BEFORE YOU BEGIN...

You will need the following supporting documents ready to upload:

1. A complete syllabus for the course you are proposing or changing, or the copy for the bulletin or course description changes (as appropriate).
2. Written approval from your department chair.
3. Written approval from the chair of ALL other departments that will be affected by the new course.

Screen 1: Contact Information

This first screen collects basic contact information and departmental approvals. Regardless of what type of curricular change you are submitting, you must fill this out.

NOTE: FILE UPLOAD. You must upload written approval from your department chair here. The approval should be a PDF copy of an email or a formal letter from the department chair in PDF or Word format.

NOTE: DEPARTMENTAL IMPACTS. Prior to submitting ANY change or addition to the curriculum, you must identify any and all departments other than your own that will be affected by this change, and you must seek the approval of the department chair. For changes to existing courses, programs, etc., use the search function on your computer to check the Undergraduate Bulletin.

Any proposal that fails to identify all external impacts will be returned as incomplete without review.

If you answer “Yes” to this question, please see Page 26 for further instructions.
Screen 2: Proposal Selection

Next, select the type of change you are requesting from the drop down list.

See the relevant section for further instructions on each type of change:

1. New Course Proposal (to propose a new course; as part of this process, you may also apply for SBC designations for this new course)—Page 4.

2. Existing Course—Change in Delivery Method (to be used to move an existing in-person course online or vice versa; as part of this process, you may modify SBC categories if you wish)—Page 9.

3. Existing Course—Change in SBC Designation (to be used to add, remove, or modify SBC designations from an existing course only; for a new course, please use the new course proposal form)—Page 17.

4. Existing Course—Change in Course Title (to be used to change the title of an existing course; please note, this is NOT to create a title for a topics course)—Page 24.

5. Existing Course—Change in Prerequisite (to be used to add or remove prerequisites, co-requisites, etc. from an existing course)—Page 24.

6. New Major—To propose a new major, please contact the CAS Dean's Office at CAS_Curriculum@stonybrook.edu.

7. Changes to Existing Major—To make changes to an existing major, please contact the CAS Dean's Office at CAS_Curriculum@stonybrook.edu.

8. New Minor—To propose a new minor, please contact the CAS Dean's Office at CAS_Curriculum@stonybrook.edu.

9. Change to Existing Minor—To make changes to an existing minor, please contact the CAS Dean's Office at CAS_Curriculum@stonybrook.edu.


11. Topics Course Title for Scheduling—To add a title to a Topics course for one semester only—Page 25.

12. For anything not covered by these options, please contact the CAS Dean's Office at CAS_Curriculum@stonybrook.edu.
Submit Proposal

Upon completing the appropriate form, you will be taken to the final submission screen.

Please note, until you submit your request on this screen, none of your proposal materials will be transmitted to the Dean’s office and Curriculum Committee.

Final Screen

At the end of the proposal process, you will receive confirmation that your proposal has been submitted.

PLEASE NOTE: unless you have received confirmation on this screen that your proposal has been submitted, your proposal has NOT been submitted. DO NOT exit the forms until you reach this screen or you will lose your work thus far.

NOTE: When your proposal has been successfully submitted, the system will auto-generate a confirmation email.

Your confirmation email will contain a link that will allow you to edit your submission at a later date. Please keep that confirmation email until your proposal has been accepted in case you need to edit the original submission.

Please note, if you delete/lose the confirmation email, you will need to resubmit your entire proposal.
New Course Proposals

Screen 1: General Course Information

The new course proposal form consists of 5 primary screens, with two additional subsets of screens for courses requesting SBC certification and/or to offer the course online.

The first screen in the new course proposal application will collect basic information about the course and its relationship to the existing departmental offerings.

At the end of the first screen, you will be required to upload a syllabus for the course you are proposing. The content of that syllabus should support your answers to the questions on all screens.
Screen 1: General Course Information cont.
New Course Proposals, cont.

Screen 1: General Course Information cont.

NOTE: FILE UPLOAD. You must upload a complete copy of your syllabus here. The syllabus content must reflect the course proposal.

Please download the syllabus template and use the format offered to ensure consistency.

NOTE: Learning outcomes should be reflective of course content and NOT simply reiterations of outcomes listed as examples. Please take the time to craft learning outcomes that are reflective of the course you are proposing to teach.

Screen 2: Course Content

The second screen of the New Course Proposal form collects more specific information regarding course content. This information is intended to help the curriculum committee assess the appropriateness of the course level and work load for students.
New Course Proposals, cont.

Screen 3: Course Credits and Scheduling

The third screen of the New Course Proposal form collects information necessary to the planning and scheduling of courses and ensures that the number of credits assigned to the course meets University standards.

NOTE: If the course is to be offered online, you will be asked to complete additional questions regarding the format and your preparation for online teaching. For more information on these forms, please see page 9, “Existing Course, Change in Delivery Method.”
New Course Proposals, cont.

Screen 4: Course Resources

The fourth screen of the New Course Proposal form asks you to detail the resources that will be needed to support the course including class size, teaching assistance, library resources, etc.
**New Course Proposals, cont.**

**Screen 5: SBC Certification**

The fifth screen of the New Course Proposal Form asks if you would like to apply for SBC certifications at this time. If you would like to apply for SBC certifications, you will be taken to a new set of screens to fill out those requests (see page 13).

If you would NOT like to apply for SBC certifications, the form will take you to the final screen to submit your course proposal. (see page 3).

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**Existing Course Change in Delivery Method**

**Screen 1: Type of Change**

The first screen of the Change in Delivery Mode Form asks you to identify the type of change you are requesting. Options are for moving an existing course taught in person to a course that is taught entirely online, moving an in person course to a course that is taught partially online and partially in person (Hybrid), and a course that is currently being taught online to one that will be taught in person.

**NOTE:** The hybrid option is NOT for courses where some sections will be taught in person and some online, but rather it is intended for courses that will combine both methods of teaching in a single section or sections.
Screen 2: Basic Course Data

The second screen of the Change in Delivery Mode Form collects the basic information about the existing course.

NOTE: FILE UPLOAD. You must upload a complete copy of your syllabus here. The syllabus content must reflect the new course mode.

Please download the syllabus template and use the format offered to ensure consistency.

Screen 3: Preparation for Online Teaching

The third screen asks about your preparation for teaching online. If you have not completed training with CELT, you will be asked to consult with the CAS Dean’s office regarding your preparation before you are able to proceed with your proposal.
Screen 4: Preparation for Online Teaching cont.

The fourth screen of the Change in Delivery Mode Form asks you to certify your CELT training by providing the date of that training or consultation.

Screen 5: Course Resources

The fifth screen of the Change in Delivery Mode form asks you to detail the resources that will be needed to support the course including class size, teaching assistance, library resources, etc.
Screen 6: Online Teaching

The sixth screen of the Change in Delivery Mode form asks for specifics regarding the online or hybrid format of the course.

![Proposal for Online Teaching form]

- What is the rationale for offering this course online? * Your answer
- What is your prior experience with online teaching? * Include any relevant information about past courses taught online and/or training taken to teach online. Your answer
- This course will be: *
  - Synchronous
  - Asynchronous
  - Combined Online Only (both Synchronous and Asynchronous)
  - Hybrid (some in-person instruction blended with online instruction)
  Your answer
- If this course will be either combined or hybrid, explain how the instruction time will be apportioned. Your answer
- What course platform will be used? *
  - Blackboard
  - SBUCConnect
  - Google Apps
  - Other:  
  Your answer
- Explain how student-to-student and student-to-instructor interaction will be handled. * Your answer
- If teaching assistants will be used for this course (either graduate or undergraduate), explain any ways in which their responsibilities would differ from an in-person offering of this course. Your answer
- List all software and any special hardware that students will need to access. * Your answer
- Please provide a statement (which should also be included in the course syllabus) of minimal technical requirements and student skills necessary for the course. * Your answer
Screen 7: SBC Certification

The seventh screen allows you to add new SBC certification to the course or to alter current certifications if you would like to do so.

If you are going to add SBC certifications to a course that has never had any, please continue to the next section.

If you are going to alter existing SBC certifications, please see page 18.

NOTE: If you do not add or change SBC certifications, you will be taken to the final screen to submit your proposal (see page 3).
Adding New SBC Certifications

Screen 1: SBC Certification

The first screen of the SBC Certification form asks you to specify which SBC categories you would like to add. Though this form is intended primarily for use with new course proposals, you may also encounter it if you are adding SBC certification to a course you are moving online.

Please see https://www.stonybrook.edu/commcms/gened/guidelines.php for guidelines on applying multiple SBCs to a course.
Adding New SBC Certifications cont.

Screen 2: SUNY Approval

The second screen of the SBC Certification form collects information for the SUNY General Education Approval process. All courses applying for any SBC certification that meets SUNY General Education requirements must provide this information to facilitate state approval.

Courses that fulfill SUNY General Education requirements (ARTS, CER, ESI, GLO, HUM, LANG, QPS, SBS, SNW, SPK, USA, and WRT) may not be offered for SBC/SUNY General Education Credit until final SUNY approval has been received. Proposals must be submitted to SUNY System Administration before they can be offered to satisfy Stony Brook General Education requirements.

The curriculum committee will prepare and submit this on your behalf.
Adding New SBC Certifications cont.

Screen 3: EXP+ Certification

The third screen of the SBC certification form allows you to designate the type (if any) of EXP+ designation a course will carry.

Is this course intended to fulfill the EXP+ Designation? *

- Yes
- No

If yes, please select which of the following subcategories are satisfied. You may check as many boxes as are appropriate.

- Cooperative Education: An applied learning experience that alternates classroom learning and productive paid work experiences in a field related to a student's academic and career goals. Co-ops are formal partnerships between an educational institution, an employer, and one or more students, and typically provide meaningful work experiences for students. Co-ops are off-campus and full time or part time.

- Internship: Credit Bearing/non-credit: Applied learning experiences for which a student may earn academic credit in an agreed-upon, short-term, supervised workplace activity, which may be related to a student's major field or area of interest. The work can be full or part time, on or off campus, paid or unpaid. Some institutions offer both credit and non-credit bearing internships. Internships integrate classroom knowledge and theory with practical application and skills developed in professional or community settings. This definition does not include internships that are required components of a registered program leading to NYS licensure or certification (e.g., teacher preparation, social work, dental hygiene). An internship is distinct from community service or service learning.

- Clinical Placement: Students rotate through a variety of health care agencies with faculty supervision focusing on the health care field process, with individual patients or groups reflecting diverse settings, across the lifespan. Emphasis is on mastering theoretical concepts, improving skill competency, and developing clinical reasoning skills with a focus on evidence-based practice.

- Practicum: A period of practical experience undertaken in academic, professional or community settings/agencies/organizations as part of an academic course. This approach is grounded in application and practice of theoretical/technical concepts/skills and cultural competency relevant to the course or to a profession.

- Service-Learning: A credit bearing educational strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience and strengthen communities.

- Community Service: Volunteerism and community service performed by students for community benefit. This service can be, but is not necessarily integrated with a particular program of study. This may include structured projects (days of service), smaller group projects, fund-raising events, or individual volunteerism, which is acknowledged by the campus.

- Civic Engagement: A teaching and learning focus on educating students as global citizens. Classes or programs include meaningful civic education and activities for social good. Classes and projects have components of reflection and engagement.

- Creative Works: A capstone, senior project, performance, or other creative work that occurs as a culminating experience for a student in an accredited class or program.

- Research: Mentored, self-directed work that enables students to make an original, intellectual or creative contribution to the discipline by exploring an issue of interest to them and communicating the results to others.

- Undergraduate Research: An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. [http://www.cnr.org/](http://www.cnr.org/).
Screen 3: EXP+ Certification
continued from previous page

Existing Course—Change in SBC Designation

Screen 1: SBC Certification
The first screen of the SBC Certification for Existing Courses form asks for basic course information.

NOTE: FILE UPLOAD. You must upload a complete copy of your syllabus here.

Please download the syllabus template and use the format offered to ensure consistency.

NOTE: If you are adding SBC certifications to an existing course that currently carries NONE and you choose option 1, please follow the instructions starting on page 14 after this screen.

If you are changing SBC certifications (adding, maintaining, and/or deleting) please continue to the next page.
Existing Course—Change in SBC Designation cont.

Screen 2A: SBC Certification Changes

The first portion of the second screen of the SBC Certification for Existing Courses form asks you to identify any new SBC categories you would like to ADD to the course.

Please check all that apply.
Existing Course—Change in SBC Designation cont.

Screen 2B: SBC Certification Changes

The second portion of the second screen of the SBC Certification for Existing Courses form asks you to identify any SBC categories you would like to REMAIN UNCHANGED. These should be for SBC categories that have already been approved ONLY and that you would like to remain attached to the course.

Please check all that apply.
Existing Course—Change in SBC Designation cont.

Screen 2C: SBC Certification Changes

The third portion of the second screen of the SBC Certification for Existing Courses form asks you to identify any new SBC categories you would like to REMOVE from the course.

Please check all that apply.

At the bottom of the page, you are asked to provide all learning objects that support ALL of the requests you are making as part of this submission.
Screen 3: SUNY Approval

The third screen of the SBC Certification for Existing Courses form collects information for the SUNY General Education Approval process. All courses applying for any SBC certification that meets SUNY General Education requirements must provide this information to facilitate state approval.
Existing Course—Change in SBC Designation cont.

Screen 4: EXP+ Certification

The fourth screen of the SBC Certification for Existing Courses form allows you to designate the type (if any) of EXP+ designation a course will carry.
Existing Course—Change in SBC Designation cont.

Screen 4: EXP+ Certification cont.

Screen 3: EXP+ Certification continued from previous page
Change in Course Title

Use this form to PERMANENTLY change the title of an existing course.

If you would like to simply temporarily add a topics title to a topics course, please select “back” and choose “Topics Course Title” instead.

Upon completing the required information, you will submit this form.

Change in Prerequisite

Use this form to change the prerequisites of an existing course.

Upon completing the required information, you will submit this form.

NOTE: FILE UPLOAD. You must upload a complete copy of your syllabus here. The syllabus content must reflect the change in prerequisites being requested.
Changes to Bulletin Text

This form for changing Bulletin Text requires only one submission screen; however, all Bulletin Text changes must be made in a specific format.

Please put the full text of whatever is currently published in the bulletin in a Microsoft word document and use the track changes feature to highlight deletions, insertions, and changes.

The content of the document should follow the style guide for the University Bulletin, which may be found here.

Any document that does not follow this format will be returned without review. If you have questions about how to use the track changes feature, please contact CAS_Curriculum@stonybrook.edu.

NOTE: FILE UPLOAD. You must upload a Microsoft word document here. The document should contain the entire current bulletin text as it is currently published. Please use track changes to add and delete items from the bulletin.

Submissions that do not follow this format will be returned without review.

Title for a Topics Course

Use this form to submit titles for topics courses ONLY. This form is not to submit a change in title for existing courses, but rather it is to assign a temporary title to a topics course for programming in the course schedule.

Please note, if the topics course carries an SBC designation, the course must meet that SBC definition.
External Impacts

Screen 1: External Impacts

As you begin the proposal process, you will be asked to identify any and all other departments impacted by your curricular changes. In addition to identifying those impacted programs, you must upload documentation from the chair of the affected department(s) indicating support for the proposed change.

This form will allow you to identify a maximum of five affected departments. If your proposed change impacts more than five departments, you must contact the CAS Dean's Office at CAS_Curriculum@stonybrook.edu before proceeding with your submission.

NOTE: FILE UPLOAD. You must upload documentation of external support for your submission here. The support should be a PDF copy of an email or a formal letter from the department chair in PDF or Word format.