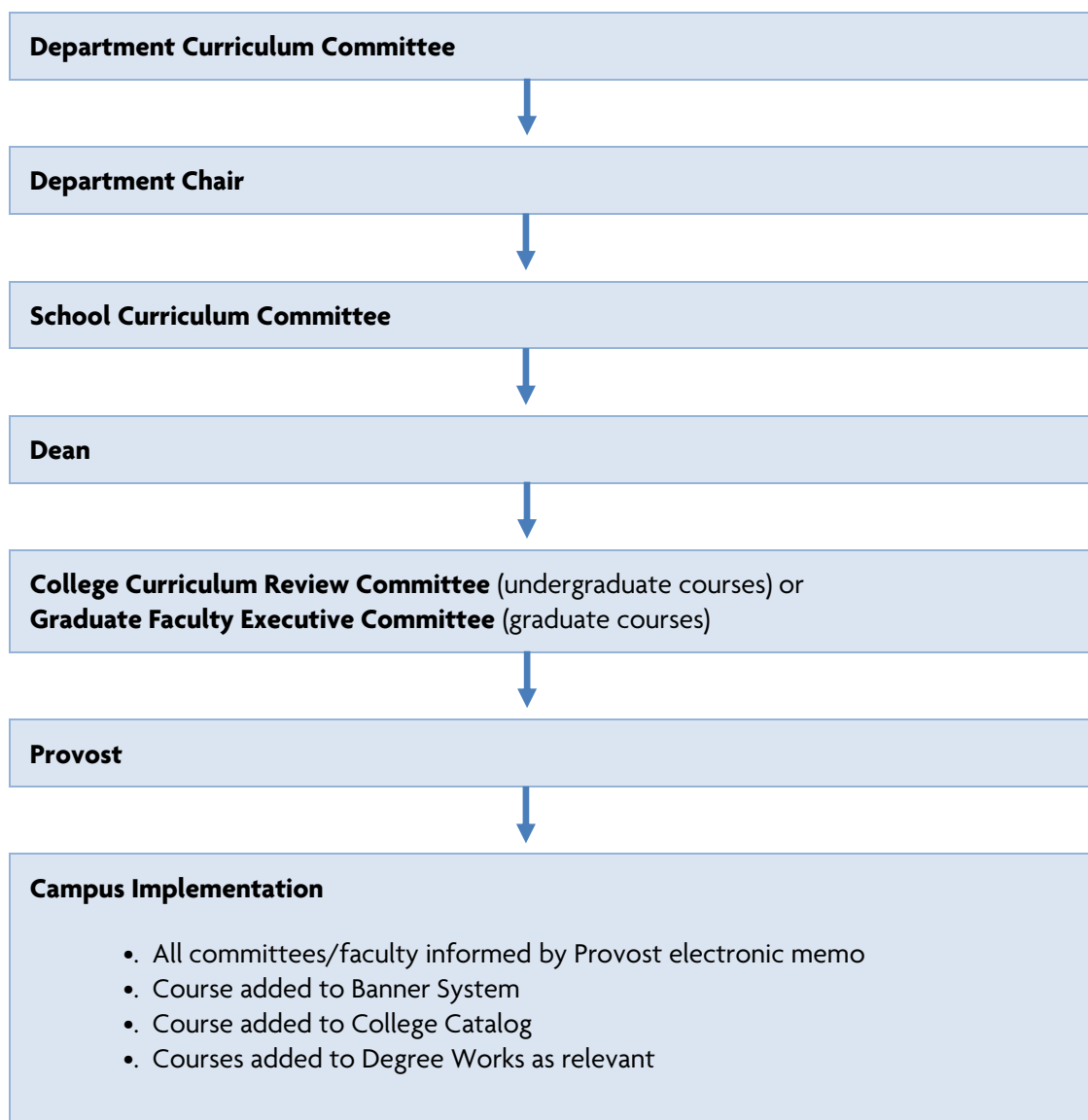
Implementation Phase

Approval and Timeline

- Courses are implemented and may be offered based on the curriculum timeline in the Curriculum Change Guide.

SUNY Cortland

Elements for Implementation

When a program is approved, the following offices are notified to ensure implementation:

- Registrar's Office must build all courses and the program in Banner
- Admissions must activate program at SUNY level
- Institutional Research and Analysis must verify HEGIS, SUNY and other codes
- Advisement and Transition must look at articulation tables for transfer courses
- Associate Provost for Academic Affairs office build in the College Catalog
- Marketing builds/edits department web page as needed
- Extended Learning notifies Open SUNY as relevant

New Course Approval Process

Department Curriculum Committee

↓

Department Chair

↓

School Curriculum Committee

↓

Dean

↓

College Curriculum Review Committee (undergraduate courses) or
Graduate Faculty Executive Committee (graduate courses)

↓

Provost

↓

Campus Implementation

- All committees/faculty informed by Provost electronic memo
- Course added to Banner System
- Course added to College Catalog
- Courses added to Degree Works as relevant

Courses that are involved with new programs or program revisions that go to SUNY will be reviewed by SUNY in the program approval process.

Curriculog questions for new course proposal

- Department, Subject prefix, course number (contact SRRS/registrar to confirm course number is not already in use or previously used)
- Grade level (undergraduate, graduate, shared.)
- Course title, abbreviate title (if applicable)
- Catalog course description, see Curriculum Change Guide found: http://www2.cortland.edu/academics/curriculum/policy.dot
- Student learning outcomes (http://www2.cortland.edu/dotAsset/3c462dcf-a172- 4f27-857d-d94cd961a0cc.pdf)
- Attributes the course would apply for (GE, LASR, WI or Presentation Skills) and attach a course outline or syllabus
- Frequency code, credit hours, is course repeated for additional credit (if yes, answer follow-up questions) and grade mode
- New course justification and justify course level, lecture/lab hours
- Prerequisites or corequisites, enter courses and justifications for each prerequisite/corequisite listed
- Restrictions and additional fees associated with course. Is course part of a shared resource and add any catalog notes
- Is course a requirement of a new or existing program? Do contents of course overlap with courses in other departments? Will course be part of a cross-listing? Will new expenditures be required?
- Course scheduling information (schedule type, mutually exclusive, capstone, graduate culminating activity course, required for online program, online course, thesis or independent study
- Course attribute section if applicable.

Curriculog questions for General Education course attributes

- GE category
- First semester/year course
- How does course meet the goal of GE category?
- How will each learning outcome for GE category be fulfilled?
- How will faculty be informed regarding GE Assessment process?
- Attach course outline including:
  - Catalog course description
  - GE category, goals & learning outcomes
  - Subject topics and readings
  - Demonstrate 5 page min. writing requirement

Curriculog questions for Liberal Arts course attributes

- Choose at least 5 criteria to demonstrate fulfillment
    - Historical Perspective
    - Theoretical Considerations
    - Relational Complexity
    - Breadth of Knowledge
    - Inquiry-Analysis
    - Critical Examination
    - Ethical Perspective
    - Independent learning

Curriculog questions for Writing Intensive course attributes

- Instructors name
- Attach course syllabus
- Describe writing assignments including page length and number of drafts required
- Describe feedback students will be given and how they will use feedback for revision of writing
- Writing techniques, strategies and genres used in course and how they will be used
- How writing assignments will factor in final course grade

Curriculog questions for Presentation Skills course attributes

- At least one presentation in course and respond to questions & comments
- Students must submit at least one outline with attached source list related to presentation
- Students must evaluate own presentation and those of other students according to provided criteria
- Provide effective presentation skills instruction in areas such as; requirements and preparation
    - Structure research
    - Outlining
    - Visual components
    - Creativity and deliver