**Stony Brook Curriculum Proposal Form**

UNIVERSITY SENATE

STONY BROOK CURRICULUM CERTIFICATION COMMITTEE

Rev. August 2016

**New courses:**

Complete this proposal form along with a [syllabus in the appropriate format](http://www.stonybrook.edu/commcms/gened/Syllabus%20Template%20rev%202013%2007.doc) and the course proposal form for the appropriate college undergraduate curriculum committee (A/S Senate undergraduate curriculum committee, CTPC, or HSC curriculum committees).

**Existing courses:**

Complete this form (Proposal for the Stony Brook Curriculum), and attach an updated [syllabus in the appropriate format](http://www.stonybrook.edu/commcms/gened/Syllabus%20Template%20rev%202013%2007.doc) with a complete list of readings.

**All proposals:**

Submit proposals *electronically* by the specified deadline to the college curriculum committee. The college committee will review and forward approved materials, with the SBC proposal form, to the SBC Certification Committee for consideration for inclusion in the Stony Brook Curriculum. Final review and approval of courses for inclusion in the SB Curriculum is a function of Stony Brook Curriculum Certification Committee. The role of college curriculum committees with regard to the Stony Brook Curriculum is to review and compile proposals at the college level to ensure consistency among proposals. When needed, revisions based on review will occur between the SBC Certification Committee and the college curriculum committees to ensure appropriate and consistent changes. College committees communicate with departments as appropriate.

Among other things, the [syllabus in the appropriate format](http://www.stonybrook.edu/commcms/gened/Syllabus%20Template%20rev%202013%2007.doc) should clearly identify the learning outcome(s) that would be satisfied by the course; a brief description of the opportunities this course would provide for students to acquire the knowledge or skills necessary to achieve the Stony Brook Curriculum learning outcome(s); a brief description of the graded assignments that the instructor(s) will use to evaluate the students’ achievement of the outcome(s).

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| Department Chairperson's Approval:  Click here to enter text.  If approval is by email, indicate Chairperson’s name and the date that his/her approval was sent to [elizabeth.squire@stonybrook.edu](mailto:elizabeth.squire@stonybrook.edu?subject=SBC%20proposal%20form) | | Office use only  Approve  Deny |
| Department:  Click here to enter text. | Date:  Click here to enter a date. | Date:  Click here to enter a date. |
| College Curriculum Committee approval date:  Click here to enter text. | | Notes:  Click here to enter text. |

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|  | |  |  |  | | --- | --- | --- | | Subject code: | Course number: | Complete Approved Course Title | | subject | Course number | Click here to enter text. | |
|  | Is this proposal for a new course, a new certification for existing course or an appeal to the initial certification?  New course  Existing course  Appeal to the initial certification  *please refer to detailed information on the* [*Stony Brook Curriculum*](http://www.stonybrook.edu/commcms/gened/requirements.html) *http://www.stonybrook.edu/commcms/gened/requirements.html*  See also, [SUNY guidelines](http://www.stonybrook.edu/commcms/cas/curriculum/curriculum_com/gen%20ed%20review%20procedure.pdf) |
|  | Please indicate which category or categories the course would satisfy. Indicate all existing (previously certified) and proposed categories.  Click here to enter text. |
|  | Please list the specific outcomes of the proposed SBC category or categories. Note that courses in the SBC must satisfy specific, predefined learning outcomes. It is expected that courses will have course-specific learning outcomes as well as SBC learning outcomes. Please copy and paste the appropriate selected SBC outcomes from the [SBC website](http://www.stonybrook.edu/commcms/gened/requirements.html).  Click here to enter text. |
|  | If this course is proposed to satisfy GLO, please note that we must specify to SUNY whether it meets one of two SUNY GER categories – “Western Civilization” or “Other World Civilizations.” Please review information on the following link and if proposing GLO, please select one or both of the following  <https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/general-education/GenEdCourseGuidelines_2017.pdf>   |  |  | | --- | --- | |  | **WESTERN CIVILIZATION**  Students will:  • demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and  • relate the development of Western civilization to that of other regions of the world. | |  | **OTHER WORLD CIVILIZATIONS**  Students will demonstrate:  • knowledge of either a broad outline of world history, or  • the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization**.** | |

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|  | If this course is proposed to satisfy the Experiential Learning category (EXP+), please note that  A.) Students fulfill the Stony Brook Curriculum's EXP+ learning objectives through a mentored learning activity in which the student applies knowledge and skills acquired within the classroom in real-world settings and in which insights and skills developed through real-world experience enhance academic success and professional development. Successful experiential learning requires reflection, mentoring, feedback, critical analysis and synthesis. See [EXP+ contract template](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements/EXP%20contract%20template%202016%2004%2029.docx).  B.) Each EXP+ course must satisfy at least one subcategory. Please select below all appropriate subcategories by ticking the box(es).   |  |  | | --- | --- | |  | **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.cur.org/ | |  | **Entrepreneurship (program, class, project):** Students in an entrepreneurship program develop a broad-based entrepreneurial skill relevant to any organization – start-up, established, and for and not-for-profit agency, organization, community or industry. Entrepreneurship involves consistently thinking and acting in ways designed to uncover new opportunities that are then applied to provide value. | |  | **Field Study:** Collection of information outside of an experimental or lab setting. This type of data collection is most often conducted in natural settings or environments and can be designed in a variety of ways for various disciplines. May be mentored, self-directed work, or comprise a full course. The projects include inquiry, design, investigation, discovery and application. | |  | **International and Domestic Travel/Exchange:** An instructional program delivered in either an overseas location or domestic location. Often the program is delivered as a semester-long or intercession sequence of courses, the content of which is enhanced by the location of instruction, by distinctive historic or cultural features available in the location, or by a unique approach to the subject matter that is specific to the locale. Exchanges are often conducted by individual students traveling independently to a location that has been pre-approved by their home institution, and where they determine their specific course of study in collaboration with home and host institution faculty. | |  | **Uncategorized** | |
|  | *SUNY General Education mandates.*  *A). If a course satisfies a D.E.C./SUNY general education requirement, the syllabus must include a statement of the learning objectives of the category. These objectives must be consistent with DEC and SUNY Gen Ed requirements. Refer to the Degree Requirements chapter of the Undergraduate Bulletin for a statement of the SUNY general education requirements, learning outcomes, and D.E.C. category objectives.*  *B). Courses submitted to fulfill DEC requirements must be approved by SUNY System Administration before they can be offered to satisfy Stony Brook general education requirements*. *The Curriculum Committee will prepare a SUNY-GER Course Addition Reporting Template on your behalf. Only sections I-V of this template (Campus, Campus Contact Person, Course Identification, SUNY-GER Category, and Catalog Description) will be filled out and sent to System Administration. If System Administration approves the course, it can be added to the list of DEC/SUNY GER courses.*  *C). If System Administration questions whether the course fulfills the SUNY-GER learning outcomes, the Course Addition Reporting Template will be automatically sent to SUNY ACGE (Advisory Council for General Education) for final determination. ACGE may request additional information about the course. To facilitate the approval process, please indicate whether you authorize the Curriculum Committee to submit the following additional information to ACGE if requested*  Yes  No  The following list of topics: Click here to enter text.  Yes  No  The following list of readings: Click here to enter text.  Yes  No  The course syllabus (please attach).  Note that the course cannot be offered for DEC/SUNY GER credit until final SUNY approval. |