

# A&S Curriculum Committee

## Senate Report, November 2023

Presented by Dr. Shyam Sharma, Committee Chair, and Dr. Ross Nehm, Committee member

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# Outline

- Our charge (role, scope, priority)
- Recent progress
  - Efficiency
  - Transparency
  - Support
- A request

# A&S CC Charge – from A&S Senate

## ARTS AND SCIENCES SENATE STANDING COMMITTEE UNDERGRADUATE CURRICULUM 2023/2026

**Charge:** The A&S Undergraduate Curriculum Committee (ASCC), which shall have authority over all proposals to introduce, revise, or terminate undergraduate courses, majors, and minors offered in areas in the A&S Senate Constituencies (ASC), which included the College of Arts and Sciences, the School of Marine and Atmospheric Sciences and the School of Communication and Journalism. The ASCC shall review general education requirements and courses. It shall determine the applicability of courses to degree requirements. It shall establish guidelines for cross-listing of courses, for independent study and research courses, for internships, and for undergraduate teaching practica. It shall review and report to the Arts and Sciences Senate its decisions for changes in undergraduate degree requirements, and shall review and approve the content of the ASC sections of the Undergraduate Bulletin. It shall participate in the administrative review of departments or programs in which external reviews of undergraduate programs in the ASC are mandated. It may also consider other issues of undergraduate curricular import. The Undergraduate Curriculum Committee shall have a secretary, appointed by the Dean of the College of Arts and Sciences in consultation with the Committee and the deans of included Constituencies.

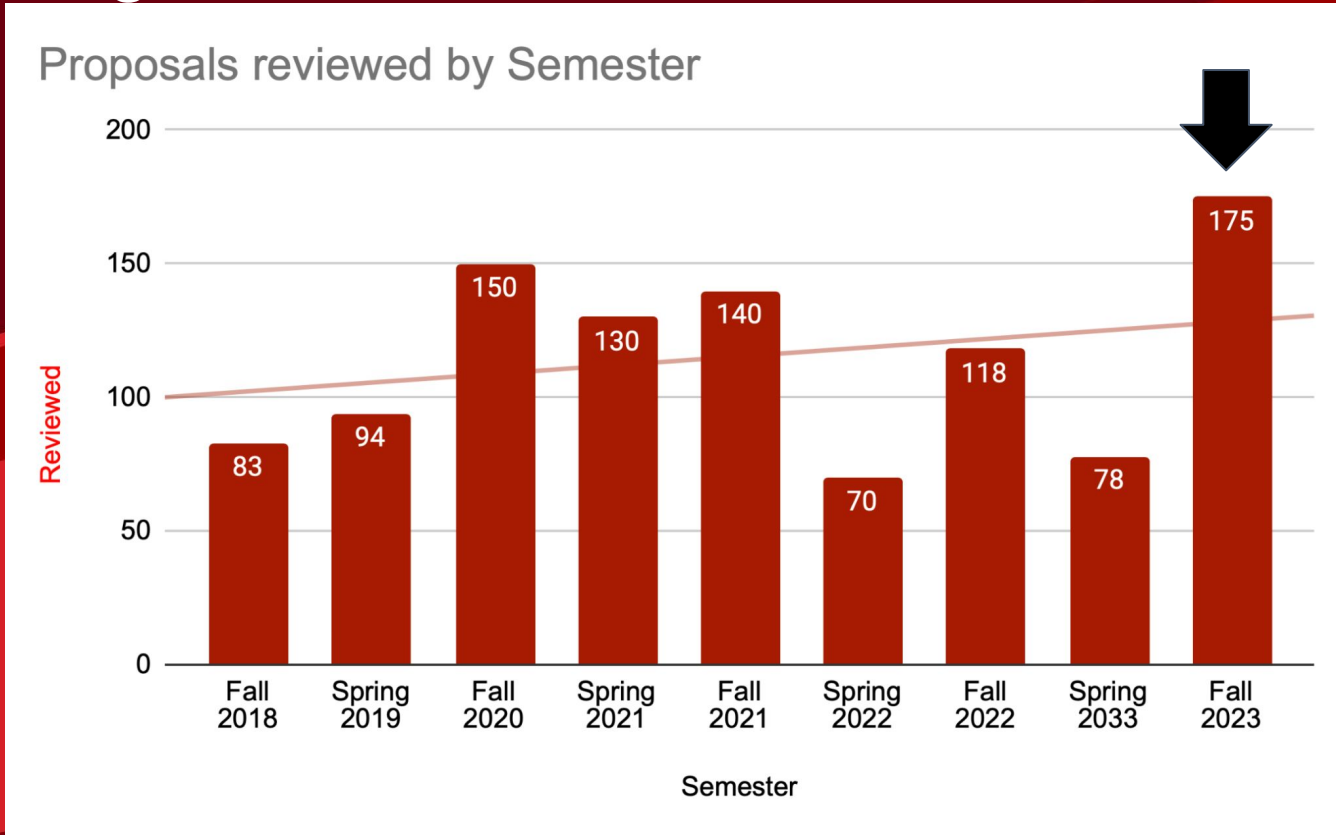
# Committee Composition

- ▷ Chair (non-voting)
- ▷ Elected Members (voting)
  - ▶ 2 from Humanities and Fine Arts
  - ▶ 2 from Natural Sciences
  - ▶ 2 from Social and Behavioral Sciences
  - ▶ 1 from Marine and Atmospheric Sciences
  - ▶ 1 from Communication and Journalism
  - ▶ 1 from professional employees
- ▷ Non-Voting Members
  - ▶ College of Arts and Sciences liaison
  - ▶ Registrar's Office representative
  - ▶ Academic and Transfer Advising Services representatives
  - ▶ 1 graduate student representative
  - ▶ 1 graduate student representative
  - ▶ CELT Instruction and Curriculum expert

# Types of Review

- i. New Course Proposal
  - ii. Existing Course – Change in SBC
  - iii. Existing Course – Change in Delivery Format
  - iv. Existing Course – Change in Pre-req
  - v. Existing Course – Bulletin Edits
  - vi. Existing Course – Course Title Change
  - vii. Existing Course – Change in course description
  - viii. Existing Course – Change in course credit
  - ix. Changes to major requirements
  - x. Changes to minor requirements
  - xi. Changes to honors requirements
  - xii. Course deactivation
  - xiii. Change in course component (e.g. removing or adding a recitation)
  - xiv. Multi-part changes to courses (e.g. changing both the title & description)
  - xv. “Other”
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# Increasing workload



# Role, Scope, Priority, Approach

→ responsibilities:

- ▷ Massive and increasing workload

→ priorities:

- ▷ Curricular mandates from SUNY, SBU

→ limitation:

- ▷ E.g., vertical and horizontal curricular alignments

# Efficiency

- ▷ Review in teams – depth and relevant expertise
- ▷ Breakout rooms – before full committee deliberation
- ▷ Track notes, decisions – for Provost's office (bulletin update)
- ▷ Recording by members and communication of decisions by chair



# Transparency

- ▷ [Forms](#): Guidelines, portals, and (CELT) resources linked
- ▷ [Submission & Review Checklist](#) – Senate approved, published
- ▷ Records, documents, resources – updated, organized, published
- ▷ State and federal regulations – addressed by review guidelines

# Support

- ▷ Resources
  - ▶ CELT resources
  - ▶ Submission forms and instructions
  - ▶ Guidelines/checklists
  - ▶ Reports/records
  - ▶ Materials, relevant references
- ▷ Consultation with Chair (in more complex, unique cases)
- ▷ Communication, feedback

# Areas for further improvement...

- ▷ Emerging areas: e.g., online education – need clearer guidelines
- ▷ Coordination – on issues like SBC, cross-listing...
- ▷ Unique “courses” – creating practical guidelines
- ▷ Recruitment of members – needs institutional attention
- ▷ Retention of student representatives – needs discussion

# How You Can Lighten this Committee's Massive Workload

- ❑ Adapt the CELT template (recommended) as needed
- ❑ Check off the relevant “checklist” items for what you’re submitting
- ❑ Go deeper into the linked resources to submit complete proposals

**\*Make it easier for us to help you meet SUNY SBU mandates\***

# Resources to help faculty

## A&S Curriculum Committee

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### Review Checklists

This reviewers' checklist distills curricular requirements from NYSED, SUNY, and SBU into lists of items to guide the review process. Instructors/departments are also encouraged to refer to section(s) related to their curricular proposal before submitting it (Adopted by ASCC: 3/29/2023; Approved by A&S Senate: 4/7/2023)

#### 1a. New Courses, Change in Delivery

This checklist applies to all new course proposals and for change of delivery mode, both of which must meet NYSED, SUNY, and SBU requirements.

##### Course information

- Course Title
- Course designator and number
- Department
- SBC(s)- General Education Requirement designation (if applicable)
- Course credits, following [SUNY/SBU credit-hour policies](#) (if variable, specify min and max)
- Course meeting time and location (time zone included for online)
- Modality: In-person OR Online OR Blended (for each mode of instruction used)
- Mode(s) of instruction: Lecture, Seminar, Lab, Recitation, Tutorial, Other (see [SBU policy](#), [SUNY policy](#))
- [Course Description](#) (including guidelines from SUNY below)
  - Matches what is currently in the Bulletin if an existing course OR what should be listed in the Bulletin if approved. Instructors may expand on the Bulletin description but cannot reduce or modify what is published in the Bulletin.
  - For topics courses, a topic-specific description may be listed under the Bulletin description.
- Pre-reqs, co-reqs, advisory pre-reqs (if applicable) are listed
  - any advisory prerequisites are specified as such
  - any requirement for instructor/department permission is stated

##### Instructor information

- Instructor name
- Instructor contact information
- Instructor office hours
  - Location

- Time = at least 3 hrs per week. Instructors may choose to *augment* these hours with electronically based communication and appointments by request ([minimal instructional responsibilities](#)).

##### Course materials

- Required course materials, course readings and textbooks (ISBN numbers where applicable)
- Recommended course materials (if applicable)

##### Learning objectives (LO)

- Learning objectives are specific and measurable (refer to [Learning Objectives Resource Guide](#) and the effective wording for SLOs [generator](#))

##### SBCs– If Applicable, See 2a

##### Grading scheme

- Basis for calculating the final grade is clearly indicated and grade breakdown for assignments is included
- Grading scale consistent with [SBU system](#) is included (e.g., A95-100; A90-94; B+86-89; B83-85; C+75-78; C71-74; C-67-70; D+62-66; D58-61; F0-57 OR, it may be based on grading thresholds relative/curved to class grades)

##### Course Schedule

- Course schedule is included, specifying weekly or modular outline with specific dates
- Required course activities are included: readings, instructional resources, exams, assignments, etc

##### Curricular Alignment

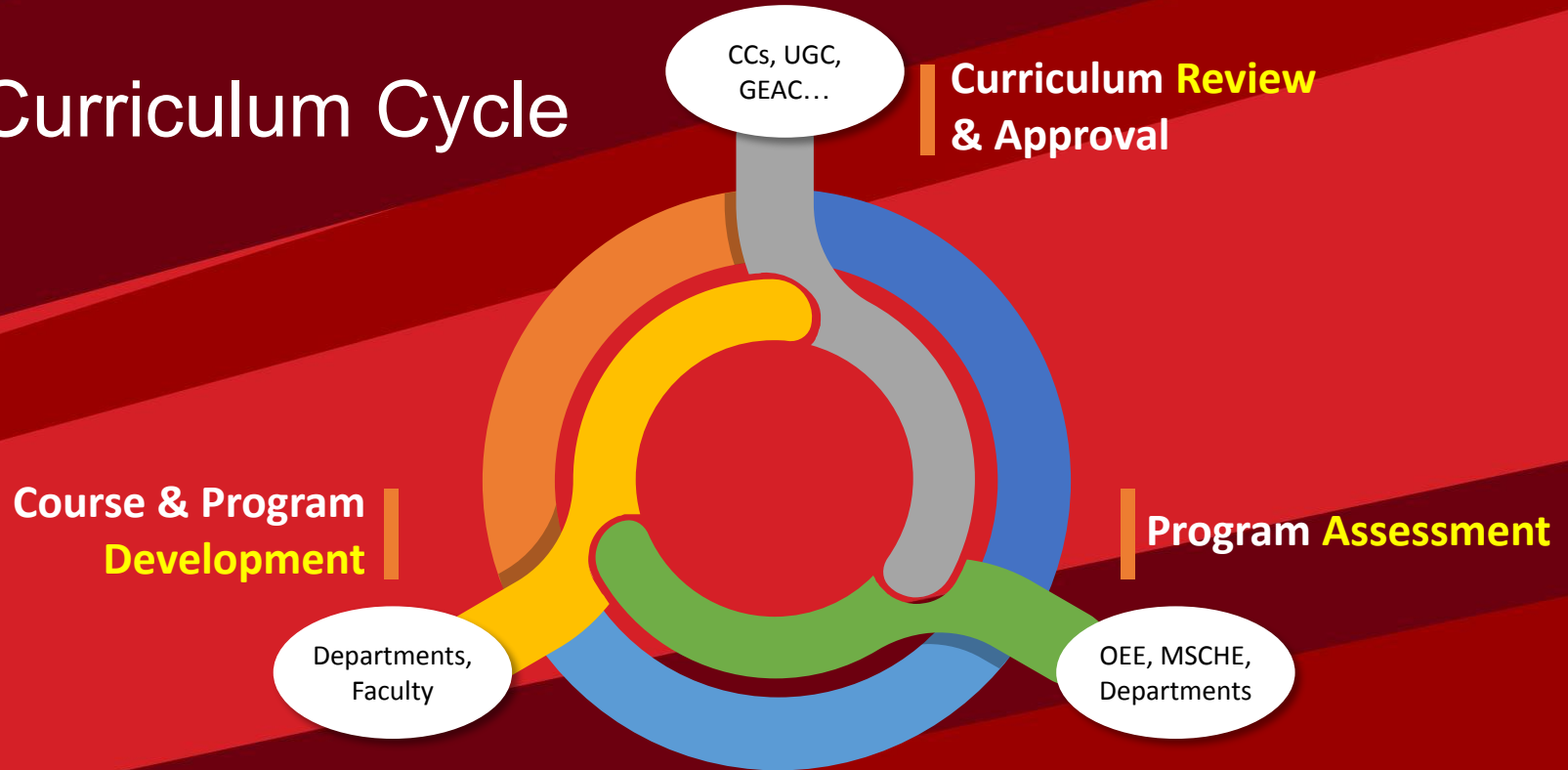
- Syllabus demonstrates strong alignment between learning objectives, assignments/assessments and teaching/learning schedule/activities: it shows how the listed learning objectives will be achieved through satisfactory completion of assignments/assessments (see relevant [CELT resource](#) on alignment)
  - All assignments/assessments/exams are briefly described and aligned with stated learning objectives/outcomes
  - Assessment plans – at least as a grade breakdown – are included and clearly indicate how outcomes are measured

##### Course Policies

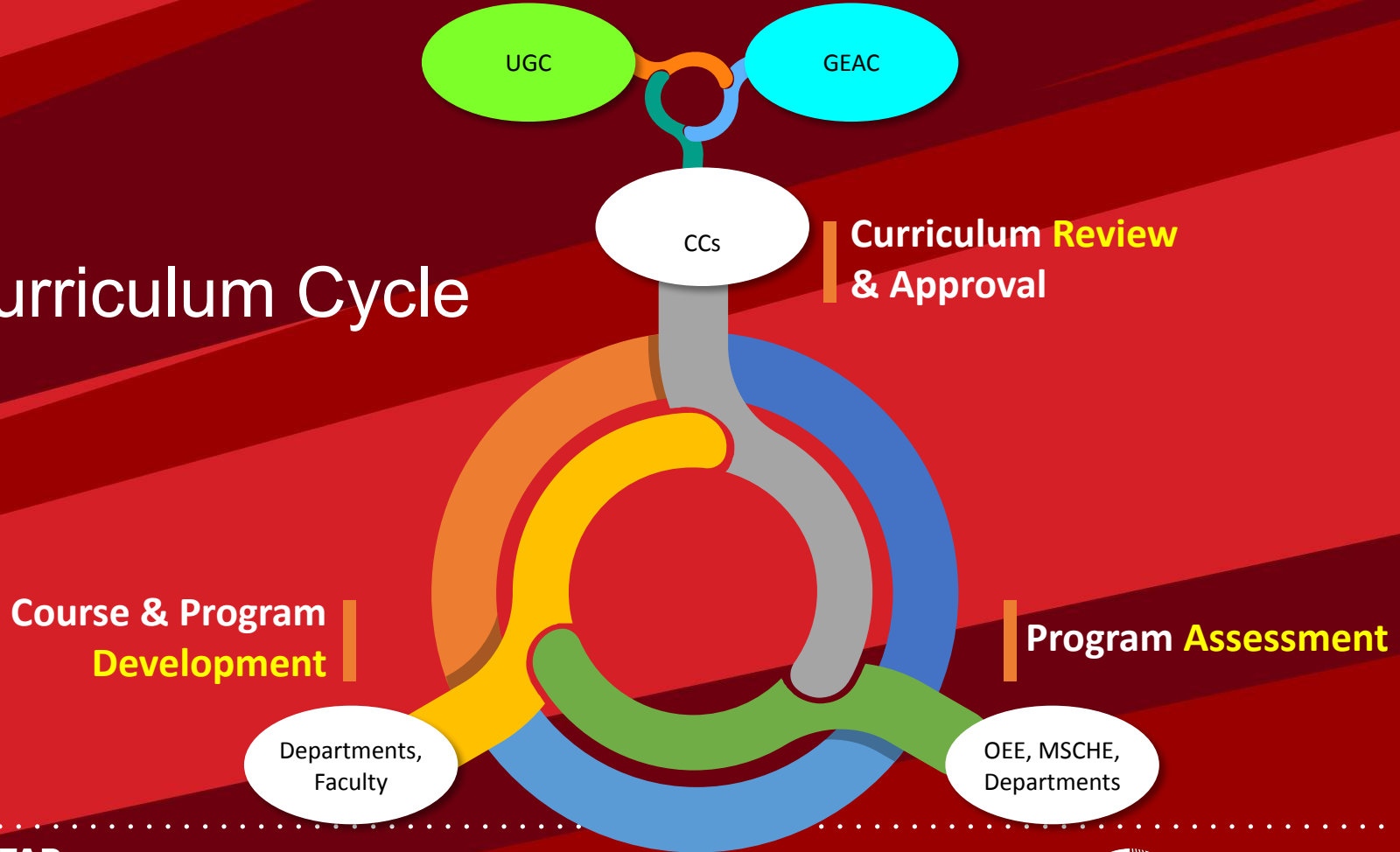
- Late work policy and make-up policy for exams are indicated (as applicable)
- Other course policies are consistent with university policy on [Minimal Instructional and Student Responsibilities](#); [Student Participation in University Sponsored Events](#); [Policies and procedures for instructors](#); policy on [Final Exams](#); and New York State Education Law regarding [Equivalent Opportunity and Religious Absences](#)
- Course policies are written in a professional language (ref: final section of instructional responsibilities)

##### Required Syllabus Statements

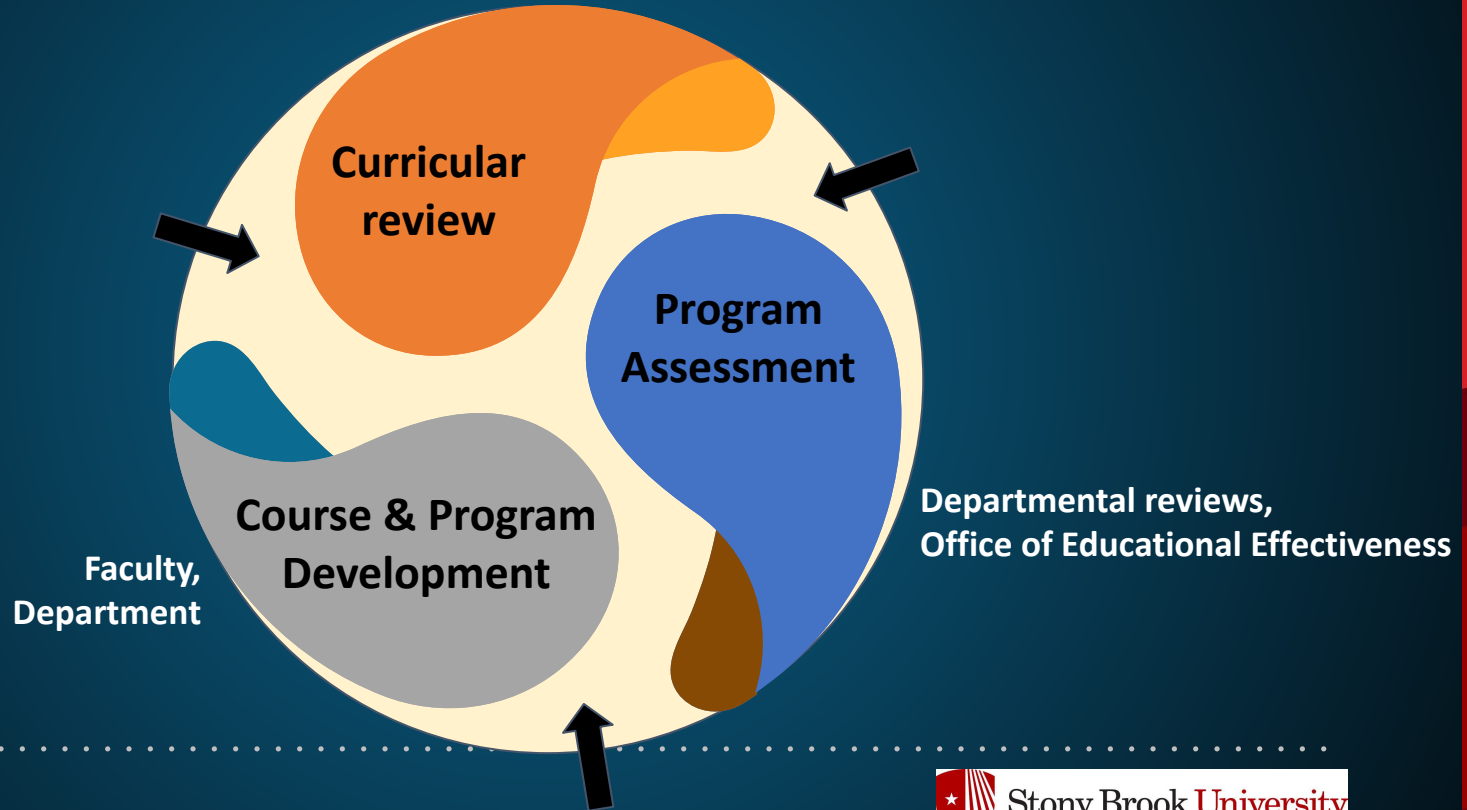
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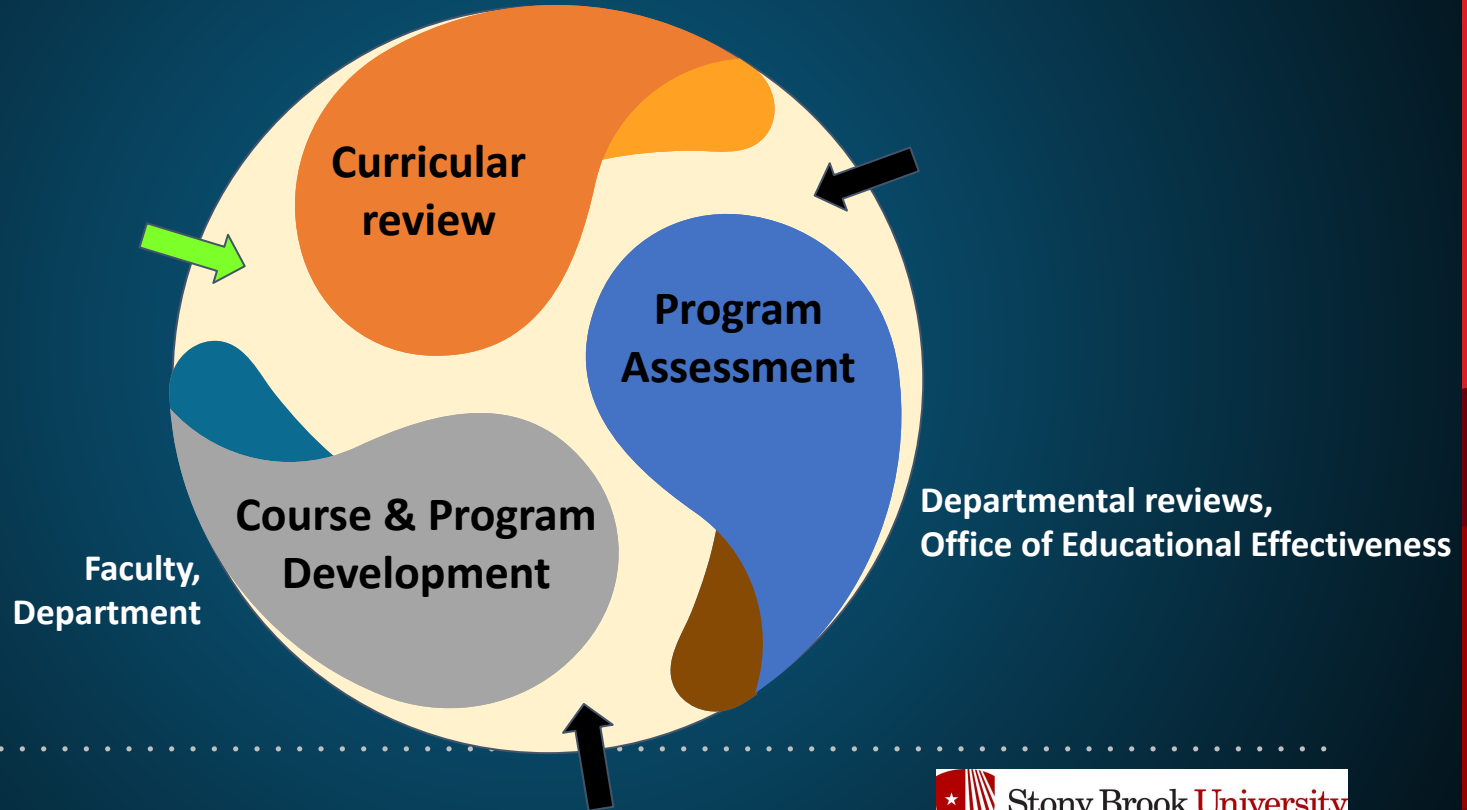


**Curriculum Committees,  
Gen Ed Advisory Committee,  
Undergraduate Council**

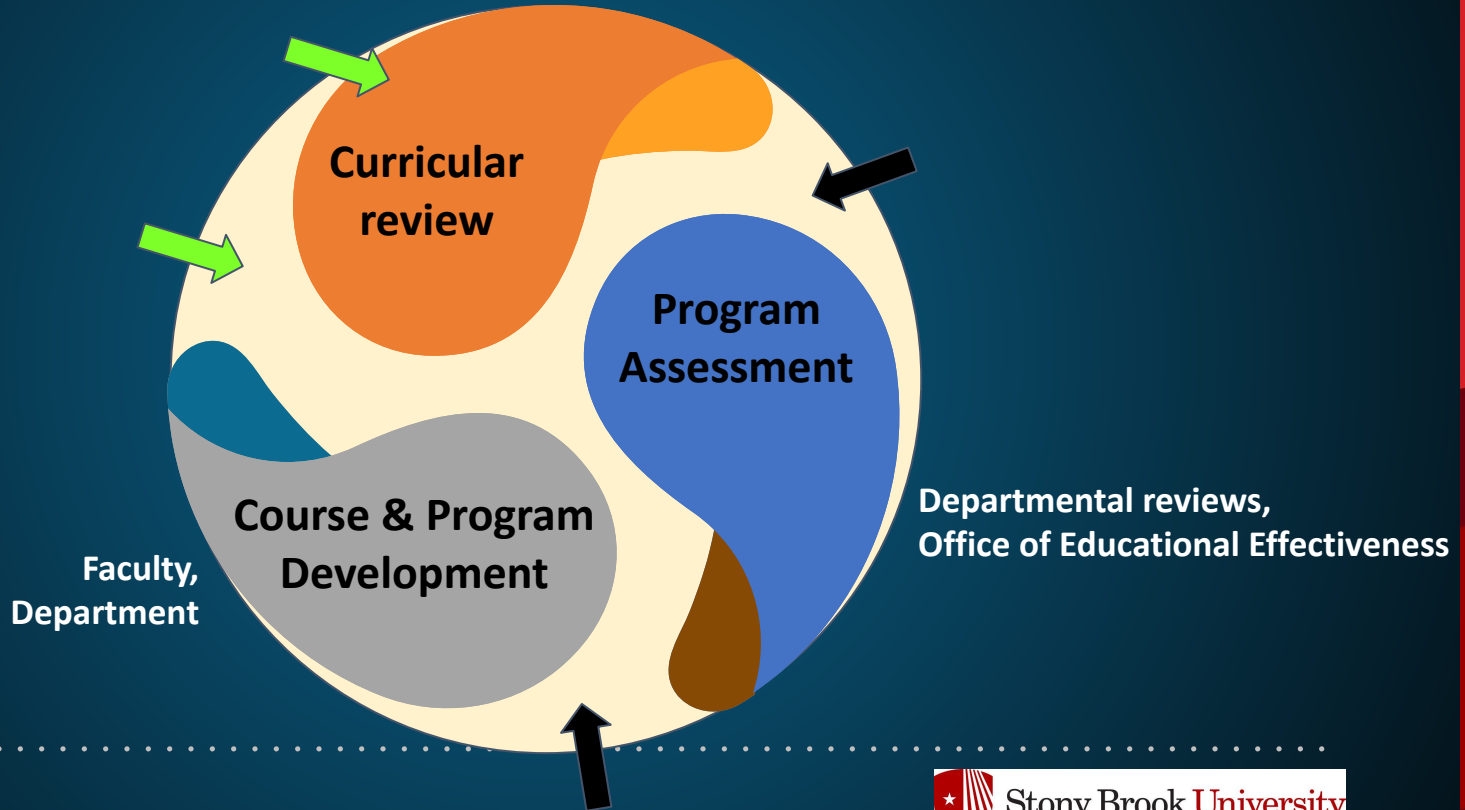




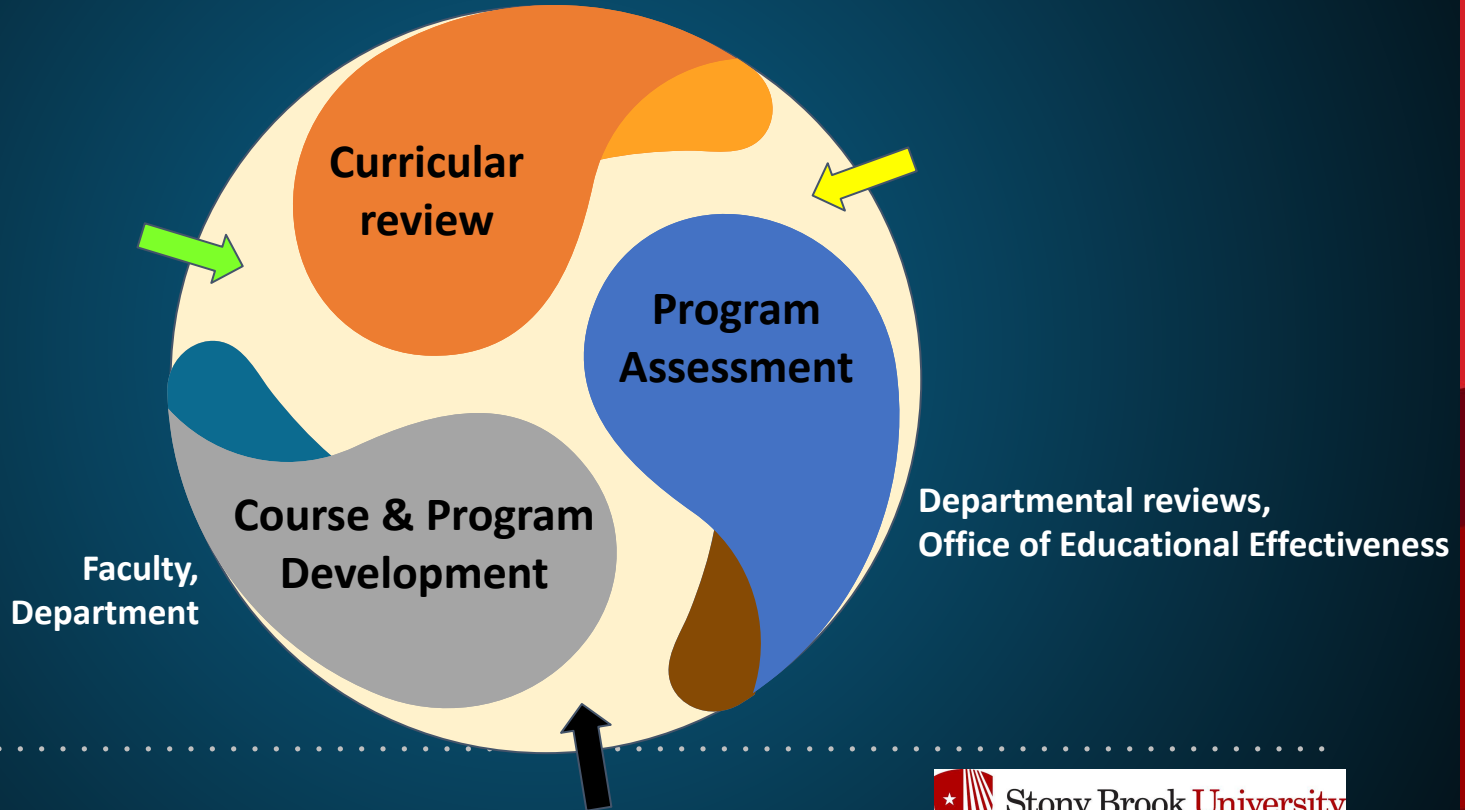
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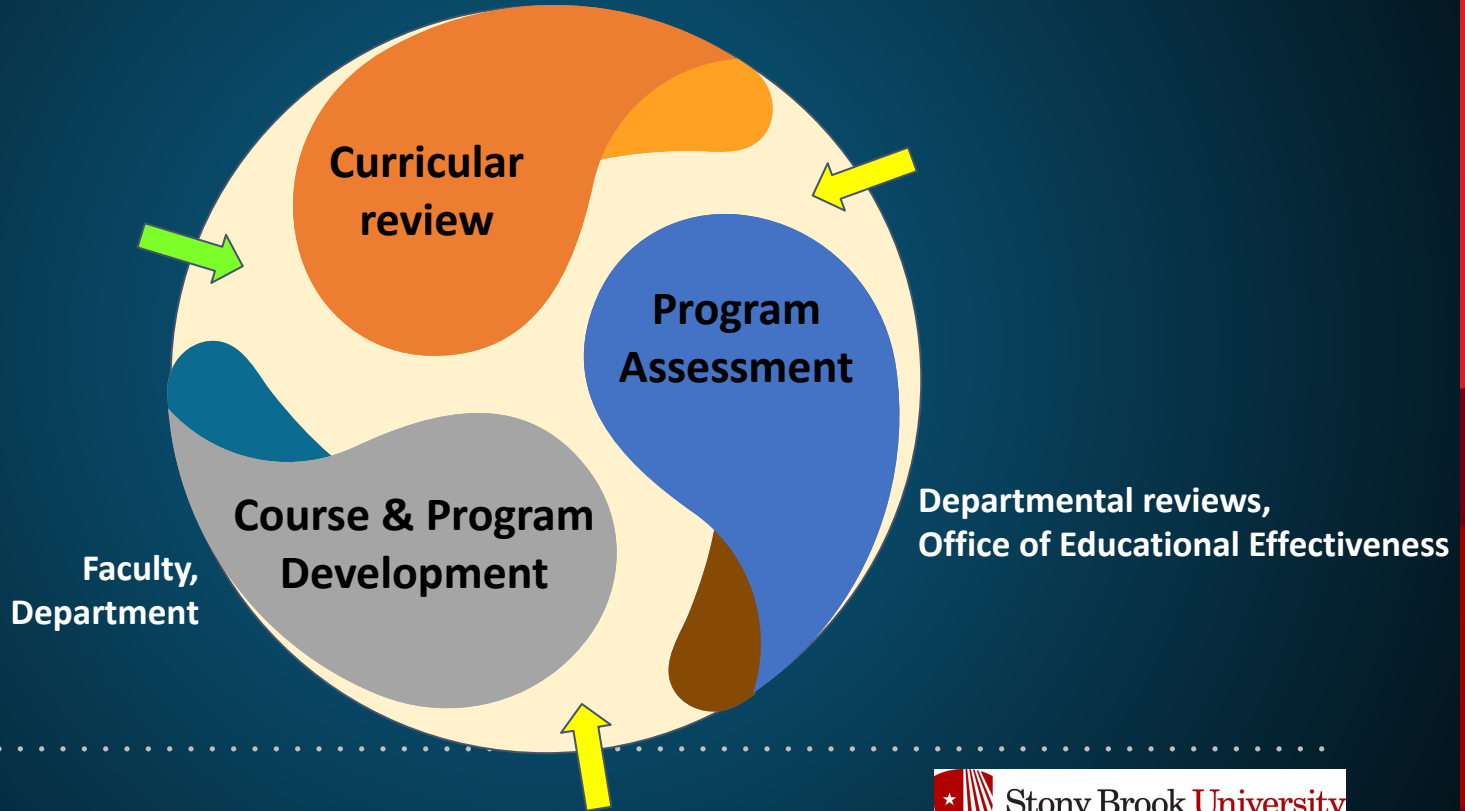
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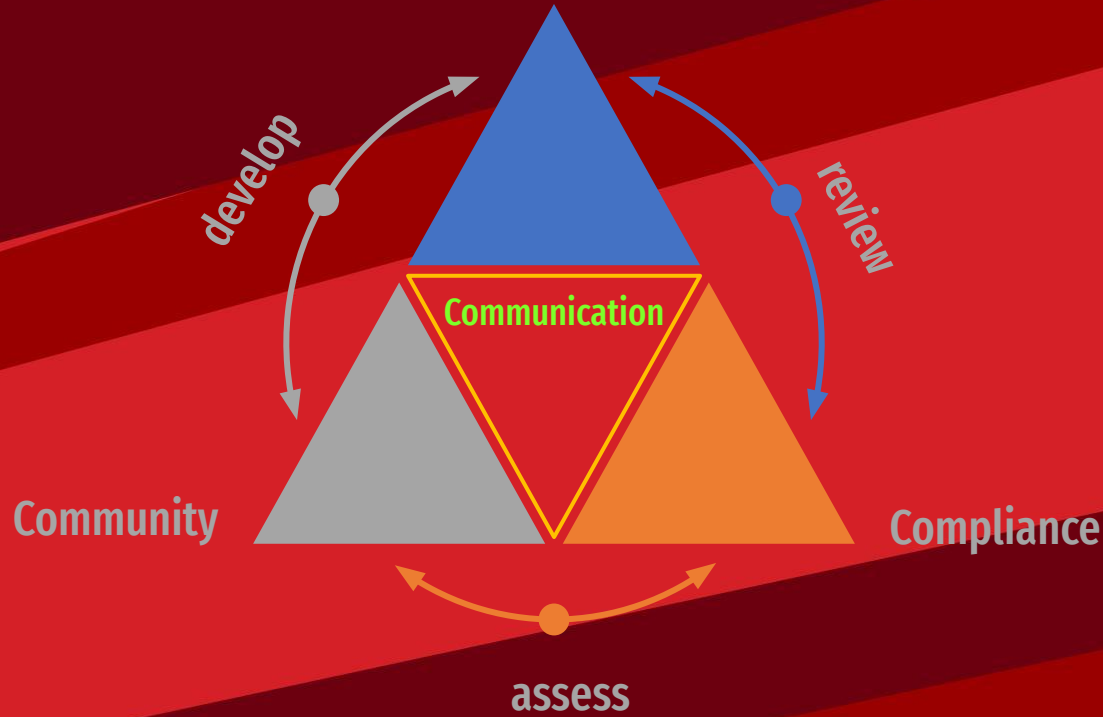
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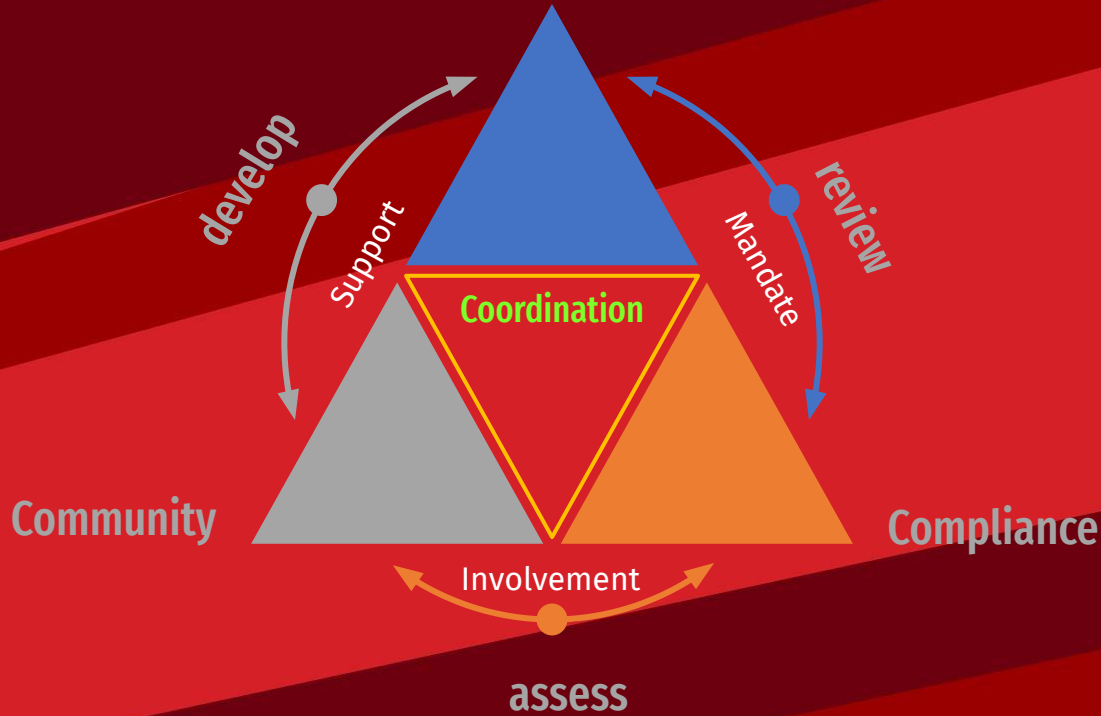
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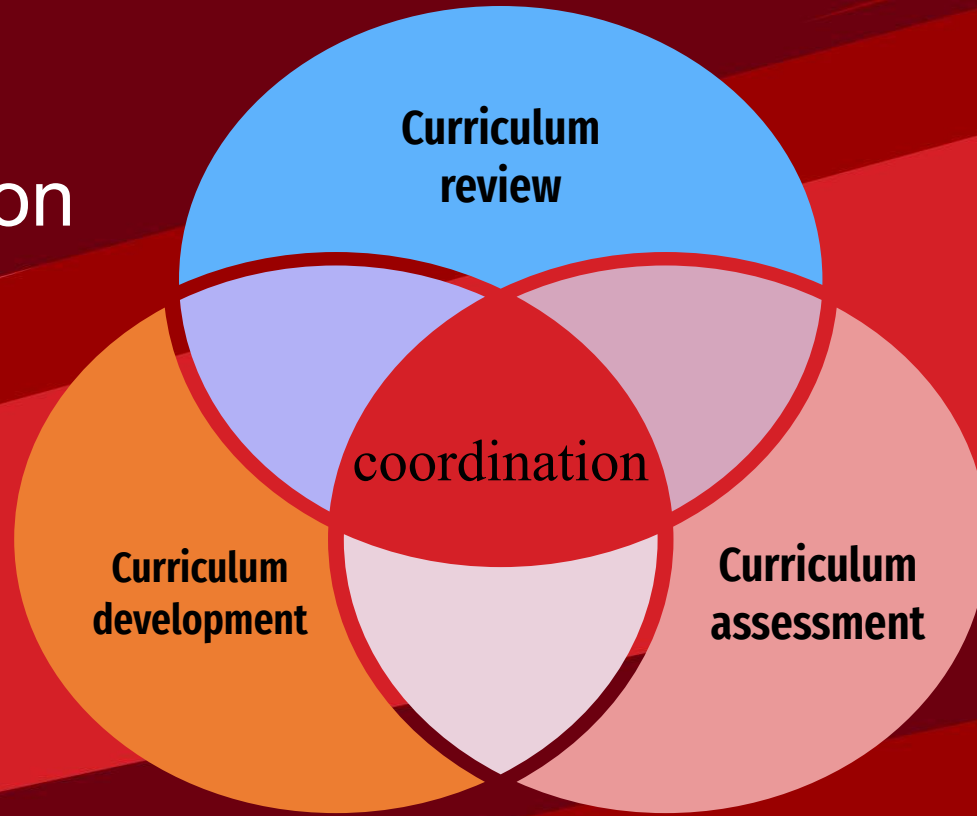
Curriculum  
committees



Curriculum committees



# Coordination



Our key point – or, appeal...



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# Check off the checklist!

# Thank you!

Time for discussion/questions/feedback...